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**Instructional Intervention/Progress Monitoring (IIPM) Model,
IIPM Pre/Referral Process and
Special Education Comprehensive Evaluation**

**Guidelines and Resources
for
Eugene School District 4J**

February 20, 2009

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Note: Oregon Administrative Rules for Special Education Updated 2008, Oregon Department of Education, may be found at the District’s website: <http://www.4j.lane.edu/adminrules> and at the website of the Oregon Department of Education: <http://www.ode.state.or.us>

Section A: Instructional Intervention/Progress Monitoring (IIPM) Model and IPPM Pre/Referral Process

Introduction

Emerging practices suggest any referral for special education evaluation and services for students experiencing academic difficulties, including Culturally and Linguistically Diverse (CLD/ELL) students, should occur only after the student participates in a pre/referral process that includes instructional intervention and progress monitoring in the general education. The District's IIPM Model and IIPM Pre/Referral Process provides all students with high quality instruction in the core curriculum and uses a tiered intervention process that monitors student performance on scientific, research-based (SBR) and culturally/linguistically responsive instructional interventions that are implemented within the general education classroom.

The IIPM Model and the IIPM Pre/Referral Process are essential procedural components of the District's SPED Comprehensive Evaluation Model. These components provide instructional interventions, progress monitoring, and cultural and linguistic information to rule out exclusionary factors, i.e., inadequate instruction, linguistic/cultural, socioeconomic and/or ecological/environmental differences, as the primary reasons for a student's academic failure. The IIPM Model and IIPM Pre/Referral Process provides a thorough investigation of a student's academic performance in response to receiving instruction in a comprehensive core reading or mathematics curriculum as well as an analysis of the effectiveness of instructional interventions. Research continues to support the effectiveness of pre/referral procedures, including instructional interventions and RTI methodology, that may resolve 70% or more of the special education referrals of CLD students (Collier, 1998; Ortiz, 1999) and reduce the number of students inappropriately considered for special education eligibility and services (Fuchs, 2008).

The District implemented a major initiative for language arts instruction in the 2007-2008 school year with the adoption of a new language arts curriculum (K-8) and a tiered instructional delivery model referred to as the Instructional Intervention/Progress Monitoring (IIPM) Model. This initiative provides the guidelines and necessary supports to ensure that all students receive quality reading instruction and interventions with progress monitoring of academic growth in the general education classroom. The District plans to follow the same process for the implementation of the mathematics curriculum in the 2008-2009 school year. A standards-based comprehensive core mathematics curriculum, SBR instructional interventions, and progress monitoring assessments (e.g., EasyCBM) will be incorporated into the District's IIPM Model.

Overview of the IIPM Model and IIPM Pre/Referral Process

The District's IIPM Model and IIPM Pre/Referral Process incorporates an instructional intervention and progress monitoring framework derived from behaviorist learning theory and a Response to Intervention (RTI) methodology. The IIPM Model is a formal, structured approach to the provision of high-quality instruction and intervention matched to students' academic and learning needs. The approach requires frequent progress monitoring to assess student academic performance and learning rate to guide instruction, and is conceptualized in the District's IIPM Model as a Response to Instruction (RtInst) methodology. The IIPM Pre/Referral Process provides extensive pre/referral information necessary for non-discriminatory and fair assessments of all students, including CLD students. The IIPM Pre/Referral Process and incorporated RtInst methodology effectively address early identification and intervention of any academic difficulties within the general education environment.

Instructional Intervention/Progress Monitoring (IIPM) Model and IIPM Pre/Referral Process

All students receive instruction in the comprehensive core reading and mathematics programs. The District's IIPM Model and IIPM Pre/Referral Process, includes procedures and guidance for instruction, instructional interventions, progress monitoring, and supports for all students. The following explanation of the IIPM Model Tiers I-III describes the model for reading. A similar process with variation for instructional time is utilized for a student receiving instruction in mathematics. For culturally and linguistically diverse students (CLD), review the District's guidelines and resources document (Appendix A).

Tier I – Comprehensive Core Reading Instruction

All students receive instruction in the comprehensive core reading curriculum (Tier I and II) for a minimum of 40-90 minutes daily. Tier I instruction focuses on the five essential components of reading. Students are assessed periodically using the District's Reading Assessments and other CBM measures (EasyCBM or DIBELS). If a student scores below the 20th percentile s/he may be recommended by the IIPM Team for Tier II - Instructional Differentiation with progress monitoring.

Tier II – Comprehensive Core Reading Instruction with Differentiation

All students receive instruction in the Tier II Comprehensive Core Reading Instruction with Differentiation. Tier II instruction is more differentiated and skill focused than in Tier I and allows the general education teacher, with collaborative support from Title 1, reading specialist, facilitating teacher, and/or special education teacher, to address the instructional, learning, and cultural/linguistic needs of individuals and/or group of students (on, below, language support, or challenge level) in the core curriculum. Teachers may also use supplemental instructional materials.

Only students recommended from Tier I for progress monitoring receive a minimum of six weeks of differentiated instruction with three progress monitoring data measures in Tier II. The District's IIPM Model and IIPM Pre/Referral Process (including RtInst methodology) begins with the student's recommendation for Tier II – Instructional Differentiation with progress monitoring. The IIPM Pre/Referral Process may continue through Tier III – Targeted Instructional Interventions. Written Parent Notification is required for progress monitoring in Tier II and Tier III as part of the IIPM Pre/Referral Process and RtInst methodology.

A student may be recommended by the IIPM Team for Tier III – Targeted Instructional Intervention:

- 1 After receiving a minimum of six weeks of Tier II – Instructional Differentiation with progress monitoring;
- 2 After collection of three sets of data; and
- 3 If measured achievement falls below the projected aim line or produces a flat progress trend.

The IIPM Team may discontinue or extend Tier II progress monitoring if interventions are successful based on progress monitoring and RtInst methodology data.

Tier III – Targeted Instructional Interventions with Progress Monitoring

A student receiving instruction in Tier III – Targeted Instructional Interventions with progress monitoring will have a minimum of an additional 60 minutes per week of small group instruction using targeted, direct and explicit instructional interventions that are matched to the student's academic, learning, and cultural/linguistics needs. These interventions may be provided by the general education teacher, Title 1, reading specialist, ELD curriculum teacher, facilitating teacher, and/or SPED teacher depending on the resources available at each building. Students in Tier III will receive a minimum of six weeks of targeted instructional interventions and additional progress monitoring assessments every two weeks. The District's IIPM Pre/Referral Process and RtInst methodology continue through Tier III. Written Parent Notification is required for progress monitoring in Tiers II and III as part of the IIPM Model and IIPM Pre/Referral Process.

The decision rules for the IIPM Pre/Referral Process and RtInst methodology in Tier III require the IIPM Team review and analyze the six – twelve weeks of Tier II and Tier III instructional interventions progress monitoring data points, as well as other assessment or background information, i.e., classroom performance, exclusionary factors, and other/CLD information. The IIPM Team may discontinue Tier III - Targeted Instructional Interventions with progress monitoring if the student’s data suggests interventions have been effective. The team may also determine the need for additional data and extend the Tier III interventions for an additional six weeks. If the student is not making adequate progress, i.e., continues to perform at a level below the academic aim line or measurements of progress produce a flat trend line and the IIPM Team suspects the student may have a disability, the team will refer the student for a SPED Comprehensive Evaluation.

If a student is referred for a SPED Comprehensive Evaluation, Tier III – Targeted Instructional Interventions will be reviewed (evaluation planning meeting) and continued through the evaluation period with progress monitoring weekly.

Considerations for the Use of the IIPM Pre/Referral Process and RtInst Methodology

The appropriate use of the IIPM Model Pre/Referral Process and RtInst methodology requires an understanding of and ability to implement high quality instruction in the core curriculum with differentiation, and when needed, targeted interventions and progress monitoring to meet diverse learner needs. Some additional considerations include the need to:

- Understand that standardized procedures for instructional interventions and progress monitoring assessments (CBMs) attempts to maximize the external validity and measurement reliability in determining RtInst methodology;
- Utilize a pre/referral process and progress monitoring measures that account for the differential rate of development between native language acquisition, second language acquisition, and acculturation (Ortiz, 2006);
- Recognize there is more instability in progress monitoring which affects data outcomes and, therefore, the progress monitoring may consequently underestimate student performance levels or skills knowledge particularly when students have received limited or inconsistent instruction and, particularly for ELL students, have a low proficiency in oral English (Gerber, 2004); and
- Recognize there is considerably more to learn about the RtInst (RTI) methodology. Specifically:
 - 1 What effective SBR instruction looks like in both the core reading program and as implemented in Tier II – Instructional Differentiation and Tier III – Targeted instructional interventions;
 - 2 How research can guide the instruction and intervention process; and
 - 3 What are the essential components required for the implementation of a pre/referral process and RtInst methodology?

The Oregon Department of Education, Office of Student Learning and Partnerships has a number of valuable links discussing the use of pre/referral procedures and RtInst (RTI) methodology for students who are struggling to learn and may be eligible for special education services. The link below provides pertinent information and is frequently updated as pre/referral and RtInst (RTI) information becomes available.

<http://www.ode.state.or.us/search/page/?id=315>

Instructional Intervention/Progress Monitoring Team (IIPM Team)

The Instructional Intervention/Progress Monitoring (IIPM) Model is an essential component of the District's adoption and implementation of the language arts and mathematics curricula, tiered instructional delivery, and progress monitoring of student academic performance. Each building in the District is required to identify a team of teachers and specialists to be members of a team to support the IIPM Model. The IIPM Team may include general education, special education, Title 1, and ELD teachers, specialists (school psychologists, SLP, facilitating teachers, etc.), and building principal. In practice, the composition of the IIPM Team is fluid, often beginning with grade level instructional teams or cross-level teams with other staff members and parents added, when appropriate throughout the IIPM Pre/Referral Process.

The IIPM Team will:

- 1 Review all information, including District assessments and other CBM measures, when considering recommending a student for Tier II - Instructional Differentiation with progress monitoring and Tier III - Targeted Instructional Intervention with progress monitoring;
- 2 Plan and review appropriate instructional interventions and progress monitoring in Tier II and Tier III;
- 3 Apply decision rules for extending, moving or exiting a student within the IIPM Model and IIPM Pre/Referral Process with progress monitoring;
- 4 Collect additional information in Tier III;
- 5 Address exclusionary factors;
- 6 Refer a student for a SPED Comprehensive Evaluation, if a student is suspecting of having a disability;
- 7 Develop a working hypothesis to guide the IEP – Evaluation Planning (see page 14); and
- 8 Review and continue the Tier III – Targeted Instructional Interventions through the evaluation period with progress monitoring weekly.

The IIPM Team works collaboratively with the District's CLD/SPED Team to ensure:

- 1 The IIPM Model and IIPM Pre/Referral Process for CLD students includes culturally and linguistically responsive instruction in the core and ELD program curriculum;
- 2 Differentiated and targeted instruction meets individual learner needs; and
- 3 Progress monitoring occurs in the general education classroom and, if needed, in the ELD program.

Considerations for Implementing the IIPM Model and IIPM Pre/Referral Process

The IIPM Team should have sufficient instructional, progress monitoring data, and language/cultural information to determine if a student's learning difficulties can be attributed to:

- An inadequate match between student characteristics, e.g., language and cultural background, and the implemented instruction, interventions, and learning environment;
- A lack of appropriate instruction or opportunity for instruction and learning; and /or
- A suspected disability (Ortiz, 1999).

Special consideration should be given to the following four areas:

1 Instruction

- Consider previous instructional programs and the quality of the learning experiences or opportunity to learn for the student;
- Review existing programs and services, e.g., curricular accommodations in the classroom, bilingual services, ELD program, and Title I instruction;
- Determine if the current instruction and instructional interventions are culturally and linguistically responsive and designed to meet the students needs; and
- Review differentiated (Tier II) and targeted (Tier III) instructional interventions for SBR quality and integrity of implementation.

2 Progress Monitoring

- Review the progress monitoring data for the student to determine if standardized assessment procedures were followed (i.e., external validity and measurement reliability of the progress monitoring assessments); and
- Analyze RtInst methodology to ensure that the student's progress monitoring results can be linked directly to instructional interventions and student learning experiences, e.g., ecological and treatment validity of the methodology.

3 Student Information

- Utilize a member of the CLD/SPED Team or an IIPM Team member who is knowledgeable about the student's culture and acculturation experience to ensure that appropriate information is obtained during the IIPM Model and IIPM Pre/Referral Process; and
- Utilize parents as members of the IIPM Team to obtain background information and family history.

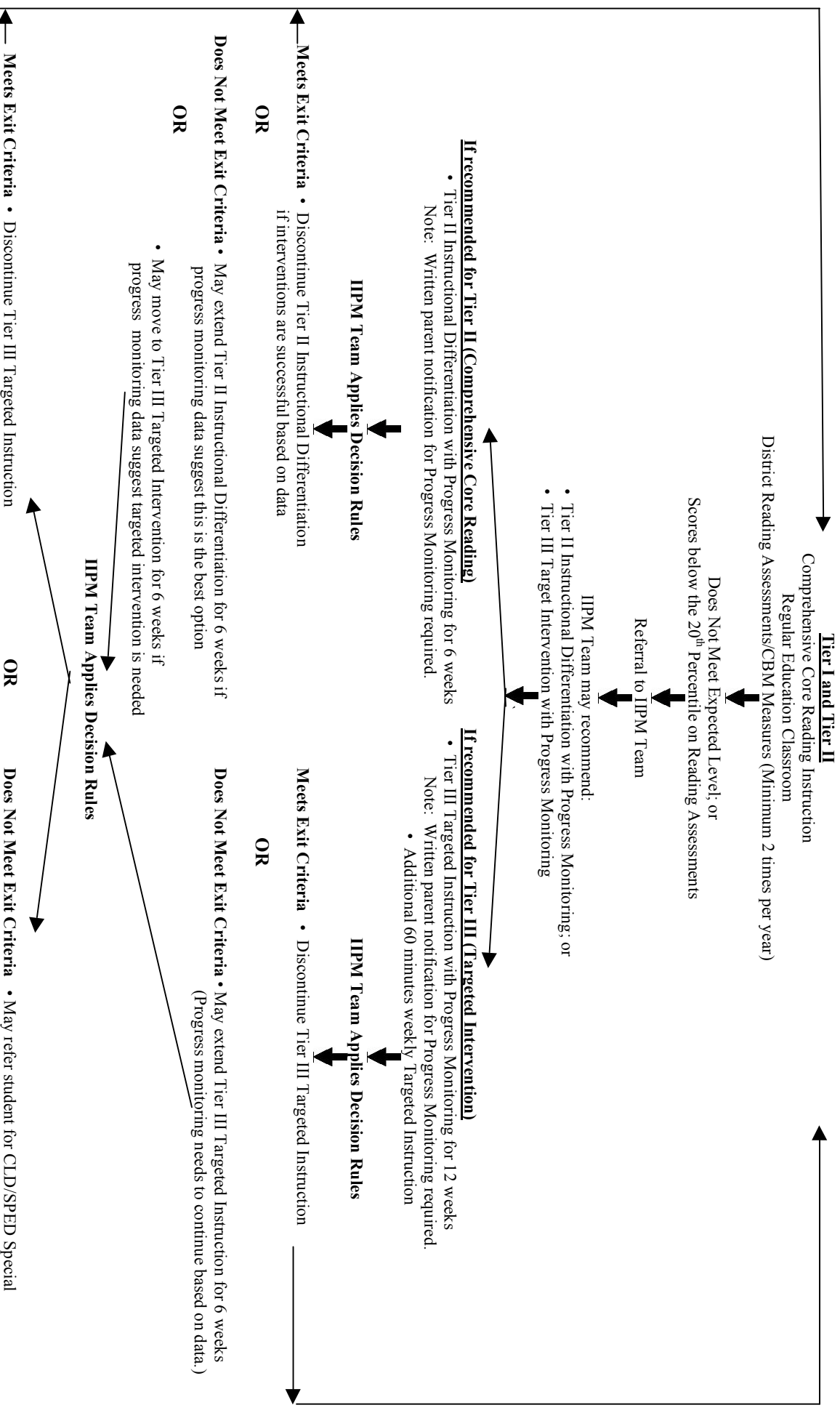
4 Exclusionary Factors

The IIPM Team apply the District's decision rules and consider exclusionary factors for students who are in Tiers I, II and III of the IIPM Pre/Referral Process. The following are exclusionary factors (adapted from Figueroa & Newsome, 2006) to consider when reviewing a student's performance:

- Socio-cultural differences, e.g., world view, low level of acculturation;
- Economic disadvantage;
- Lack of instruction as a result of inconsistent schooling or attendance;
- Inappropriate instruction and instructional interventions;
- Ecological/environmental issues in the classroom; and
- Typical second language acquisition/development stages.

Implementing the IIPM Model – Pre/Referral Process for CLD Students

The chart below provides a schematic of the IIPM Model – Pre/Referral Process with variations for CLD students on monitoring status or receiving instruction in the ELD Program Appendix A). In addition, detailed checklists follow for each of the IIPM Pre/Referral Process variations (Appendix A).



Checklist: IIPM Pre/Referral Process

The IIPM Pre/Referral Process Checklist provides the IIPM Team with a format to ensure the appropriate steps are followed and information is collected.

Tier I – Comprehensive Core Reading Instruction

- ___ Review District Reading Assessment (or CBM measures) scores for all students;
- ___ Identify student with scores below the 20th percentile;
- ___ Consider recommending the student for Tier II – Differentiated Instruction with progress monitoring;
- ___ Initiate (start) the building's data form for the student; and
- ___ Determine if the student is a CLD or CLD/English Language Learner. (Check Program page on ESIS to determine if the student is in the ELD program, on monitoring status or has been reclassified as FEP). Consult with the CLD/SPED Team.

Tier II – Comprehensive Core Reading Instructional Differentiation with Progress Monitoring

- ___ Provide appropriate instructional differentiation for the referred student for at least six weeks;
- ___ Consult (when appropriate) with the District CLD/SPED Team to design instructional differentiation;
- ___ Assess the student using progress monitoring measures a minimum of every two weeks;
- ___ Document three progress monitoring data points;
- ___ Review the student's progress after six weeks of instructional differentiation and progress monitoring;
- ___ Apply decision rules; and
- ___ Continue (extend) Tier II – Comprehensive Core Reading Instruction with Differentiation and progress monitoring, if progress monitoring data indicates the student is making adequate progress;
- ___ Discontinue Tier II – Comprehensive Core Reading Instruction with Differentiation and progress monitoring, if progress monitoring data indicates that the instructional differentiation is successful; or
- ___ Move to Tier III - Targeted Instructional Interventions with progress monitoring, if the student is not making adequate progress.

Tier III – Targeted Instructional Interventions with Progress Monitoring

- ___ Provide targeted instructional interventions for at least six weeks;
- ___ Provide a minimum of 60 minutes per/week of small group instruction;
- ___ Consult (if appropriate) with the District CLD/SPED Team when designing targeted interventions;

- ___ Assess the student using progress monitoring measures a minimum of every two weeks;
- ___ Document three progress monitoring data points;
- ___ Review the student's progress after six weeks of targeted instructional intervention and progress monitoring;
- ___ Apply decision rules, and determine the next step;
- ___ Continue (extend) Tier III - Targeted Instructional Interventions with progress monitoring, if progress monitoring data indicates that the student is making adequate progress;
- ___ Discontinue Tier III - Targeted Instructional Interventions with progress monitoring, if progress monitoring data indicates that targeted instructional intervention is successful;
- ___ Consider any apparent exclusionary factors and/or factors that must be further explored; or
- ___ If the student is not making adequate progress and the IIPM Team suspects the student has a disability, the team will refer the student for a SPED Comprehensive Evaluation; and
- ___ Develop a working hypothesis to guide the IEP – Evaluation Planning; and
- ___ Review and continue the Tier III – Targeted Instructional Interventions through the evaluation period with progress monitoring weekly.

IIPM Pre/Referral Process and SPED Comprehensive Evaluation For Students Successful only with Tier III - Targeted Instruction Interventions

For a student who has previously made adequate progress in Tier III – Targeted Instructional Interventions and who is subsequently recommended making inadequate progress in Tier II, the IIPM Team may refer the student for a SPED Comprehensive Evaluation and/or review and continue the Tier III – Targeted Instructional Interventions with progress monitoring.

IIPM Pre/Referral Process and SPED Comprehensive Evaluation For Students Exhibiting Significant Learning Difficulties

For a student that exhibits significant learning difficulties, the IIPM Team may refer the student for a SPED Comprehensive Evaluation in conjunction with appropriate instructional interventions and progress monitoring in the IIPM Pre/Referral Process.

The IIPM Pre/Referral Process and SPED Comprehensive Evaluation requires:

- 1 Completion of the appropriate steps in the Checklist; and
- 2 Completion of IIPM Pre/Referral Process and Component, Evaluation Planning and the SPED Comprehensive Evaluation within thirty (30) school days of the referral to Special Education.

Conclusion: Instructional Intervention/Progress Monitoring (IIPM) Model and IIPM Pre/Referral Process

The IIPM Model provides a formal, structured approach to high quality instruction, instructional intervention and progress monitoring. The IIPM Pre/Referral Process is an essential component of the District's instructional program. As a result of the IIPM Pre/Referral Process, the IIPM Team should have sufficient instructional and progress monitoring data (and language/cultural information) to determine if a student's learning difficulties can be attributed to exclusionary factors or to a suspected disability. If the student is not making adequate progress and the IIPM Team suspects the student of having a disability, the team will refer the student for a SPED Comprehensive Evaluation as described in Section B.

Section B: Special Education Comprehensive Evaluation Model

Introduction

Many of the current referral and assessment practices in special education fail to adequately differentiate between a disability and a learning difficulty or underachievement that can be attributed to exclusionary factors, such as cultural and/or linguistic difference. As a result, there are a disproportionate number of students identified and receiving special education services. Research in SBR instructional and non-discriminatory assessment practices suggests that overrepresentation, across disability categories in special education, often occurs as a result of a) inadequate instruction and intervention in general education, b) inappropriate special education referral and assessment procedures; and c) biased assessment practices (Ortiz, 2002; Carrasquillo, 1991, in Baca and Cervantes, 2004).

To help address these critical issues, the District has implemented the Instructional Intervention/Progress Monitoring (IIPM) Model and the IIPM Pre/Referral Process with a variation for CLD students. As described in Section A, the IIPM Model provides a formal, systematic approach to high quality instruction, differentiated and targeted interventions, as well as on-going progress monitoring of student achievement to ensure all students receive instruction based on the appropriate academic, cultural, linguistic and learning needs of the student.

Section B outlines the District's SPED Comprehensive Evaluation Model that consists of the following two components:

- 1 IIPM Pre/Referral Process; and
- 2 Evaluation planning and SPED Comprehensive Evaluation.

Section B also describes the steps in the Individual Educational Program (IEP) process, i.e., eligibility determination, IEP development, placement and service decisions. The SPED Comprehensive Evaluation Model and IEP process have new and revised procedures that address inadequacies in previous SPED assessment methodologies and evaluation procedures, eligibility and placement decisions, as well as service recommendations.

The IIPM Pre/Referral Process and the SPED Comprehensive Evaluation components are designed to reduce the over representation of students in special education by integrating instructional, tiered intervention, progress monitoring and pre/referral information into a comprehensive evaluation model. Such integration places more appropriate value on responding to the instructional and learning needs of all students, beginning with the presumption of needs rather than disability, and addressing the barriers to learning (e.g., socio-cultural differences, second language acquisition, inconsistent schooling or attendance, inappropriate instruction, and economic disadvantage) that may significantly impact a student's performance. This approach resonates with the current view of many special education professionals that a student's access to and instruction in the core curriculum with appropriate, culturally and linguistically responsive instructional interventions as well as exclusionary factors should be considered before attributing a student's learning difficulties to a disability.

The Law: Evaluation Procedures

The Individuals with Disabilities Education Improvement Act (IDEIA 2004), Section 504 Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, the standards for educational psychological testing from the American Psychological Association (APA, 1996) and the Oregon Administrative Rules (ODE, 2007) provide guidance in planning and implementing evaluation procedures for all students, including CLD students who are suspected of having a disability. This guidance strongly emphasizes the importance of considering cultural and linguistic differences. The District's procedures ensure consistency of a nondiscriminatory assessment process and eligibility determination.

The General Evaluation and Reevaluation Procedures referenced in the Oregon Administrative Rules (581-015-2110) outline the requirements of conducting an evaluation. This administrative rule and other related rules identify

the evaluation requirements and, specifically, what procedures should be followed to complete a comprehensive evaluation that addresses linguistic and cultural factors in a non-biased and non-discriminatory manner.

When determining a student's eligibility for special education, the IEP team should review the eligibility procedures in this manual (p. 20-21) and the Evaluation Procedures in section 300.304 (IDEIA 04) that detail specific evaluation and assessment procedures. The evaluation procedures provide useful guidance regarding the appropriate selection, administration and use of assessments and methodologies that would be "sufficiently comprehensive to identify all of the child's special education needs..." (Federal Register, August 14, 2006, p 46785). The section also identifies those procedures that will ensure that the assessment process is nondiscriminatory (1, i-v) which are required to determine eligibility for CLD/FEP/ELL students.

Nondiscriminatory Assessment

Nondiscriminatory assessment incorporates a wide-range of approaches and procedures that are designed to systematically reduce bias. Nondiscriminatory assessment methodologies "...collectively seek to uncover as fairly as possible relevant information and data upon which decisions regarding functioning and performance can be equitably based" (Ortiz, 2002).

The District has reviewed and adopted the *Comprehensive Framework for Nondiscriminatory Assessment* (Ortiz, 2002; 2004) to help guide and inform the SPED and CLD/SPED Comprehensive Evaluation Model. The framework supports a collaborative assessment process that allows members of the IIMP and evaluation (IEP) teams and parents to work together, share information and make decisions jointly. The result of the assessment process will significantly improve the likelihood that our CLD students will be assessed in a nondiscriminatory manner.

Team Participants and Responsibilities

The membership and responsibility of the school teams change as a student moves through the IIPM Model, IIPM Pre/Referral Process, SPED Comprehensive Evaluation, and IEP process, i.e., eligibility determination, IEP development, placement and services. Parents are active members of the school teams and should be given the opportunity to participate and contribute in every step of the pre/referral and comprehensive evaluation process (in accordance with OAR 581-015-2190 – Parent Participation – General and OAR 581-015-2195 - Additional Parent Participation Requirements for IEP and Placement Meetings).

IIPM Team

The IIPM Team may include general education, special education, Title 1, and ELD teachers, specialists (school psychologists, SLP, facilitating teachers, etc.), and building principal. In practice, the composition of the team is fluid, often beginning with grade level instructional teams or cross-level teams and with other staff members and parents added, when appropriate. The IIPM Team works collaboratively with the CLD/SPED Team if a CLD student is recommended for IIPM Team support.

The IIPM Team is responsible for following the tiered IIPM Model and IIPM Pre/Referral Process, including the development of instructional differentiation and targeted instructional interventions, progress monitoring assessments, and applying the decision rules for Tiers I-III. Parents are important members of the IIPM Team. Parent participation is necessary to obtain background information and family history as well as to ensure parental input into the IIPM Pre/Referral Process and assure there is informed decision-making by both the parents and the IIPM Team.

CLD/SPED Team

The CLD/SPED Team is composed of two bi-lingual/cultural specialists (school psychologist and speech/language therapist) supported by Educational Supports Services and the ELD Program. The CLD/SPED Team works collaboratively with the building's IIPM Team to ensure the IIPM Model and IIPM Pre/Referral Process for CLD

students includes culturally and linguistically responsive instruction in the core and ELD program reading curricula, differentiated and targeted instruction that meets individual learner needs, and progress monitoring in the general education classroom and, if needed, the ELD program.

IEP Team

In accordance to OAR 581-015-2210, the IEP Team for each child with a disability includes the following participants:

- (a) One or both of the child's parents, except as provided in OAR 581-015-2195;
- (b) The child where appropriate;
- (c) At least one regular education teacher of the child, if the child is or may be participating in the regular education environment;
- (d) At least one special education teacher of the child or, if appropriate, at least one special education provider of the child;
- (e) A representative of the school district, who may also be another member of the team, who is
 - (A) Qualified to provide, or supervise the provision of, specially designed instruction;
 - (B) Knowledgeable about the general education curriculum;
 - (C) Knowledgeable about district resources; and
 - (D) Authorized to commit district resources and ensure that services set out in the IEP will be provided.
- (f) An individual who can interpret the instructional implications of the evaluation results (who may also be another member of the team);
- (g) Other individuals, including related services personnel as appropriate, invited by:
 - (A) The parent, whom the parent determines to have knowledge or special expertise regarding the child; or
 - (B) The school district, whom the school district determines to have knowledge or special expertise regarding the child; and
- (h) Transition services participants.

The IEP Team (minimum) must include: (a) General Ed Teacher; (b) Special Ed Teacher; (c) Parent(s); (d) District Representative; (e) Individual knowledgeable about the child's disability and can interpret the implications of evaluation results on instruction. The recommended IEP Team members for a CLD/ELL student may also include the CLD/SPED Team, ELL program teacher(s), interpreter and/or and someone knowledgeable of the student's language and culture. The IEP Team conducts evaluation planning and the SPED Comprehensive Evaluation, and completes the IEP process, e.g., eligibility determination, IEP development, placement and service decisions in accordance with District procedures and Oregon Administrative Rules.

SPED Comprehensive Evaluation Model

The District's SPED Comprehensive Evaluation Model was developed to evaluate students for special education eligibility and services. The SPED Comprehensive Evaluation Model includes two components and incorporates evaluation procedures with accompanying assessment methodologies:

- 1 IIPM Pre/Referral Process (the evaluation procedure is described below in Component 1 and Component 2: Step 2; and
- 2 SPED Comprehensive Evaluation (the evaluation procedure and assessment elements are described below in Component 2: Step 3).

Component 1: IIPM Pre/Referral Process

The IIPM Pre/Referral Process is the first component of the District's SPED Comprehensive Evaluation Model. This component includes instruction in the core content areas (reading and mathematics), a tiered model for instructional differentiation and targeted interventions, and progress monitoring of student achievement. In the IIPM Pre/Referral Process, the IIPM Team reviews and determines the effectiveness of academic interventions that were implemented to address the instructional, cultural, and linguistic needs of the learner and thoroughly investigates the student's academic performance in response to instruction (RtInst). The IIPM Team also gathers additional cultural, linguistic and background information to consider as potential sources of a student's academic performance.

IIPM - Pre/Referral Process and Referral for SPED Comprehensive Evaluation

The IIPM Team will complete the following before referring a student for a SPED Comprehensive Evaluation:

- **Review** Tier I-III instruction intervention, progress monitoring data, and additional information completed by the IIPM Team, i.e., the IIPM Pre/Referral Process Checklist;
- **Assign** a building-level case manager (and if needed, a member of the CLD/SPED Team) who will review the IIPM Re/Referral Process information, including progress monitoring data and background information and information collected to consider as exclusionary factors;
- **Discuss** the IIPM Pre/Referral Process information including a thorough review and consideration of exclusionary factors;
- **Determine** if the student is not making adequate progress;
- **Decide** if the IIPM Pre/Referral Process information provides sufficient evidence for a suspected disability and, if the IIPM Team suspects the student has a disability, then the student will be referred for a SPED Comprehensive Evaluation;
- **Decide** if the IIPM Pre/Referral Process information does not provide sufficient evidence for a suspected disability and determine what additional data should be collected before proceeding with the referral for a SPED Comprehensive Evaluation;
- **If a student is referred** for a SPED Comprehensive Evaluation, Tier III – Targeted Instructional Interventions will be reviewed (at the Evaluation Planning meeting) and continued through the evaluation period with progress monitoring weekly;
- **Develop** a working hypothesis to guide the Evaluation Planning;
- **Explain** to the parent(s) the IIPM Team's decision to refer the student for a SPED Comprehensive Evaluation, and the suspected disability. Provide the parents an opportunity to express their concerns and opinions, and spend time to build a working relationship with the parents, acknowledging and respecting their socio-cultural background and knowledge of their child; and

- **Provide** copies of the written parental notification and the Notice of Procedural Safeguards (Parent Rights for Special Education) and obtain consent in the parents' native language as specified under IDEA 2004. Review the information with the parents to ensure the parents understand and provide informed consent.

Component 2: SPED Comprehensive Evaluation

The second component of the District's SPED Comprehensive Evaluation Model includes both Evaluation Planning and the completion of the SPED Comprehensive Evaluation. This component also adds Step 4: Patterns of Strengths and Weaknesses (PSW) Assessment Methodology and Step 5: Interpretation of Evaluation Data.

Evaluation Planning (OAR 581-015-2115) requires the IEP Team, including the parents, meet to review the existing evaluation data, student performance and observation data, information from parents and, for the CLD student, cultural and linguistic background information which is collected from Tier III of the District's IIPM Pre/Referral Process. The IEP Team determines if any other evaluation procedures and assessment methods/materials are required to ensure the evaluation plan is individualized to assess the specific area of suspected disability(s) and areas of educational need. The SPED Comprehensive Evaluation follows the Evaluation Planning and includes procedures and assessments methods/materials that are sufficiently comprehensive to meet the criteria outlined in Section 300.34 – Evaluation Procedures (IDEIA 04) and OAR 581-015-2160 – Evaluation and Reevaluation Requirements and the District's non-discriminatory assessment guidelines.

Following the completion of the SPED Comprehensive Evaluation, the IEP Team must schedule a meeting to interpret the evaluation data prior to the eligibility meeting. This meeting to interpret the evaluation data should also ensure that the IEP Team, including the parents, has collected information from all appropriate sources and the evaluation data are carefully considered (OAR 581-015-2125).

Step 1: Evaluation Planning

- **Review** with the parents and members of the IEP team the following information:
 - a. Existing evaluation data;
 - b. Evaluation and information provided by the parents of the child;
 - c. Current classroom-based, local, or state assessments, and classroom-based observations;
 - d. Observations by teachers and related services providers; and
 - e. Exclusionary factors, including the appropriate consideration of cultural and linguistic background information.
- **Determine** based on the above review and input from the student's parents, if any other evaluation procedures and assessment methods/materials are required to determine whether the student is, or continues to be, a student with a disability (OAR 581-015-2130 through 581-015-218). Also complete the following:
 - a. Review and continue Tier III – Targeted Instructional Interventions through the evaluation period with progress monitoring weekly;
 - b. Assess relevant functional, developmental, and academic information about the student; and
 - c. Identify information related to enabling the student to be involved in and progress in the general education curriculum (OAR 581—105-2110).
- **Develop** an individualized evaluation plan designed to assess the specific disability(s) and areas of educational needs, including a working hypothesis about specific barriers to student learning and/or other referral concerns or questions; and
- **Elicit** parent concerns regarding the evaluation plan.

The IIPM Pre/Referral Process is the first evaluation procedure of the SPED Comprehensive Evaluation. The IIPM Pre/Referral Process is an essential part of the District's instructional program and ensures that all students receive instruction in the core curriculum, instructional interventions and progress monitoring, and that instruction is based on the cultural, linguistic and learning needs of the student. The IIPM Pre/Referral Process, which is also the first component of the SPED Comprehensive Evaluation Model, utilizes a Response to Instruction (RtInst/RTI) assessment methodology that requires frequent progress monitoring to assess student academic performance and learning rate. The RtInst assessment methodology provides accurate academic performance information necessary to meet the Evaluation Procedures requirement in section 300.34 (IDEIA 04). During Tier III of the IIPM Pre/Referral Process, the District obtains additional, relevant student information is obtained, including cultural, linguistic and background information the IEP Team should consider as potential sources of a student's academic performance.

Step 2: IIPM Pre/Referral Process (Evaluation Procedure/RtInst Assessment Methodology)

- **Review** the core instruction and instructional interventions implemented in the general education and/or ELD programs. Consider the following:
 - a. Review the student's previous instructional programs and the quality of the learning experiences or opportunity to learn for the student;
 - b. Review the student's current programs and services, e.g., curricular accommodations in the classroom, bilingual services, ELD program, and Title I instruction;
 - c. Determine if the student's current instruction and instructional interventions designed to meet the students needs; and
 - d. Review differentiated (Tier II) and targeted (Tier III) instructional interventions for SBR quality and integrity of implementation.
- **Review** progress monitoring data to determine if student is making adequate progress. Consider the following:
 - a. Review progress monitoring data for the student to determine if standardized assessment procedures were followed, i.e., review the external validity of the procedures and measurement reliability of the progress monitoring assessments; and
 - b. Analyze RtInst assessment methodology to ensure the student's progress monitoring results can be linked directly to instructional interventions and the student's learning experiences, i.e., ecological and treatment validity of the methodology.
- **Review** the additional information from Tier III, Step 2 including cultural, linguistic and background information. This includes information from:
 - a. Interview with the parent;
 - b. Academic records;
 - c. Information regarding language dominance and the student's motivation and supports to learn English or to speak in his/her native language; and
 - d. Student's proficiency in the use of language in L1 and L2.
- **Review** exclusionary factors when considering a student's performance. These include:
 - a. Socio-cultural differences, e.g., world view, low level of acculturation;
 - b. Economic disadvantage;

- c. Lack of instruction as a result of inconsistent schooling or attendance;
- d. Inappropriate instruction and instructional interventions;
- e. Ecological/environmental issues in the classroom; and
- f. Typical second language acquisition/development stages.

The second evaluation procedure is the SPED Comprehensive Evaluation. It is not only comprehensive, but is individualized and informed by the IIPM Pre/Referral Process. The SPED Comprehensive Evaluation is designed to assess the specific area(s) of disability and educational needs of the student. The SPED Comprehensive Evaluation utilizes the Patterns of Strengths and Weaknesses (PSW) assessment methodology. The District developed the PSW assessment methodology to provide a framework to organize, review and evaluate assessment data in terms of the student's pattern of strengths and weaknesses in performance, achievement, intellectual development/basic psychological processes, and as related to the specific areas of disability(s) and the educational need of the student. An explanation of how to apply the PSW assessment methodology as an approach to reviewing, organizing and evaluating assessment data, and to apply decision rules for determining the pattern of strengths and weaknesses for both initial evaluations and reevaluations are in Appendix: C and in Step 5 below.

Step 3: SPED Comprehensive Evaluation Procedure and Assessment Elements

Review each assessment element described below. All elements must be sufficiently addressed in the SPED Comprehensive Evaluation to meet the District's evaluation criteria.

1 Speech

- Assess the student in the area of articulation of speech sounds. An articulation disorder is the atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that may interfere with intelligibility;
- Assess the student in the area of fluency. A fluency disorder is an interruption in the flow of speaking characterized by an atypical rate, rhythm, and repetition in sounds, syllables, words, and phrases. This may be accomplished by excessive tension, struggle behavior, and secondary mannerisms;
- Assess the student in the area of voice. A voice disorder is characterized by the abnormal production and/or absences of vocal quality, pitch, loudness, resonance, and/or duration that is appropriate for an individual's age and/or sex;
- Review indicators of speech difference and determine if the indicators are present in L1 and L2 for a CLD student. A speech/phonological disorder should be present in L1 and L2 to be considered a disorder rather than a difference; and
- Consider additional assessments and suggestions:
 - Use standardized and norm-referenced measures with caution,
 - Developmental sequence of sound acquisition,
 - Rating scales/checklists, and
 - Include informal inventories for languages in which no formal standardized norm-referenced test exists.

2 Language Development and Language Disorder

- Assess the language development of the child.
- Assess the student in the form, content, and function of language (phonology, morphology, syntax, semantics and pragmatics). A language disorder is an impairment in comprehension and/or use of spoken, written and/or other symbol systems. The disorder may involve: (1) the form of language (phonology, morphology, and syntax); (2) the content of language (semantics); and/or (3) the function of language in communication (pragmatics) in any combination;
- Consider Additional assessments and suggestions:
 - Use standardized and norm-referenced measures with caution,
 - Complete parent Interview/questionnaires,
 - Conduct direct observations in a variety of settings (both structured and unstructured),
 - Use behavioral checklists,
 - Obtain work samples and portfolios,
 - Obtain language, writing, and narrative samples, and
 - Conduct alternative assessments (e.g., dynamic and authentic assessments).

3 Academic Achievement

The assessment of academic achievement should be based on the student's instructional program, and instructional and grade level skills. Assessment data should describe the student's performance in the instructional and learning environment. This includes:

- Reviewing academic performance on District Reading Assessments and/or CBM measures;
- Reviewing IIPM Pre/Referral Process information and progress monitoring data in reading and/or mathematics;
- Recognizing that the measurement instability in progress monitoring assessments may affect data outcomes and, consequently, may result in an inaccurate estimate of a student's performance levels, skills or knowledge, particularly when the students has received limited or inconsistent instruction and for CLD/ELL students;
- Standardized test data should be considered as part of the Patterns of Strengths and Weaknesses (PSW) Methodology. However, if a standardized achievement test is administered, strict validity and reliability criteria should be applied to reduce cultural and linguistic bias and the non-discriminatory assessment guidelines should be reviewed;
- Administering and reviewing alternative assessments, which may be informal in nature, including authentic assessment data, e.g., work samples, portfolios, and classroom observations;
- Utilizing dynamic assessment strategies to obtain more information about the students learning strengths and weaknesses, and problem solving and processing skills;
- Utilizing the PSW Methodology as an approach to organizing, reviewing and evaluating academic achievement data to determine the impact on a student's educational and functional performance; and
- Considering the exclusionary factors when reviewing the student's academic performance.

4 Intellectual Assessment / Basic Psychological Processes

- Basic Psychological Processes must be addressed as an element of the Pattern of Strengths and Weaknesses Methodology (Step 4 of the SPED Comprehensive Evaluation Model);
- Determine the purpose of an assessment of intellectual development, e.g., identify the specific cognitive areas/abilities and/or processes that will be assessed;
- Utilize assessments that are designed to identify individual differences from two perspectives:
 - Intra-individual differences that involve variations within the individual over different cognitive tasks, and
 - Inter-individual differences that involve variations between persons on the same tasks.
- Appropriate use of intellectual assessments requires contextual and careful judgments about:
 - The selection and administration of intellectual assessment instruments, and
 - Interpretation of assessment results (Reschly and Grimes, 2002).
- Examiners are legally and ethically mandated to review the psychometric properties of every cognitive measure before assuming that a test can be used to generalize and predict a student's performance, i.e., review the instrument's standardization procedures and normative sample to ensure it is appropriate and useful for the particular student;
- Nonverbal IQ measures such as the Universal Nonverbal Intelligence Test (UNIT) and the Naglieri Nonverbal Ability Test (NNAT) could be used, especially when assessing CLD students, if other intellectual assessments cannot be appropriately conducted;
- Structured observations of a student's development in cognitive abilities/skills and processing are useful if gathered through direct measures of the student's behavior and learning in various settings.
- Factors to be considered when assessing a student's intellectual development may include:
 - Basic Psychological Processes (see Step 4 of the SPED Comprehensive Evaluation Model);
 - Social judgment;
 - Concrete vs. abstract thinking;
 - Creativity; and
 - Practical skills/knowledge base.
- Additional Assessments and Suggestions:
 - Use the Cattell-Horn-Carroll (CHC) Cross-Battery Approach (Flanagan et al, 2006) which classifies standardized, norm-referenced tests,
 - Consider the degree to which each subtest is culturally loaded;
 - Use tests based on theoretical formulations of cognitive processes (Naglieri, 1999);

- Use tests that focus on hands-on problem-solving tasks (e.g., K-ABC, CAS, UNIT), and
- Use dynamic or modified assessment procedures to present standardized materials (test-teach-retest), but do not report test scores.

5 Socio-Cultural/Emotional/Behavioral Needs

- Emotional or behavior difficulties of a student may be misattributed to environmental or experiential factors or internal dynamics of the student or family, rather than the unique circumstances and/or acculturation of the student;
- Gather data through informal and formal methods in a variety of contexts, including home, school, and community. Use ecological/environmental assessment techniques to observe and document student behavior;
- Utilize standardized assessments with caution, e.g., behavior checklists or rating scales, personality or others;
- Rely on interviews and self-reports, review of background information, and observations of the student in the school environment to develop instructional/behavioral interventions, direct assessment planning, and to make program decisions;
- Assess problematic behaviors using a Functional Behavior Analysis (FBA) approach and, if required, develop a Behavior Support Plan;
- In this process of collecting information, it is critical that school personnel attempt to build trust with the family (Anderson and Canter, 1999), and careful consideration should be given to cultural influences that may affect the student's behavior in various contexts or settings; and
- When evaluating behaviors, observers should consider:
 - Student's worldview;
 - Parent's worldview;
 - Behavior appropriate in the native culture (CLD student);
 - Role of education and religious beliefs in the native culture; and
 - Comprehension or knowledge of appropriate social norms and rules.

6 Transition/Vocational Skills

- If the student is age 14 or older, collect transitional and vocational information which should have:
 - Transition skill assessment that would include assessing independent living, person care, and social interaction skills; and
 - Vocational or career assessment that would include noting vocational aptitudes, interests and matching strengths and interests to career goals.
- Consult with transition specialists for more information or suggestions for data gathering.

7 Related Services

- In Step 2: Evaluation Planning, the IEP Team determines if any other evaluation procedures and assessment methods/materials are required to ensure the evaluation plan is individualized to assess the student's specific area of suspected disability(s) and areas of educational need; and
- If the IEP Team suspects that the student's needs would require Related Services, collect data and/or assess those needs and provide results to the IEP Team. The IEP Team will determine what related services are needed by the student, including the use of an interpreter or instructional assistance, to receive an educational benefit from Special Education services.

8 Adaptive Behavior

- If a student is suspected of having cognitive disability, an evaluation must include an adaptive behavior assessment; and
- Collect information, e.g., valid adaptive behavior scale, from the teacher and parent(s) or main caregiver. Provide the parent(s) the opportunity to ask questions or clarify their answers, and to acknowledge and understand their socio-cultural background.

Step 4: Pattern of Strengths and Weaknesses (PSW) Methodology

- **Organize** data gathered across evaluation procedures, conduct a comprehensive review of the data and identify if there are any patterns of strengths and weaknesses in a student's performance, achievement or intellectual development / basic psychological processes;
- **Review** the PSW Methodology (see Appendix: C) as an approach to address any relevant exclusionary factors and measure outcomes from the working hypothesis as developed during evaluation planning;
- **Utilize** PSW Data/Measures Guidance and decision rules to help determine the Pattern of Strengths and Weaknesses relevant in determining any suspected disability(ies); and
- **Review** all assessment data and background information from the SPED Comprehensive Evaluation Procedure and Assessment Elements (Component 2 Step 3).

Step 5: Interpretation of Evaluation Data

- **Schedule** a meeting to interpret the evaluation data prior to the eligibility meeting and initiation of the IEP process (these do not need to be separate meetings, but may be done consecutively);
- **Include** an interpreter (CLD/ELL student) in the meeting to ensure the parents understand and can be fully involved in the process and participate; and
- **Review** the evaluation data to ensure that the team, that includes the parents, has gathered information from all appropriate sources and, further, that the evaluation information is documented, understood, and carefully considered (OAR 581-015-2125).

IEP Process - Eligibility Determination, IEP Development, Placement and Service Decisions

The IEP process consists of four steps: 1) eligibility determination, 2) IEP development, 3) placement, and 4) IEP service decisions.

Step 1: Eligibility Determination

- **Provide** written Parental Notification in the parent's native language as specified under IDEIA 2004 and invited parents to attend the meeting, i.e., IEP notice for determining the student's eligibility for special education services;
- **Ensure** that the required members of the team attend the eligibility determination meeting, including the parents, and two or more qualified professionals in accordance with OAR 581-015-2190;
- **Include** an interpreter in the meeting to ensure the parents understand and can be fully involved in the process;
- **Review** all evaluation and assessment results including information from the IIPM Pre/Referral Process (RtInst information and progress monitoring data), additional information from Tier III - i.e., cultural, linguistic) - and information from the SPED Comprehensive Evaluation Procedure and Assessment Elements;
- **Review** the *Comprehensive Framework for Nondiscriminatory Assessment* and apply the approaches and procedures that are designed to systematically reduce bias;
- **Apply** the PSW Methodology as an approach to organize, review, and evaluate assessment data;
- **Apply** PSW Data/Measures Guidance and decision rules to help determine a Pattern of Strengths and Weaknesses;
- **Review** exclusionary factors when considering the student's performance;
- **Elicit** parent input regarding eligibility. School personnel should assist parents in becoming familiar with the special education disability category(ies) being considered, so they can be active participants in the eligibility decision-making process. Parents should receive verbal and written notification in their native language of their right to agree or disagree with eligibility decisions and to receive appropriate eligibility documentation;
- **Follow** the procedures outlined in the Determination of Eligibility (OAR 581-015-2120);
- **Determine** student eligibility by following District procedures and the Oregon Administrative Rules for Special Education (2007);
- **Document** all assessment data and conclusions including a statement of eligibility for special education, noting any inconsistencies in data, and a record of the discussion regarding the significance of the significance of cultural, linguistic, socio-economic, environmental factors and the student behaviors and learning factors related to the assessment data; and
- **Refer** students who do not meet the Special Education eligibility requirements or who have learning difficulties that result from exclusionary factors, to the building's IIPM Team for continued instructional interventions and progress monitoring in the IIPM tiers.

Step 2: IEP Development

- **Provide** written parental notification in the parent's native language as specified under IDEIA 2004 to attend the IEP meeting (i.e., Notice of IEP Team Meeting) as required in OAR 581-015-2190 – Parent Participation and OAR 581-015-2195 – Additional Parent Participation Requirement;
- **Ensure** the required members of the IEP team attend the IEP meeting in accordance with OAR 581-015-2210 – IEP Team;

- **Include** an interpreter (CLD student) in the meeting to ensure the parents understand and can be fully involved in the process;
- **Review** all evaluation and assessment results including information from the IIPM Pre/Referral Process (RtInst information and progress monitoring data), additional information from Tier III - i.e., cultural, linguistic) - and information from the SPED Comprehensive Evaluation Procedure and Assessment Elements;
- **Elicit** parent input regarding IEP development. School personnel should assist parents in becoming familiar with IEP development so they can be active participants in the process;
- **Develop** an individualized education program (IEP) in accordance with the content requirements of OAR 581-015-2200. In developing the student's IEP, the team must review and consider special factors required in OAR 581-015-2205 – IEP Team Considerations and Special Features and OAR 581-015-2220 – When IEPs Must Be In Effect;
- **Consider** the CLD student's language needs in the IEP development (e.g., ELL services, ELD program, language assistance in special education, bilingual aide and culturally and linguistically appropriate instruction); and
- **Provide** parents with copy of the Prior Notice of Special Education Action in the parents' native language and a copy of the completed IEP.

Step 3: Placement and Least Restrict Environment

- **Provide** written parental notification in the parent's native language as specified under IDEIA 2004 to attend the IEP meeting (i.e., Notice of IEP Team Meeting) to determine placement as required in OAR 581-015-2250 – Placement of the Child and 581-015-2195 – Additional Parent Participation Requirement;
- **Ensure** the required members of the IEP Team, including staff who are knowledgeable about the student's language and culture, attend the IEP meeting. The IEP Team determines the educational placement of the student in accordance with OAR 581-015-2250 – Placement of the Child;
- **Include** an interpreter (CLD student) in the meeting to ensure the parents understand and can be fully involved in the process;
- **Review** the student's IEP and consider the individual instructional and behavioral needs of the student, including cultural and linguistics factors. Document consideration of these factors in the student's IEP;
- **Review** the continuum of placement options available to implement the student's IEP services;
- **Consider** all placement options, including placement options requested by the parent;
- **Elicit** parent input regarding placement options. School personnel should assist parents in becoming familiar with placement options and the decision process for determining placement in the least restrictive environment;
- **Determine** placement in the least restrictive environment in accordance with the requirements of OAR 581-015-2250; and
- **Provide** parents with copy of the Prior Notice of Special Education Action in the parent's native language and a copy of the completed IEP.

Step 4: Service Decisions

- **Ensure** the IEP Team reviews the proposed special education and related services in the student's IEP for appropriateness;
- **Include** an interpreter (CLD student) in the meeting to ensure the parents understand and can be fully involved in the process;
- **Elicit** parent input regarding the proposed special education and related services;
- **Determine** if the proposed special education and related services in the student's IEP adequately address the student instructional, learning, and linguistic and/or cultural needs;
- **Determine** if the student needs language assistance to receive educational benefit from the IEP and related services, e.g., ELL services, ELD program, language assistance in Special Education, bilingual aide and culturally and linguistically appropriate instruction; and
- **Implement** the student's IEP and related services in accordance with OAR 581-015-2040 - the Free Appropriate Public Education (FAPE).

Glossary of Terms and Acronyms*

There are many terms and acronyms used in general and special education settings as well as those used in the evaluation and assessments. The glossary provides definitions of terms and acronyms used in the Eugene School District procedures and forms for the Instructional Intervention/Progress Monitoring Model (IIPM), IIPM Pre/Referral Process, and the CLD/SPED and SPED Comprehensive Evaluations.

***Adapted from:**

“Special Education Assessment Process for Culturally and Linguistically Diverse Students Guidelines and Resources for the Oregon Department of Education” – 2007 Revision;
National Organization for Bilingual Education (NABE, 2005)

Acculturation

Acculturation is the process of adapting to the cultural worldviews, customs, and traditions of mainstream society. Acculturation occurs with individuals and with groups of people. Acculturation influences all aspects of human behavior and functioning including: cognition, emotion, behavior, perceptions, ideologies, beliefs, values and language (Cuellar and Paniagua, 2000).

Adaptive Behavior Assessment

Adaptive behavior refers to everyday coping with environmental demands and includes the skills in daily living that people perform to care of themselves and relate to others (Grossman, 1983). The American Association on Mental Retardation (AAMR, 1992) emphasized that adaptive behavior includes an array of important competencies and identified 10 specific areas of adaptive skills: communication, self-care, social, community-use, self-direction, health and safety, functional academics, home living, leisure, and work.

Alternative Assessment Procedures

Alternative assessment procedures have been developed to gather information on culturally and linguistically diverse (CLD) students given the substantial limitations of standardized test measures. Alternative assessment procedures may be informal in nature and emphasize dynamic or authentic assessments, e.g., work samples, portfolios, classroom observations. Assessment information describes the student’s performance in the instructional and learning environment.

Assessment

Assessment is a process of collecting data for the purpose of (a) specifying and verifying problems, and (b) making decisions about students (Salvia and Ysseldyke, 1999). In the context of the IIPM Pre/Referral Process and the SPED Comprehensive Evaluation, assessment practices and methodologies may include standardized and alternative assessments (e.g., curriculum-based measures, performance and portfolio assessments, and dynamic, authentic or progress monitoring assessments). Federal guidelines (IDEIA 2004) require that all assessment practices and methodologies sufficiently address cultural and linguistic factors in order to reduce bias in the assessment process.

Basic Interpersonal Communication Skills (BICS)

Basic Interpersonal Communication Skills (BICS) are skills used in day-to-day interactions with others. Examples of BICS may include: playground conversations between children and informal verbal interactions with a parent, a friend or a neighbor. Second language learners need an average of one to three years of exposure to the second language to reach appropriate levels of conversational proficiency with peers (Cummins, 2004).

BICS

See above.

Biculturalism

Biculturalism is the successful integration of new cultural patterns into the cognitive and behavioral patterns of the first culture and language.

Bilingual Assessment

The evaluation of a bilingual individual, by a bilingual individual and in a bilingual manner constitutes true bilingual assessment (Rhodes, Ochoa & Ortiz, 2005). A bilingual practitioner needs to have:

- knowledge about, and be familiar with the examinee's culture;
- knowledge about how culture and language differences affect test performance;
- training and education in non-discriminatory assessment; and
- ability to speak the examinee's language fluently enough to adequately evaluate functioning.

Common Assessment Approaches:

- Nonverbal assessment;
- Assessment in the native language; and
- Assessment in the second language.

Bilingual Education

Bilingual education refers to approaches in the classroom that use the native languages of English language learners (ELL) for instruction. Goals include:

- teaching English;
- fostering academic achievement;
- assisting immigrants in the process of acculturation;
- preserving a minority group's linguistic and cultural heritage;
- enabling English speakers to learn a second language;
- developing national language resources; and
- any combination of the above (NABE, 2005).

Bilingual Verbal Abilities Test (BVAT)

The BVAT is a standardized test that measures a child's cognitive language proficiency in both English and their native language. It provides a broad measure of a student's receptive and expressive language in the students two languages combined. This assessment comes in many languages, but at this point, we only have the assessment in English/Spanish. The BVAT goes beyond the existing practices of testing separately mastery of English and the child's first language. The BVAT provides a holistic overall estimate of a bilingual child's cognitive language mastery.

CALP

See Cognitive Academic Language Proficiency.

CLD/SPED Comprehensive Evaluation

The District developed the CLD/SPED Comprehensive Evaluation to evaluate diverse student populations for special education eligibility and services. In addition to the two components of the CLD/SPED Comprehensive Evaluation Model, the model incorporates two evaluation procedures with accompanying assessment methodologies.

CLD/SPED Team

The CLD/SPED Team is composed of two bi-lingual/cultural specialists, i.e., school psychologist and speech/language therapist, supported by Educational Support Services and the ELD Program. The team works collaboratively with the building's IIPM Team to ensure that the IIPM Pre/Referral Process with CLD students includes culturally and linguistically responsive instruction in the core and ELD reading curricula, differentiated and targeted instruction that meets individual learner needs, and progress monitoring in the general education classroom and, if needed, in the ELD program.

Clinical Judgment

Clinical judgment or professional judgment is the ability to synthesize information obtained from a variety of sources to help inform and make decisions about the educational needs, special education eligibility and placement, and the provision of services for students with disabilities. During the IIPM Pre/Referral Process and, when evaluating all students for special education eligibility and services, assessment information should include a careful and thorough review of the instructional, social/emotional, background, linguistic and cultural factors that contribute to the student academic performance and any exclusionary factors that may affect learning.

Cognitive Academic Language Proficiency (CALP)

CALP is the ability to use and understand complex linguistic meaning in verbal or written communication. CALP illustrations may include engaging in sophisticated, intellectual conversations or writing school essays. CALP development varies, and it may take five to seven years, on average, to reach peer-appropriate grade norm levels in academic areas taught in a second language (Cummins, 2004).

Comprehensive Core Reading Instruction (Tier I and Tier II)

All students receive instruction in the comprehensive core reading curriculum in Tier I and Tier II for a minimum of 40-90 minutes daily. Tier I and Tier II instruction focuses on the five essential components of reading. Tier I and Tier II instruction and the IIPM Model will be expanded to include mathematics when the District adopts and implements the new mathematics curriculum in K-8.

Convergent Validity Principle

The convergent validity principle applies to the use of a methodology to integrate and evaluate multiple sources of information to establish a convergent pattern indicating a correspondence between the measures of the same construct (e.g., memory).

Culture

Edwards, Ellis, Ko, Saifer, and Stuczynski (2004) define culture as, “A way of life.” Culture is especially related to the socially transmitted habits, customs, traditions, and beliefs that characterize a particular group of people at a particular time. It includes the behaviors, actions, practices, attitudes, norms, values, language patterns, traits, etiquette, spirituality and superstitions, of a racial, ethnic, religious, or social group. Culture influences how we process learning, solve problems, and teach. “Culture is the lens through which we look at the world. It is the context within which we operate and make sense of the world”. (p. 9)

The language and culture relationship explains how individuals acquire language through socialization, and how, in turn, language exerts a significant role in individuals’ perceptions of their physical and social world. In order to address linguistic differences appropriately, acknowledging and respecting cultural differences is crucial. (Manning and Baruth, 2000).

Culturally and Linguistically Diverse (CLD) students

CLD students are those who have a language other than English and/or a different cultural background. Some students may have been born in or outside of the US, or they may have been raised in a home environment where a language other than English was dominant. CLD students may exhibit difficulties speaking, reading, writing, or understanding English and/or the predominant culture. Other terms used to identify these children include: English as a Second Language (ESL), Limited English Proficient (LEP) or the most updated terms: English Language Learner (ELL) and Second Language Learners (SLL).

Culturally Responsive Practices

Culturally Responsive Practices are practices that respond to the needs of CLD students, and take into account the socio-cultural-historical contexts that influence students’ functioning and interactions.

Common Underlying Proficiency (CUP)

CUP refers to cognitive/academic proficiency that underlies academic performance in both languages. Information learned in the native language facilitates the learning of the same concept in the second language.

EasyCBM

The EasyCBM is a research-based assessment and progress monitoring system developed for use in a Response to Intervention (RTI) framework. The EasyCBM is designed to assess early literacy skills of students in kindergarten through fifth grade. The system will expand in 2008-2009 to include K-8 reading and mathematics measures with alternative forms. The EasyCBM provides online training in test administration and scoring, web-based access to the assessments, data storage and retrieval, and printable reports showing student performance.

English Language Development (ELD)

Instruction designed specifically for English Language Learners (ELL) to develop listening, speaking, reading and writing skills in English. This type of instruction is also known as English as a Second Language (ESL) and Teaching English to Speakers of Other Languages (TESOL). Standards are a version of English Language Arts standards designed to address the specific developmental stages of students learning English.

English Language Learners (ELL)

Students whose first language is not English and who are in the process of learning English. ELL students are sometimes referred to as LEP (Limited English Proficiency) students. They typically receive English as a Second Language (ESL) Instruction.

Emerging Practices

As our schools become more diverse and as educators gain added experience in working with students from diverse cultures and with languages other than English, instructional approaches and assessment methodology improve as a result of emerging practices based on scientifically-based research (SBR).

English as a Second Language (ESL)

ESL is an educational approach in which English language learners are instructed in the use of the English language. It is based on special curricula that typically involve little or no use of the native language, focus on language (as opposed to content) and usually taught during specific school periods. For the rest of the school day, students are placed in general education, an immersion program or a bilingual education program.

Exclusionary Factors

Exclusionary Factors are factors, external to the student, which can partially or fully explain a student's academic or behavioral difficulties, but are not suggestive of a disability. These exclusionary factors may include socio-cultural differences, economic disadvantage, lack of instruction as a result of inconsistent schooling or attendance, inappropriate instruction and instructional interventions, ecological/environmental issues in the classroom, and typical second language acquisition/development stages.

FBA

See Functional Behavioral Analysis

Fluent English Proficient (FEP)

This term is used when an English Language Learner (ELL) has reached fluent English language proficiency as measured by an English language proficiency assessment.

Functional Behavioral Analysis

FBA is a process for identifying the events that reliably predict and maintain problem behavior(s). Behavioral theory assumes that behavior is purposeful, i.e., there is a “payoff”, a maintaining consequence, for emitting the behavior(s). Behavioral theory asserts two beliefs:

- Behavior is predictable; and
- Behavior is changeable if it can be made irrelevant, inefficient or ineffective.

IEP Process

The IEP process includes four steps: 1) eligibility determination, 2) IEP development, 3) placement, and 4) service decisions.

Individual Education Plan (IEP)

OAR 581-015-2200

Content of IEP

(1) The individualized education program (IEP) must include:

(a) A statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum.

(b) A statement of measurable annual goals, including academic and functional goals (and, for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of short-term objectives) designed to:

(A) 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; and

(B) Meet each of the child's other educational needs that result from the child's disability.

(c) A description of how the child's progress toward meeting the annual goals 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;

(d) A statement of the specific 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:

(A) To advance appropriately toward attaining the annual goals;

(B) To be involved and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and

(C) To be educated and participate with other children with disabilities and children without disabilities,

(e) The projected dates for initiation of services and modifications and the anticipated frequency, amount, location and duration of the services and modifications described in subsection (1)(d) of this rule.

(f) An explanation of the extent, if any, to which the child will not participate with children without disabilities in the regular class and activities described in subsection (1)(d) of this rule.

(g) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments of student achievement that are needed for the child to participate in the assessment:

(A) A child may not be exempt from participation in State or district-wide assessment, including extended and juried assessments, because of a disability, unless the parent has requested an exemption under OAR 581-022-0612.

(B) If the IEP team determines that the child must take an alternate assessment in any area instead of a regular State or district-wide assessment, a statement of why the child cannot participate in the regular assessment, and why the alternate assessment selected is appropriate for the child.

(2) For the purposes of transition, the IEP must include:

(a) Beginning not later than the first IEP to be in effect when the child turns 16, or younger, if determined appropriate by the IEP team, and updated annually thereafter:

(A) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and

(B) The transition services (including courses of study) needed to assist the child in reaching those goals.

(b) Beginning at least one year before a student reaches age 18, or when the district obtains actual knowledge that within one year the student will marry or become emancipated before age 18, a statement that the district has informed the student that procedural rights will transfer to the student upon age 18, marriage or emancipation, whichever occurs first.

Instruction with Differentiation (Tier II)

All students receive instruction in the Tier II Comprehensive Core Reading Instruction with Differentiation. The Tier II instruction is more differentiated and skill focused than Tier I. The instructional, learning and cultural/linguistic needs of students are addressed by utilizing scientifically based research (SBR) instructional interventions identified as appropriate from the core curriculum.

Instructional Intervention/Progress Monitoring Model Team (IIPM Team)

The IIPM Team is an enhancement of and replaces the Student Support Team (SST) in the buildings. The IIPM Team works to ensure that all students receive instruction, instructional interventions and progress monitoring through the District's IIPM Model, IIPM Pre/Referral Process and RtInst approach. The IIPM Team may include general education, special education, Title 1, and ELD teachers, specialists (school psychologists, SLP, facilitating teachers, etc.), and building principal. In practice, the composition of the team is fluid, often beginning with grade level instructional teams or cross-level teams and with other staff members and parents added, when appropriate. The IIPM Team works collaboratively with the CLD/SPED Team if a CLD student is recommended for IIPM Team support.

Interpreter

Interpreters assist in parent/school meetings and they may assist during the assessment process. The interpreter conveys information verbally from one language to another guided by the knowledge and familiarity of the appropriate methods of expression. The interpreter is fluent and literate in the target language (Harris county Department of Education Bilingual Assessment Leadership Group, Texas. 1997).

Intensive Positive Behavioral Supports (IPBS)

IPBS is a systems approach for screening and intervening with students who exhibit moderate to severe problem behaviors and who benefit from secondary (targeted) or tertiary (individualized) behavioral support in school.

L1

L1 is the native, primary or first language of the second language learner's parents.

L2

L2 is the second language a person acquires after learning their native language. In most cases, L2 refers to English.

Language Dominance

The dominant language is usually the language that a person:

- learns first;
- has the greatest ease using;
- prefers to use; and
- consistently chooses to use when speaking with bilingual individuals or with individuals who speak the same dialect.

Language Proficiency

A student's language proficiency refers to the level of skill they have attained in understanding and using a language in both formal and informal settings. Language proficiency levels range from limited to advanced. Some characteristics a proficient language user has include:

- the ability to understand distorted messages;
- the ability to express messages effectively;
- the knowledge of linguistic rules; and
- the use of language fluently across a variety of contexts (Ortiz, 1997).

Limited English Proficiency (LEP) students

See Culturally and Linguistically Diverse (CLD) students

Monitor Status

After an English Language Learner (ELL) has reached fluent English language proficiency as measured by an English language proficiency assessment, he/she is reclassified to "monitor" status. An ELL student is on "monitor" status for two years to ensure that he/she is progressing academically in the general education environment, and no longer in need of ELL instructional services.

Multicultural Assessment

Multicultural assessment ensures that a Culturally and linguistically Diverse (CLD) student's aptitudes and abilities are measured by utilizing evaluation procedures and assessment methodologies that address linguistic and cultural factors in a nonbiased and nondiscriminatory manner.

Native or First Language

As described by IDEIA (2004), the native language is the primary language of the parents of a child.

Parental Involvement

Parents should be fully involved in the IIPM Pre/Referral Process and SPED Comprehensive Evaluation. For CLD students, school/parent communications may require the need to use the primary language of the family. A qualified bilingual, bicultural interpreter or bilingual staff person should be involved for any face-to-face communication between parents and school personnel. Additionally, the forms parents must understand, read or complete should be provided in the native language of the family. Parents must have information about their roles, responsibilities, and rights as provided in IDEIA (2004) Procedural Safeguards.

Pattern of Strengths and Weaknesses (PSW) Methodology

The Pattern of Strengths and Weaknesses Methodology was developed by the District as a model or framework to organize, review and evaluate assessment data in terms of the student's strengths and weaknesses in performance, achievement, intellectual development / basic psychological processes, and as related to the specific areas of disability(s) and the educational need of the student.

Positive Behavior Support Plan

Positive behavior support plans are designed to increase the rate of appropriate adjustment behaviors and decrease the frequency of problem behaviors. The plans rely on environmental redesign for success. The plans identify the specific changes to be made in the behavior of those who will implement the plan (usually educators and/or parents). Effective plans create environments wherein:

- Positive consequences for appropriate behavior(s) are easily accessed;
- Appropriate behavioral alternatives are taught and reinforced;
- Problem behaviors are not rewarded; and
- Aversive stimuli are altered in ways that are less likely to trigger problem behavior(s).

Pre/Referral Process - Instructional Intervention /Progress Monitoring (IIPM) Model

The District's IIPM Pre/Referral Process includes a tiered instructional and intervention process with progress monitoring within the core reading and mathematics curricula. Similar Response to Intervention (RTI) and IPBS approaches have recently emerged as a recommended practices.

Prevention

The prevention of student learning difficulties is an important goal of the IIPM Model and IIPM Pre/Referral Process. When students are provided with high quality instruction in the core curriculum, scientific, researched-based (SBR) and culturally/linguistically responsive instructional interventions, students are more successful and the number of inappropriate referrals for special education are reduced. A prevention-oriented approach requires that all educational professionals continue to receive professional development and expand their knowledge of cultural and linguistic differences, second language acquisition, and skills in instructional differentiation.

Response to Instruction (RtInst)

The IIPM Model provides a formal, structured approach to high quality instruction and instructional interventions matched to student academic and learner needs. The District has selected Response to Instruction (RtInst) as its instructional and assessment methodology for implementing tiered instruction and progress monitoring. The RtInst methodology emphasizes instructional differentiation based on frequent progress monitoring of student performance.

Response to Intervention (RTI)

The District utilizes a RtInst methodology similar to the more global Response to Intervention (RTI) approach based on behavioral learning theory as a component of the Special Education Comprehensive Evaluation to determine eligibility for special education under the category of Specific Learning Disability (OAR 581-015-2170 (i)). The District's Response to Instruction (RtInst) methodology is incorporated into the IIPM Pre/Referral Process.

Scientifically-Based Research

The No Child Left Behind (NCLB) Act of 2001 encourages the use of instructional methods based of scientific research that have been proven effective. The NCLB definition of "scientifically based", research must: **XX**

Scientifically-Based Research (SBR) Interventions

Scientifically-based research (SBR) instructional interventions in reading and mathematics are implemented as a component of the IIPM Pre/Referral Process. Instructional interventions linked to the specific skills need of the student are identified and utilized to provide differentiated and targeted instruction with progress monitoring.

Second Language Acquisition Process

The second language acquisition process is a complex, and lifelong process similar to first language acquisition. Second language acquisition is best developed by exposure to meaningful activities that focus on language use (Collier, 1998).

Standardized Tests

Using standardized tests to evaluate all students for special education services may be problematic. Collier (1998) notes that it is unethical to use standardized test scores to qualify students for special education services if: 1) the norms do not apply to the student; 2) the test items are biased or beyond the realm of the student's experience; and 3) the test has been modified in any way (such as administered through an interpreter). Standardized tests can be considered as part of the Patterns of Strengths/Weaknesses (PSW) Methodology and included in the SPED Comprehensive Evaluation. If a standardized test is considered, strict validity and reliability criteria should be applied to reduce cultural and linguistic bias.

Targeted Instructional Interventions (Tier III)

A student recommended for Tier III – Targeted Instructional Interventions receives additional individual/small group instruction each week. Targeted instruction is based on SBR interventions matched to the student's academic, learning, and cultural/linguistic needs.

Worldview

An individual's worldview encompasses the social, economic and political climate, as well as family influences, personal characteristics, experiences, gender, sexuality, cultural background and spirituality of the individual. (New Mexico Department of Education, 2001).