

Ensuring Educational Benefit for Students at the High School Level: Designing IEPs Using Standards-based Curriculum and the Class Profile Matrix (CPM)

Connecticut is utilizing the *Educational Benefit Review Process*, developed by the California State Department Education, to support school districts throughout the state in their efforts to promote responsible inclusive practices. This process improves instruction for students with special needs by examining the alignment of present level of performance, IEP goals and objectives, and the supports and services provided. The examination occurs within a single IEP across a three-year period. The process involves reviewing student records through a structured reflective format that ultimately examines the impact an IEP has on the yearly progress made by a student. The process also helps identify patterns of practice across the district.

It is not uncommon for educators to be unaware of the types of changes or supports they are responsible for providing for students with disabilities, particularly at the secondary level. *Student Compass: Class Profile Matrix* (CPM), is a practical tool developed by Johns Hopkins University Center for Technology in Education to help general and special educators efficiently organize information specified within IEPs related to accommodations. Teams will apply and practice the use of this tool.

This two-day, hands-on, facilitated workshop followed by two half-days of technical assistance will utilize a case study approach, providing participants with a collaborative decision-making process that supports a coordinated, holistic approach to meeting the specific needs of a high school student while ensuring student access, participation, and progress in the general education curriculum, classrooms, and activities. Districts will bring to the session a three-year cycle of IEPs on a specific student and the curriculum, materials, and assessments used in general education. Specific tools will be shared that address analysis of IEPs for their educational benefit, gap analysis, use of general education curriculum to develop goals and objectives, and determination of the impact of accommodations and modifications on an individual student's performance.

Note: Participants need to bring a three-year cycle of IEPs and supporting documents on a specific student (the selected records should be for a student who has been in the district for three years or more and also be a general representation of the kinds of IEPs that the district develops with identifying information removed).

Participants in this professional development activity will:

- determine if the design of a student's Individualized Education Program (IEP) was reasonably calculated to confer educational benefit as decided by the U.S. Supreme Court in Board of Education of the Hendrick Hudson School District v. Rowley, 458 U.S. 176 (1982);
- use assessments to establish and monitor the progress of IEP goals and objectives in order to address the specific needs of a student that impact access, participation, and progress in the general education high school curriculum, classrooms, and activities;
- analyze the gap between the expected performance of ALL students and an individual student's present level of academic achievement and functional performance in the general education curriculum in order to design IEP goals that promote student progress in general education;
- determine the need for strategies and tools that will help a student attain his/her IEP goals and meet subject-area standards and;
- identify a continuum of accommodations that may be appropriate for students in the general education classroom, the work world, and the community, using the *CPM Resource Guide*.

Dates, Time, Location:

Training:
October 30 and 31, 2007
9:00 a.m. to 3:30 p.m.
Crowne Plaza, Cromwell

Technical Assistance:
February 6, 2008
or May 7, 2008
4:00 p.m. to 7:00 p.m.
Locations, TBD

Presenters:

Tammy Devlin
Training Facilitator

Jeanne Dwyer
Program Coordinator
Johns Hopkins University Center for
Technology in Education
Baltimore, MD

Kim Mearman
Consultant

Karen Stigliano
Consultant
SERC

Audience: Grades 9-12

Maximum of ten (10) teams, composed of 3 to 5 members. Each team must include an administrator, a general educator, and a special educator, and may include student support services professionals or additional educators.

CEUs: 3.0

Includes:
Full Attendance for Training and Technical Assistance Sessions
Post-Activity Application of Learning
(Please see application for a complete description of the CEU activity.)

Registration Fee

\$200.00 per team
Payable to Rensselaer at Hartford
Payment is due prior to the session upon confirmation of participation.

Questions/ Special Needs

Contact: **Nikki Hendry**
Education Services Specialist
(860) 632-1485, ext. 255

Register By:

October 18, 2007



www.ctserc.org



LRE/Inclusion and Transition Initiatives



Please return application to SERC, **LRE/Inclusion Initiative**, 25 Industrial Park Road, Middletown, CT 06457-1520. Participants will be selected on a first come, first served basis with regional consideration. Applicants will receive written confirmation regarding participation shortly after the registration closing date. The registration fee is payable upon notice of acceptance.

(Please see application and complete description of the CEU activity on next page.)

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Application Form

District/Region _____	School/Program _____
Contact Person _____	Work Phone () _____
(If also team member, please also complete below.)	
Email (Please Print.) _____	Fax () _____

(Please Print Clearly.)

District Administrator _____ Home Phone () _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print.) _____

If different from contact person: School/Program _____ Work Phone () _____

General Educator _____ Home Phone () _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print.) _____

If different from contact person: School/Program _____ Work Phone () _____

Special Educator _____ Home Phone () _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print.) _____

If different from contact person: School/Program _____ Work Phone () _____

Team Member 4 _____ Home Phone () _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print.) _____

If different from contact person: School/Program _____ Work Phone () _____

Team Member 5 _____ Home Phone () _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print.) _____

If different from contact person: School/Program _____ Work Phone () _____

Release time is approved for educators: Administrator's Signature is required: _____



Please return completed application form by registration deadline to:

SERC

LRE/Inclusion Initiative

25 Industrial Park Road

Middletown, CT 06457-1520

Fax: (860) 632-8870 • email: hendry@ctserc.org



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Post-Activity Application of Learning includes: full attendance; implementation of the Education Benefit/Gap Analysis process for one student with a written summary of findings; reading and review of the *CPM Resource Guide*, including links to related sites; and implementation and monthly assessment of the CPM for three identified students. A written summary of the *Educational Benefit Review Process* and the submission of the CPM matrices must be submitted to SERC by June 7, 2008.