

Teachers' Guide to IEPs

IEP Meetings

1. Attendance: Principal or someone designated who can make administrative decisions; Parent(s), General Education teacher (at least one), Special Education teacher; and others at discretion of parents or district that have knowledge of the child.
2. 10-day notice given to parents prior to IEP meeting.
3. IEPs must be completed on or before the due date.
4. Contact parents 2 times using 2 different methods to attempt to have them at the meeting. If these attempts result in failure to have parent(s) at IEP meeting, go ahead and meet, then provide information to the parent(s) and have them to sign paperwork at a later date. (Keep IEP in compliance.)
5. Parents must be given prior written notice and signed consent for any change in services or placement constituting a 25% change or greater. (When in doubt have parents sign consent.)
6. Transportation is the responsibility of the district.
7. Notice of Meeting, Prior Written Notice, Consent to Evaluate, and Parents' Rights must be provided in their native language.

Transition Part C to Part B (3 yr olds) & Referrals for 3-5 year olds

Part C providers are birth to three

Part B providers are special education (3-5 year olds)

Requirements

- A referral from Part C to LEA at least 90 days before the child's third birthday
- Part C must hold a transition conference at least 90 days (and at the discretion of all parties up to 9 months) before the child's third birthday
- Part C must (with parent consent) invite the LEA to the transition conference
- A representative from Part B must attend the transition conference
- Part B will review IFSP and collect other data to complete the AEPS to determine Part B eligibility.
- Part B must provide the parents of child referred with procedural safeguards
- Part B must have the evaluation complete and if eligible an IEP in place by the child's third birthday
- Transition from Part C constitutes an initial placement
- Part B receives referrals from parents, nurses, daycare, doctors. Screening will be conducted to consider if child needs further evaluation.
- Part B considers appropriate support services and Least Restrictive Environment when making placement
- Part C notification to the LEA at least 9 months before the child's third birthday (turning 3 list)
- ECO (Early Childhood Outcomes) must be filled out on KSDE web system

IEP Writing

IEP Writing

- Draft copy of the IEP needs to be completed BEFORE the IEP meeting
- Keep information short and concise
- You are legally bound by the contents of the IEP
- The IEP needs to be completed and a copy sent out to parents in timely manner

- IEP will be locked and no further changes made 2 weeks after meeting
- Updates on previous goals need to be completed and new goals written each year
- Appropriate PLAAFPs (Present Levels of Academic Achievement and Functional Performance) written for each area (Can Now & Next Steps)
- IEP must be data driven, and based on current data for the student
- Services on anticipated services chart (ASC) must match services on Prior Written Notice
- All service providers must be listed on ASC

Types of Student Data that need to be collected for the IEP

- Results of any evaluations and assessments
- Progress monitoring data
- Samples of student work
- Targeted instructional strategies attempted
- Document accommodations and modifications
- Reports from general education teacher(s)
- Reports from parents

PLAAFPs

Present Levels of Academic Achievement & Functional Performance (PLAAFPs):

- Are used to identify and prioritize needs
- Establish baseline performance in order to develop an individualized and meaningful plan.
- Identify degree of match between skills & environment
- Move from broad categories to specific statements

Appropriate PLAAFPs (Present Levels of Academic Achievement and Functional Performance) are written for each area of the IEP.

PLAAFPs must contain a statement of:

- Current performance of the student,
- Comparison to nondisabled peers, and
- Baseline numerical data—based on criteria you can use to progress monitor.

Goals

- All academic goals will be written using the Common Core Standards
- Goals are determined by the needs of the student
- All service providers must be tied to a goal or write their own goal including those on consult
- Goals must be progress monitored, 3 data points per grading period
- Annual goals must be measurable
- Checklist/rubric of specific objectives may be written to aid in progress monitoring

Writing SMART Goals

S--Specific, clearly stated, simple

M--Measurable based on quantifiable data

A--Attainable and realistic

R--Related to student performance and achievement

T--Timebound

Measurable Annual Goals

Every goal has 4 Components:

- Behavior- Identify the performance to be measured.
- Timeframe-Specify amount of time that will be required for the student to attain the criterion.
- Conditions-Specify how the progress toward the goal will be measured
- Criteria-Determine to what level the behavior must occur.

Checklists:

- Make sure goal page states which checklist is being used for the progress monitoring of the goal.

Services

Service Decisions

- All service decisions are an IEP team decision
- Services are based on student progress
- Services should be designed towards increasing student independence
- All services are based on specially designed instruction as it pertains to the individual student
- Related services-SLP, OT and PT and para services are the most common (Complete list is in the Special Education Process Handbook) Must be discussed and updated annually too.

Common types of services

- Direct- instruction from the special education teacher
- In class support-instruction in the general education class with accommodations and modifications as determined by the IEP team
- Consult- collaboration with general education to monitor student progress, no direct support from special education.

Transition 14 and Older

For students who are 13 turning 14 during the IEP school year, Transition and Projected Course of Study must be completed. For completers, graduates and students who age out, a Summary of Performance must be included. This contains information regarding disability, academic and functional performance and accommodations needed.

IEP must include all the requirements for Indicator 13. Requirements from Indicator 13 checklist are:

1. Measureable postsecondary goals, one for education and training, one for employment and one for independent living if needed.
2. Statement of how at least one annual goal will help the student meet their postsecondary goals.
3. Statement of transition assessment.
4. Access to community, employment, barriers, instruction and if needed vocational assessment and independent living skills.
5. Transition must be updated annually.
6. Completed course of study.
7. Signed consent for any outside agencies to attend IEP meetings.

Transition format on the netIEP:

For students who are 14 OR will turn 14 during the IEP year complete all the Yes, No, NA questions.

- Has information been provided to the student/family regarding available adult service agencies?
- Other agencies involved with the student:
- Do you have a signed release from parents for outside agencies involved with the student?

- Before the student turns 17, the student and the parents have been informed of rights afforded by I.D.E.A. which transfer to the student at age 18 (unless guardianship has been assigned by law). Please note that in January of the year, all students who turn 17 during the calendar year will receive a letter from Central Office stating their rights afforded to them at age 18 by I.D.E.A.
- Do you have a postsecondary goal for education/training?
- Do you have postsecondary goal for employment?
- If needed, do you have a postsecondary goal for independent living skills?
- Do you have at least one annual goal tied to a postsecondary outcome?
- Goal # ___ is tied to a postsecondary goal. How?
- Have you completed age appropriate transition assessment(s)?
- Assessment used:
- Have postsecondary goals been updated annually?
- Have identified barriers to employment been addressed in the plan?
- Have instruction, community experience, post-school adult living, daily living skills objectives, and related services been addressed?
- Has a course of study been written and reviewed annually?