

Mid-State Special Education
IEP Procedural Guide

“Everyone, in every position within Mid-State Special Education, is focused upon student achievement and well-being.”

| Index | Page # |
|--|---------------|
| Monthly Reporting of Class Lists | 2 |
| Change Sheet | 5 |
| Transfer (Move-In) Students | 6 |
| Parent Requested IEP Meetings | 7 |
| Manifestation Determination Review (MDR) | 9 |
| Amendment to an Annual IEP | 11 |
| Annual IEP Review | 12 |
| Preparing for the Annual IEP Review | 12 |
| Notice of Conference (NOC) | 13 |
| Draft IEP | 13 |
| Conference Summary Report | 14 |
| Present Levels of Educational Performance | 15 |
| Goals and Objectives/Benchmarks | 17 |
| Educational Accommodations | 20 |
| Accommodations and Modifications | 20 |
| Assessment | 23 |
| Transition | 25 |
| Early Childhood | 26 |
| Functional Behavioral Assessment and Behavior Intervention Plan | 26 |
| Autism Consideration | 28 |
| Educational Services and Placement | 29 |
| Additional Notes page | 31 |
| Excusal Form | 31 |
| Conference Summary Recommendations | 31 |
| Submit IEP | 31 |
| Uploading Document | 31 |
| Procedures at IEP Meetings | 32 |
| Reporting on Student Progress | 33 |
| Home Hospital Instruction Form | 33 |
| Steps to follow when Adding a Related Service | 33 |
| Steps to follow when Dismissing a Primary/Secondary Related Service | 35 |
| Steps to follow when Dismissing a Related Service | 37 |
| Steps to follow when Placing Student on Consultation for Dismissal | 37 |
| Re-evaluation Packets | 37 |

Monthly Reporting of Class Lists Procedures:

You will receive your Class List at the beginning of the school year and each month thereafter. Class Lists generally are sent out to teachers on the 1st of each month and are expected back in the Mid-State Office by the 10th of each month. This Class List should show only the students currently on your case management list. Please check the information in each column to make sure it is accurate. You can print your students' IEP Summaries from EmbraceIEP and compare them to your class list for accuracy. After you have corrected any inaccuracies, please keep a copy for yourself (it will make checking this sheet easier next time) and scan to email your Class List along with any change sheets to your Mid-State Secretary. Our Secretaries take the information you provide on your list and enter that data into I-Star which is submitted to the Illinois State Board of Education (ISBE). ISBE then uses this information to rate/measure your school districts performance with the IL State Performance Plan which is monitored by the Federal Government.

Steps to Reviewing your Class List:

1. Check spelling of the child's name and the grade placement.
 - Be sure to use the student's legal name; please do not use nick names.
 - Be sure to include the middle name of each student on your case management list.
2. Check to ensure the disability code is correct. You will find this information in the student's initial evaluation or re-evaluation paperwork.

| Disability Code | Disability | Disability Code | Disability |
|-----------------|------------------------------|-----------------|-------------------------------|
| A | Intellectual Disability | E | Visual Impairment |
| C | Orthopedic Impairment | F | Hearing Impairment |
| D | Specific Learning Disability | G | Deafness |
| H | Deaf-Blindness | I | Speech or Language Impairment |
| K | Emotional Disability | L | Other Health Impairment |
| M | Multiple Disabilities | N | Developmental Delay |
| O | Autism | P | Traumatic Brain Injury |

3. Check to ensure the student's Date of Birth (DOB) is correct. This information will be contained in the student's permanent file held in the school office.
4. Check to ensure the related services are listed correctly.

Commonly Used Related Service Codes

| Code | Related Service | Code | Related Service |
|------|--------------------------|------|--------------------------------|
| 01 | Adapted PE | 11 | Assistive Device |
| 03 | Aide-Individual Student | 13 | Occupational Therapy |
| 10 | Interpreter Services | 15 | Orientation and Mobility |
| 19 | Physical Therapy | 22 | School health Services |
| 23 | Speech/Language Services | 24 | Social Work Services |
| 25 | Special Transportation | 26 | Career and Technical Education |
| 27 | Transition/STEP (DRS) | 28 | Behavior Intervention Plan |

5. Ensure the Educational Environment (EE) code is correct.

Special Education Students Ages 3-4

| EE | Definition | EE | Definition |
|----|---|----|--|
| 30 | Regular Early Childhood Program: Child receives the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends regular early childhood program at least 10hours/600minutes or more per week). | 31 | Regular Early Childhood Program: Child receives the majority of hours of special education and related services in some other location (and the child attends regular early childhood program at least 10hours/600minutes or more per week). |
| 32 | Regular Early Childhood Program: Child receives the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends regular early childhood program less than 10hours/599minutes or more per week). | 33 | Regular Early Childhood Program: Child receives the majority of hours of special education and related services in some other location (and the child attends regular early childhood program less than 10hours/599 minutes or more per week). |

Special Education Students Ages 5-21

| | | | |
|----|---|----|---|
| 01 | A student that is inside the general education classroom for 80% or more of the school day. *ChrisMont and Safe School Placements are considered regular education environment and coded 01. | 02 | A student that is inside the general education classroom no more than 79% of the school day and no less than 40% of the school day. |
| 03 | A student that is inside the general education classroom less than 40% of the school day. | 08 | Private day school program *Cornerstone |
| 11 | Homebound Instructional program | 12 | Hospital Instructional Program |
| 13 | IL School for the Deaf | 14 | IL School for the Blind |

6. Check to ensure the Annual IEP Review date is correct. Annual reviews must be held once a year (prior to the Duration date). The Duration of Service date should reflect ending services in one year's time (minus a day). Example; Annual IEP Review date is 08/29/2015, the Initiation of Services Date is 08/29/2015, and the Duration of Services date is 08/28/2016. **If any student's annual review is past due, contact your Program Coordinator immediately as an annual review meeting must be scheduled as soon as possible.*

7. Check to ensure the Re-evaluation Due date is correct. You can print IEP Summaries from EmbraceIEP and compare it to your class list. If you compare the I-STAR class list to the Embrace IEP Summaries, please note that the Re-Evaluation Due Date will be one day off. In this case, your students' due dates are not incorrect and you do not need to alert your Mid-State secretary of this.

- Check the student's records from the last 3 year eligibility review held for the student.
- The Re-evaluation due date is 3 years from the student's initial eligibility meeting or last 3 year re-evaluation meeting. Example: Initial Eligibility Date: 08/29/2015, Re-evaluation Due date: 08/29/2018 or Last Re-eval date: 09/15/2014, Re-evaluation Due date: 09/15/2017.

8. Check to ensure resident district and serving district information is correct.

- The resident district is the home district in which the student enrolls.

- The serving district is the district that provides the services for the student.
- The home school is the school a student would attend with non-disabled peers.
- The serving school is the school that provides the services for the student.

Example 1: 4th grade student resides in Hillsboro within Hillsboro School District and registers at Beckemeyer Elementary School. All special education services are provided at Beckemeyer Elementary School.

| | |
|-------------------|-------------------------------------|
| Resident District | <i>Hillsboro School District</i> |
| Serving District | <i>Hillsboro School District</i> |
| Home School | <i>Beckemeyer Elementary School</i> |
| Serving School | <i>Beckemeyer Elementary School</i> |

Example 2: 10th grade student who resides in Edinburg within Edinburg School District and registers at Edinburg High School. IEP team decides the student will benefit most from services within ChrisMont (Regional Safe School).

| | |
|-------------------|---------------------------------|
| Resident District | <i>Edinburg School District</i> |
| Serving District | <i>ROE</i> |
| Home School | <i>Edinburg High School</i> |
| Serving School | <i>ChrisMont</i> |

Example 3: Kindergarten student who lives in Raymond within the Panhandle School District and registers at grade level center at Farmersville Grade School. All special education services are provided at Farmersville Grade School.

| | |
|-------------------|----------------------------------|
| Resident District | <i>Panhandle School District</i> |
| Serving District | <i>Panhandle School District</i> |
| Home School | <i>Farmersville Grade School</i> |
| Serving School | <i>Farmersville Grade School</i> |

Example 4: 2nd grade student who lives in Carlinville within Carlinville School District and registers at Carlinville Primary School. The IEP team decides the student will most benefit from services provided at Carlinville Intermediate School.

| | |
|-------------------|--|
| Resident District | <i>Carlinville School District</i> |
| Serving District | <i>Carlinville School District</i> |
| Home School | <i>Carlinville Primary School</i> |
| Serving School | <i>Carlinville Intermediate School</i> |

Change Sheet

The Change Sheet is one of the most important forms you will be completing. The information from this form is entered into I-Star and submitted to ISBE. The information is utilized to measure accountability through the IL State Performance Plan and is used for funding (grants & reimbursement). Additionally, the change sheet and release of student records forms are the first step in entering a student into EmbraceIEP.

A Change Sheet must be submitted when:

1. Student's phone number or address changes
2. Parent/Guardian Information changes
3. New student enrolls (move-in) in district
4. Student moves out of the district (drops, expelled, etc.)
5. Student is in need of a TCT and/or initial evaluation
6. Student graduates

A Change Sheet must be completed immediately upon finding out new information regarding the student. Students will not be entered into EmbraceIEP without the appropriate submission of paperwork (Change Sheet and Release).

Change Sheets must:

1. Be complete
2. Scan to email (NO Faxes) to your Mid-State Office Secretary

Where do I find the Change Sheet?

EmbraceIEP: Login and pull up any student. Click on the blue "District Documents". In the pop-up window scroll down to "Other". You will find the Change sheet form.

How do I fill out the Change Sheet?

The change sheet is divided into three sections. The first/top section contains student demographic information. The second/middle section is for Exiting Students. The third/bottom section is for Entering Students. You will also find a fillable notes section at the very bottom of the form. You will always fill out the first/top section and then you will fill out the rest of the form as needed.

Reimbursement and Accurate data transmissions are dependent upon the Change Sheet being completed accurately and in a timely manner.

ALL Transfer (Move-In) Students with IEPs:

Transfer Students (Entering):

EmbraceIEP has many user friendly features. One feature allows the transfer of IEPs and all other special education documents from one district to another electronically. For example, when a new student moves into one of our school districts (from one of the over 300 school districts using EmbraceIEP in IL) we can access all of the students IEP records from within the EmbraceIEP program.

Complete the following steps:

1. The Special Education Teacher will scan to email a *Change Sheet* to the Mid-State Secretary.
2. If the student last attended a school using the EmbraceIEP program, then all the student's temporary IEP files will be available in the MSSE EmbraceIEP system. If the student did not attend a school that used EmbraceIEP, the Region Secretary will create and add the student in EmbraceIEP.
3. The Special Education Teacher will notify the Program Coordinator, School Psychologist, and Related Service Providers of the new student by:
 - a) emailing a copy of the student's IEP and eligibility information (if information was unable to be transferred from EmbraceIEP)
or by
 - b) emailing a statement letting the team know a new student has moved in and files are within EmbraceIEP (first and last name must be provided in the email).
4. The School Psychologist will review the student's eligibility information and recommend if additional testing/information is or is not needed. The School Psychologist will email their recommendation to the Special Education Teacher, Related Service Providers, and the Program Coordinator. If no additional testing/information is needed then the School Psychologist will not need to attend the move-in IEP meeting.
5. The Related Service Providers will also determine eligibility for the services they provide and determine if additional testing/information is needed. The Related Service Providers will email their recommendations to the Special Education Teacher, the School Psychologist, and Program Coordinator.
6. The Program Coordinator will work with the team to determine the appropriate placement and services.
7. The Special Education Teacher will calendar match dates/times with the Program Coordinator (for all new and transfer students), Related Service Providers (if required), and School Psychologist (if required) in order to schedule the move-in IEP meeting. You must send out the Notification of Conference form scheduling the IEP meeting within 10 calendar days from the date the student enrolled in the school district. The meeting itself does not need to be held within 10 calendar days.
8. Transfer content of the move-in IEP into EmbraceIEP. If the student's IEP was transferrable from another EmbraceIEP district, then you will "duplicate" the students IEP within EmbraceIEP. **You must ensure the IEP is compliant.** You cannot simply transfer information from the previous district that is non-compliant onto the IEP forms and hold an IEP meeting.
 - a) IEP goals and objectives must be written in measurable terms and be able to be implemented in a variety of settings (remotely). All Related Service Providers are responsible for entering/modifying their own goals/objectives and service minutes.
 - b) "Present levels Academic Achievement and Functional of Performance" (PLAAFP) must include strengths and be written specifically to the identified areas of eligibility. All Related Service Providers are responsible for filling out each area of the PLAAFP as it relates to their area of expertise.
 - c) Enter the Initiation Date (date of move-in IEP meeting) and Duration Date (one year from the date the student's annual review was held). Do not change the Duration Date unless

you are holding an Annual IEP Review meeting and updating the entire IEP including goals and objectives.

- d) Review the contents of the entire IEP against the “IEP Review Checklist.” The IEP is a legal document and **every IEP meeting is an opportunity to check for compliance and fix necessary errors**. The end result, regardless of the type of IEP meeting, is to leave with a child-centered IEP that is compliant.
- e) Discuss the remote learning plan that will be used if the student must learn remotely at some point in the school year. Attached the RLP to the back of the IEP at the end of the meeting.

9. Utilizing EmbraceIEP, submit the IEP for review to your Program Coordinator. When they receive a message stating the IEP is ready for review, the Program Coordinator will review the IEP and provide feedback. The NOC must be received at least 10 days prior to the IEP meeting date to ensure timely reviews. Do not send the NOC the day before and expect the IEP to be reviewed.

Parent-Requested IEP meetings:

You must respond to a parent request to convene an IEP meeting within 10 calendar days, which means you must send out the NOC within 10 calendar days from the date the meeting was first requested.

Complete the following steps:

1. Calendar Matching: When a parent requests an IEP meeting, the Special Education Teacher will calendar match with all IEP team members. The Special Education Teacher will notify the Program Coordinator prior to calendar matching.
2. Notification of Conference (NOC):
 - a) On the Notification of Conference, box 5, “IEP Review and Revision”, should *always* be checked. Also, check “Other” and type in “Parent requested IEP meeting”. Ask the parent(s) what concerns they would like to discuss at the IEP meeting and make sure to check any additional topics (boxes). The topics of discussion must be listed (boxes checked) on the NOC form to allow those discussions to take place (if the boxes are not marked, it can’t be discussed).
 - b) The Notification of Conference should be completely filled out (leave nothing blank) and make sure to include: the meeting date, starting and ending time, and location (building, room, school address).
 - c) The NOC must be sent home providing the parents with a 10 day notice of an upcoming IEP meeting unless they have agreed to waive the ten day notice. Often parents want to discuss their concerns immediately.
 - d) If an IEP meeting is held without providing 10 days notice, the Special Education Teacher must mark, “Parent waived 10 day notice” and type in the box under “comments” the reason the parent agreed to waive their right to a ten day notice. The parent must initial and date this section of the NOC at the beginning of the meeting (prior to signing in).
3. Preparing for Parent Requested IEP Meeting:
 - a) Within EmbraceIEP, find the student’s record and click on “Duplicate IEP” at the top of the page. In the pop-up window select “Duplicate this IEP” and select the date of the current IEP you want to copy. Next to “New Meeting Type” click on “IEP Review/Revision”. “Enter New Date” for the IEP and then click the blue “duplicate button”. In the pop-up window click the blue “select all” button in the upper right hand corner. You will see another pop-up window; click “yes”.
4. Conference Summary Report Form:
 - a) Purpose of Conference: Check the “IEP Review and Revision” box and “Other”. Type in “Parent requested IEP meeting”. The topics of discussion must be listed (boxes checked) on the NOC form and under “Purpose of Conference” on the Conference Summary Form.

The information to be discussed should be the same information listed on both the NOC and Conference Summary Form. Information from the Purpose of Conference section on the Conference Summary form auto-fills the reason for meeting on the *Student Tracking/Facts* form. This will be sent to the Mid-State Secretary once the “Submit” button is selected after the meeting has been held and EmbraceIEP has been updated with all changes.

- b) Review the “Student Identification Information”. If student demographics (address, phone number, etc.) updating is needed, complete a *change sheet* and email it to the Mid-State Secretary. To update other information, click on the blue “update student info” button. In the pop-up window, make all the necessary updates, then click on the grey “save and return” button. You must immediately click on the blue “Refresh Student Info”, to update recent changes on the Conference Summary Form and Student Tracking/Facts form.
 - c) Fill out the rest of the Conference Summary Form.
5. Additional Notes form: Utilize to memorialize both the discussion and decisions made during the IEP meeting. Include input from all IEP team members, particularly the parent(s). Be sure to record how concerns are going to be addressed.
 6. Conference Recommendations form: Fill out completely. Always mark the box, “Will receive the special education and related services as listed in the IEP”. Mark other boxes as appropriate.
 7. Review the contents of the entire IEP against the IEP review checklist. The IEP is a legal document and **every IEP meeting is an opportunity to check for compliance and make necessary changes**. The end result, regardless of the type of IEP meeting, is to leave with a child centered IEP that is compliant.
 8. After you have held the meeting, ensure notes are complete and make sure changes discussed at the meeting are reflected in EmbraceIEP. Click on the submit IEP button. Select the appropriate Mid-State Secretary. Once the “Submit IEP” has been reviewed by the Mid-State Secretary the IEP will be locked (archived). Make sure any changes to the IEP are communicated to all staff working with the student.

Manifestation Determination Review (MDR) IEP Meeting:

The purpose of a manifestation IEP meeting is to determine if the student's behavior, in question, is directly and substantially related to the student's areas of disability. A manifestation IEP meeting is held when a student:

1. Commits serious bodily harm to others, brings a weapon to school, or brings drugs to school.
2. Is suspended from school for more than ten school days.
3. Is being considered for a change of placement following a behavior incident.

The following IEP team members must be in attendance for the manifestation IEP meeting so be sure to calendar match with them all.

1. Parents
2. Student
3. Building Principal
4. Regular Education Teacher
5. Special Education Teacher
6. School Psychologist
7. School Social Worker
8. Program Coordinator

Other members as needed:

1. Related Service Providers
2. Behavior Specialist (Autism)
3. Guidance Counselor
4. Transition Specialist

Preparing for the manifestation IEP meeting:

1. Psychologist will review recent eligibility information and complete the manifestation pages within EmbraceIEP along with the Consent for an FBA.
2. School Social Worker will gather attendance and behavior referrals from the school Principal (or designee) and share the information with the Psychologist
3. All written materials being considered during the MDR will be sent home to the parents at least 3 days prior to the meeting.
4. Special Education Teacher will:
 - a) Find the student's current "Annual Review/Active IEP" meeting date within EmbraceIEP. Click on "Duplicate IEP" and select that Active IEP meeting date. In the pop-up window select "New Meeting Type" click on "Manifestation Determination". Enter the new date for the MDR. Click the blue "duplicate button". In the pop-up window click the blue "select all" button. You will see another pop-up window, mark "yes".
 - b) Prepare and send out a Notice of Conference with the following boxes marked for meeting purposes:
 - 1) "Review of Existing Data"
 - 2) "IEP Review and Revision"
 - 3) If student is 14 ½ years or older "Secondary Transition"
 - 4) "Functional Behavioral Assessment/Behavioral Intervention Plan"
 - 5) "Manifestation Determination Review"
 - 6) "Other" and write "Discuss and determine placement options"
 - c) Prepare the following forms:
 - 1) Conference Summary Report with the following marked for the purpose of meeting:
 - 2) "Review of Existing Data"
 - 3) "Manifestation Determination"
 - 4) "FBA/BIP"
 - 5) "IEP Annual Review/Revision"

- 6) If the student is 14 ½ years or older mark “Transition”
 - 7) “Other” and write “Discuss and determine placement options”
 - 8) Additional Notes
 - 9) Notice of Conference Recommendations
 - 10) Excusal form
- d) Make sure to bring the Procedural Safeguards and Behavior Policies and Procedure documents. Provide these copies to the parent BEFORE the meeting begins and the Program Coordinate will document this on the Additional Notes page. Also have parents initial under Procedural Safeguards on the bottom of the Conference Summary Report.
 - e) If the student currently has an FBA and BIP the School Social Worker and the Special Education Teacher will review the FBA and BIP documents. It is very important to have visual data (graph) demonstrating the student’s progress toward BIP goals. Be prepared to discuss and explain the current FBA and BIP. If needed and appropriate, the School Social Worker and the Special Education Teacher should be prepared with a new behavioral plan to present at the IEP meeting.
 - f) Special Education Teacher will review the contents of the entire IEP against the IEP review checklist. The IEP is a legal document and **every IEP meeting is an opportunity to check for compliance and fix necessary changes.** The end result, regardless of the type of IEP meeting is to leave with a child-centered IEP that is compliant.
 - g) After you have held the meeting, ensure notes are complete and make sure changes discussed at the meeting are thoroughly reflected in EmbraceIEP. Click on the “Submit IEP” button. Select the appropriate Mid-State Secretary. Once the “Submit IEP” has been reviewed by the Mid-State Secretary the IEP will be locked (archived).

Amendments to an Annual IEP:

The Reauthorization of IDEA 2007 (Section 614 (d) (3) allows changes to be made in an IEP without convening an IEP meeting, if the school district and parent are in agreement. The amendment or modification must be made in writing and the parent provided a revised copy of the IEP.

Complete the following Steps:

1. Prior to making any changes, contact the appropriate Program Coordinator to discuss the minor changes to be made to the IEP.
2. Discuss the program amendment with the building Principal.
3. Review the contents of the entire IEP against the IEP review checklist. The IEP is a legal document and **every IEP meeting is an opportunity to check for compliance and fix necessary changes.** The end result, regardless of the type of IEP meeting, is to leave with a child-centered IEP that is compliant.
4. Contact the parent and discuss the proposed changes to the IEP in person or over the phone. Be very specific about the change(s) being recommended for the IEP. Take very good notes and record them on the “Parent/Guardian Notification of Individualized Education Program Amendment” page.
5. If the parent is in agreement with the changes proceed with steps 6 – 15.
6. Click on the student’s “Active IEP”, then click on the blue “Amend IEP” box.
7. Enter in the Amendment Date.
8. Select the forms you will amend.
9. Click on the blue “Create Amendment” button and then click “ok”.
10. You will see forms to be amended, have a strike through; scroll down and you will see the “Date-Amendment” along with the forms to be amended.
11. Click on “Program Amendment” and then complete the “Parent/Guardian Notification of Individualized Education Program Amendment”. Modify the other forms you selected to be amended.
12. After the discussion has been held, the Special Education Teacher will, 1) ensure notes are entered, 2) ensure changes discussed with the parent are reflected in EmbraceIEP, 3) and click the “Submit IEP” button. Once the “Submit IEP” has been reviewed by your Mid-State Secretary the IEP will be locked (archived).
13. Make copies of the *Program Amendment* form along with any other IEP pages that were changed and send home to the parent. Emailing is best and request the parents respond in writing of their agreement if possible. You must also provide this information to the student’s regular education teacher(s) and related service providers.
14. Paper clip all original amendment documents on the top of the student’s current Annual IEP and place in their temporary file (usually located in the school office).
15. Inform the building principal of the IEP changes made.

Annual IEP Review:

The Annual IEP Review is the ultimate guide which lays out the exact plan a student with special needs requires to access and benefit from the general education curriculum. This legally binding contract between the district and the student/parents ensures the student will be provided with a Free Appropriate Public Education (FAPE). As Special Educators, we will ensure all IEPs are student-centered, meet the academic and functional educational needs of the student, and focus on what the student must learn to be college and career ready. It is highly recommended that you also develop an individualized remote learning plan (RLP) for every student when completing their annual review (see attached template).

An annual IEP can last up to 364 days and must be revisited at least annually.

As a Special Education Teacher, along with other team members, you are developing an IEP that commits services provided by the school district. Communication with the Building Principal (LEA) and Program Coordinator is a must prior to the commitment of services.

The key to successful IEP preparation **INCLUDES** the **5 P's: Prior Planning Prevents Poor Performance!** You will find in order to meet the timelines for sending a NOC, Draft Annual IEP and to write a quality Annual IEP you will need to start working on the IEP at least one month prior to the due date. Do *not* wait until ten days or less before the Annual Review is due to start working on the student's Annual IEP.

Preparing for the Annual IEP Review:

1. Required IEP team members:
 - a) Parents
 - b) Students (14 1/5 years or older)
 - c) Regular Education Teacher
 - d) Special Education Teacher
 - e) Building Principal (LEA)
 - f) If needed:
 - 1) School Psychologist
 - 2) School Social Worker
 - 3) Speech and Language Pathologist
 - 4) Occupational Therapist
 - 5) Physical Therapist
 - 6) Vision Impairment Special Education Teacher
 - 7) Hearing Impairment Special Education Teacher
 - 8) Behavioral Specialist
 - 9) Transition Specialist
 - 10) Program Coordinator
2. Calendar Match with all required and "as needed" IEP team members ***prior*** to sending out the Notice of Conference (NOC).
 - a) At the beginning of the school year an email was sent detailing the days of the week related service providers and the Program Coordinator would be in your district. Those days must be prioritized for IEP meetings. The Program Coordinator has notified some Special Education Teachers/SLPs regarding the need to calendar match for all IEP meetings. If you received this email (this is not optional), you must calendar match for every IEP meeting with your Program Coordinator.
 - 1) Calendar matching is often a tedious and time-consuming process. It is very important to start this process early.

3. Gather all data related to the student’s disability needed to write the annual IEP review (behavioral charts, progress monitoring data, intervention data, grades, attendance, transcripts, transition information, behavioral referrals, copy of current annual IEP review, copy of last re-evaluation, call parents to find out any concerns or areas they feel their child needs to work on, gather information from the students regular education teachers and ask their input regarding supplementary aides, etc.).
4. Prepare a DRAFT IEP more than 10 days prior to the meeting date. In the EmbraceIEP program go to print options and mark the box “Draft IEP”. Along with sending the DRAFT IEP home 10 days ahead of time, “all written materials” that will be discussed in the meeting must be sent home prior to the meeting as well. The written materials include paper copies of data used to write the DRAFT IEP. For example, behavior reports, work samples, assessments, IEP goal tracking charts, etc.

Writing a Child Centered and Defensible Annual IEP Review:

A. Notification of Conference (NOC) (Under Notice and Consent)

A NOC must precede every IEP meeting. When holding an Annual IEP Review, the NOC must be provided to the parent/guardian along with the DRAFT IEP at least 10 calendar days prior to the Annual IEP Review. The DRAFT IEP is a requirement for all Annual IEP Reviews (This is not optional and must be sent home). The DRAFT IEP is best practice to ensure the legal requirement of parent participation and input.

Draft IEPs:

In the EmbraceIEP program, remember you mark “Draft” under the print options tab within a student’s file. You must select this “Draft” option from the print menu prior to printing.

Every Notice of Conference **must** be submitted to your program coordinator for **each student on your Class List** when the NOC and Draft IEP are sent home to the parent(s)/guardian(s). If you have students who are of transition age (14 ½ years of age and older), you **must also submit the NOC to your transition specialist.**

Filling out the NOC:

1. Date: (Top left corner of the NOC form) Is the date you are mailing the NOC home.
2. Review Student Name, Date of Birth (DOB), and Parent/Guardian Names for accuracy
3. For an Annual Review, waiving the ten day notice should happen rarely. If waiving the ten day notice is needed, check the box “Parent waived ten day notice” and type the reason for the ten day notice being waived.
4. Under “In order to discuss the educational needs of your child...”, fill out the date, day, time (beginning and ending, 9:00am-9:45am), and location (building, room, school address).
5. Mark boxes indicating the purpose of the conference (if the boxes are not marked, they cannot be discussed because a ten day notice was not provided to the parent):
 - a) Always mark box 4, “Review and/or develop your child’s IEP and determine the child’s educational placement”
 - b) If the student is 14 ½ years or older, always mark box 5, “Consider postsecondary goals and transition services”
 - c) If the student is in High School always mark box 11, “Review anticipated date of graduation”
 - d) If the student is eligible under emotional disability, Always mark boxes 7 “Consider the need for a functional behavioral assessment” and 8 “Review a need to create or revise a behavior intervention plan”
6. Invite Required IEP Team Members

- a) A LEA must be present at every IEP meeting. The LEA is the only one who has the authority to commit district funds to provide services for a student.
 - 1) Principal/ Assistant Principal
 - 2) The only other IEP team member who can act as an LEA is the Program Coordinator or a Special Education Teacher. If a Special Education Teacher is acting as the LEA, they may not commit funds for services/equipment unless appropriate approval forms have been signed by the District Administration and Assistant Director prior to the IEP meeting.
7. Explanation of Procedural Safeguards, list your Program Coordinator along with the MSSE phone number (217-526-8121)
8. Sincerely, Name and Title (Special Education Teacher)

B. Conference Summary Report (Under Annual Forms)

1. Review Conference Date
2. Purpose of Conference- The purposes for the meeting should align with the selected purpose on the NOC.
 - a) Mark “IEP Annual Review/Revision
 - b) Mark “Transition” for students 14 ½ years or older
 - c) Mark “Graduation” for students in high school
 - d) Mark “FBA/BIP” for students with an emotional disability or if they require a FBA/BIP.
3. Student Identification Information
 - a) Review this information very carefully and ensure it is accurate
 - b) If changes are needed, make sure to follow the *Change Sheet* procedures
 - c) Once you make changes, make sure to click on the “Refresh student information” button so you can see the changes.
4. Document 3 attempts made to arrange the Annual IEP Review
5. Record Procedural Safeguards date
6. Check appropriate Transfer of Rights box
7. Parent(s) were given a copy
 - a) The Parent must always leave with a copy of the IEP regardless of the circumstances.
8. Always mark the “IEP”, “District behavior intervention policy” and “District’s behavior intervention procedures” and ensure the parents are given those documents at every Annual IEP Review meeting. (The behavior policies and procedures are listed as two documents on the State IEP forms; we have one policy and procedure document. You can find this document under District Forms in EmbraceIEP.)
9. Updated IEP documentation directions for seniors who will graduate at the end of this school year.
 - a) Write the IEP for one school year (same as you would for any other student).
 - b) Then from the conference summary report page, click on “update student info”. Then complete the following;
 - 1) Current Year; Grade “12” School Year “20/21”
 - 2) Next Year; Grade “graduate” School Year “21/22”
 - 3) When you return to the conference summary report page make sure you click on the “refresh student info” tab.
 - 4) This will ensure we will be able to roll up students July 1, 2019 for the following school year.

C. Present Levels of Educational Performance (Under Annual Forms)

Complete this page for all initial IEPs and Annual Reviews. When completing this page, include all areas that are impacted by the student's disability(ies).

1. Student Strengths

- a) Describe the student's academic and functional strengths in relationship to each area of identified disability(ies) from the most recent IEP (number of goals/objectives met). This is filled out by both Special Education Teacher and Related Service Providers.
 - 1) Example: "(student's name) can independently write 4-5 word sentences using correct capitalization and punctuation."
 - 2) Example: "(student's name) can snap and button clothing using doll clothing"
 - 3) Example: "(student's name) can add and subtract up to 3 digit numbers with 90% accuracy on homework."
 - 4) Example: "When (student's name) is taken to the toilet every 30 minutes, (student's name) stayed dry 4 out of 5 days in a two month period."
 - 5) Example: "(Student's name) arrives on time to work study as evidenced by his time card sheet 5 out 5 days during 1st, 2nd, and 3rd quarter."

2. Present Levels of Academic Achievement and Functional Performance

- a) The **present levels of academic achievement and functional performance** should be descriptive statements with hard data addressing both areas and showing a relationship to the New Illinois Learning Standards (NILS). Include the most recent evaluation/IQ scores along with any available standardized test scores, and grades. There must be a direct correlation between the:
 - 1) academic achievement and functional performance,
 - 2) development of the goals and objectives benchmarks,
 - 3) transitional services (when 14 ½ years and older), and
 - 4) provision of specific special education and related services.

The Special Education Teacher and Related Services Providers are both responsible for the completion of this form.

Example:

| |
|--|
| <p>Student Strengths: <u>Special Education Teacher:</u> <u>Speech & Language Pathologist:</u> <u>School Social Worker:</u> <u>Occupational Therapist:</u></p> |
|--|

3. Parental Educational Concerns

- a) Document any parental concerns/input regarding their child's education expressed during or prior to the meeting. This may also include positive statements the parents make about the services being provided to their child.
 - 1) Example: "After discussion regarding their child's progress and educational needs, (parent's name) expressed no concerns regarding the presented IEP.
 - 2) Example: "The parent was concerned about (student's name) reading ability and wants to know (student name) reading level and how his/her reading level compares to same age peers."
 - 3) Example: "The parent provided the following list of parental concerns prior to the meeting" or "See attached list of parental concerns provided by the parent".

4. Health Information/Concerns

- a) After discussing with School Nurse, Parents, and reviewing the students file

- 1) List health diagnosis, Other Health Impairment information
- 2) Document medications the student is currently taking along with times of day and dosage
- 3) IF there is a Health Care Plan write, “See attached Health Care Plan” and type in Health Care Plan Action Steps
- 4) Medication Administration Statement, “Medication(s) will be administered to (student’s name) as prescribed by the doctor’s script. School Nurse will administer medications 5 minutes per day in accordance with the school calendar and when parents have provided the medications in accordance to the district’s medication policies and procedures”

5. Student’s Present Level of Academic Achievement

- a) Present levels of academic achievement refer to how a student is performing within the general education curriculum (e.g., completes assignments on time; adds and subtracts two-digit numbers; able to complete general curriculum requirements in the general education English, History, and Social Studies classes with supplementary aids of books on tape and oral tests). For preschoolers, performance levels may include pre-academic readiness skills and developmentally appropriate cognitive skills. Documentation should reflect the results of the most recent evaluation (scores), but should not be a repeat of the evaluation results documented in the eligibility report.
 - 1) Example: Based on the total reading quotient of 76 (below average range) on the Woodcock Johnson Revised, the student has difficulty sounding out unfamiliar words. She also struggles with remembering what she has read.
 - 2) Example: The student achieved a reading level of mid first grade on the Brigance Inventory of Basic Skills. The student can identify 18 of the letters and 10 sounds. He has a very limited sight word vocabulary. This impedes his progress in the general education setting and the general education curriculum.

6. Student’s Present Levels of Functional Performance

- a) Functional performance is related to activities associated with daily living (e.g. social/emotional, behavioral deficits, independent functioning, vocational, motor skills). This information should be stated in clear, concrete terms understandable to all IEP team participants. Documentation should reflect the results of the most recent evaluation (scores), but should not be a repeat of the evaluation results documented in the eligibility report. For students 14 ½ and older, describe student strengths and weaknesses within the context of his/her post-school goals.
 - 1) Example: According to the Manual Muscle test and therapist observation, the student has difficulties with motor planning. The student exhibits difficulty using his left hand as an assist. This impedes his ability to write without a model, cut or draw in the general education setting.
 - 2) Example: The Quality of Movement checklist indicated below average functioning in the following areas: The student has difficulty following verbal instructions for motor commands, difficulty with spatial orientation and difficulty with bilateral coordination. This adversely affects his participation in the general education setting.
 - 3) Example: (student’s name) is essentially non-verbal and uses many ways to communicate including: gestures, facial expression, eye gaze, vocalizations, word approximations, head nods for yes, head shakes for no, and use of a Dynavox 3100 augmentative communication device which she accesses with a head switch.

7. Adverse Effects

- a) Document the determination of how the child’s disability affects their involvement and progress in the general education curriculum. This directly corresponds with the provision that requires the IEP to include measurable annual goals designed to meet the

child's needs that result from the child's disability. The Adverse Effect should be copy and pasted from the Eligibility Determination paperwork (when available) and include specific deficits. You will also use this same information on the Educational Services and Placement page.

- 1) Example: (Student's name) is eligible for special education services under specific learning disabilities in the areas of reading comprehension and written expression. These identified areas adversely affect (student's name) involvement and progress in the general education setting without specific interventions and supplementary aids.

D. Goals and Objectives/Benchmarks

Writing IEP Goals to the New Illinois Learning Standards (NILS):

“The state of Illinois’ adoption and required implementation of the NILS in the areas of English/Language Arts and Mathematics create the need for changes to the goals section of students’ Individualized Education Programs (IEPs). When connecting a student’s IEP goals to the new NILS for English/Language Arts and Mathematics, referencing the standard is sufficient to meet the federal requirement that the annual goals must enable the student to be involved and make progress in the general education curriculum (34 CFR 300.320(a)(2)(i)(A) and 23 IAC 226.230(a)(1)).” –ISBE Guidance Document.

1. Key Ideas:

- a) It is important to keep in mind that when a state standard is referenced in a student’s IEP goal, **the standard itself is not the goal**.
- b) Align the NILS/CCSS referenced in a student’s IEP goals with the student’s **grade level**, regardless of his/her performance/instructional level.
- c) Ensure that goals and objectives can be implemented and measured in a variety of settings (remotely)
- d) Example: Reading Informational Text –Grade 3- Standard 3; 3.RI.3 Key Ideas and Details - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
 - 1) IEP Goal Example: When exposed to grade level curriculum, (Student’s Name) will increase comprehension skills from a 2nd grade equivalency to a 3rd grade equivalency by 09/10/2014 as measured by the DRA. (3.RI.3, Connect Events by Time & Cause/Effect)
 - 2) IEP Objective Example: By (date), after reading a historical grade level text, (name) will correctly answer 4 out of 5 short-answer comprehension questions in 2-3 sentences that require an understanding of how events are connected in time or by cause/effect (e.g. "What effect did the arrival of the Pilgrims have on the Native American population?", "What was the cause of half of the Pilgrims to die in the first year of settlement?") for 3 out of 4 passages.
 - 3) IEP Goal Example: When exposed to grade level curriculum, (Student’s Name) will answer grade level comprehension questions on chapter and unit tests with 80% or above accuracy by 09/10/2014. (3.RI.3, Connect Events by Time & Cause/Effect)
 - 4) IEP Objective Example 1: By (date), after a pre-teaching of domain-specific vocabulary, when given a historical grade level text, (name) will answer 4 out of 5 short-answer comprehension questions in 2-3 sentences that require an understanding of how events are connected in time or by cause/effect (e.g. "What effect did the arrival of the Pilgrims have on the Native American population?", "What was the cause of half of the Pilgrims to die in the first year of settlement?") for 3 out of 4 passages.

- 5) IEP Objective Example 2: By (date), after a pre-teaching of domain-specific vocabulary, when given a historical text at (name)'s independent reading text, (name) will answer 4 out of 5 multiple-choice comprehension questions (with 2 answer choices) that require an understanding of how events are connected by cause/effect (e.g. "What effect did the arrival of the Pilgrims have on the Native American population?", "What was the cause of half of the Pilgrims to die in the first year of settlement?") for 3 out of 4 passages.
 - 6) IEP Goal Example: When exposed to grade level curriculum, (Student's Name) will demonstrate comprehension of the topic through the attainment of 3 out 3 objectives by 09/10/2014. (3.RI.3, Connect Events by Time & Cause/Effect)
 - 7) IEP Objective Example: By (date), after seeing a short film on a series of historical events, (name) will correctly order 2 events on a cause/effect graphic organizer or placemat using pictures of the events as measured by teacher data collection for 2 out of 3 films.
2. If student qualifies for the Dynamic Learning Maps (DLM) alternative state test:
 Illinois has committed to the Dynamic Learning Maps (DLM) as the alternate assessment for students who are eligible. The ISBE, in conjunction with DLM, has constructed the Illinois Essential Elements document as an additional resource for educators of students with significant cognitive disabilities to assist with developing their instructional programs. This document provides a crosswalk between the NILS and the performance level of students with significant cognitive disabilities. The tool provides educators with Instructional Achievement level descriptors which are designed to allow students with significant cognitive disabilities to progress toward the achievement of state standards linked to grade level expectations. If a student qualifies for DLM, use the Essential Elements as the standards link to IEP goals.
- a) If a student is receiving specialized instruction in Life Skills/Cross Categorical Setting and they **do not** qualify for DLM, you must use the NILS when establishing a link to IEP goals.
3. The Illinois Early Learning and Development Standards (IELDS) for three (3) through five (5) year olds underwent revision to align with the NILS. The IELDS are to be used when establishing a link to IEP goals for students in PreK settings (3-5 years of age).
4. Writing Measurable Goals and Objectives:
- a) A measurable annual goal must be written for each area of identified deficit area.
 - b) Each annual goal must have a minimum of two (2) objectives or benchmarks.
 - c) When developing a measurable goal, do not write the goal to a special test OR screening tool or program. Write the goal for the specific skill the student will achieve in one year's time. The objectives/benchmarks are a set of specific skills/strategies the student will learn in order to reach the annual goal statement.
 - d) Ensure that the annual goal can be implemented and measured in a variety of settings (remotely).
 - e) When deciding upon evaluation criteria, think about how you can easily measure and show what the student has accomplished toward the annual goal and/or objective/benchmark. (Must use evaluation criteria that includes hard data. Examples, charting, grades, work samples, etc.)
 - f) On each goal page at the top make sure "Progress Reports" is checked.
 - g) Present Level of Performance: Referencing the previous Present Levels of Academic Achievement and Functional Performance section of the IEP, include a brief statement of the academic or functional performance deficit that is to be addressed by the annual goal and objectives/benchmarks. For students 14 ½ and older, describe student strengths and weaknesses within the context of his/her post-school goals.

- h) **Goal Statement:** Provide a statement written in objective and measurable terms that describes what the student should be able to accomplish in the next 12 months. The annual goal should be based on the team's determination of the student's deficits that result from his/her disability as described in the evaluation. Each goal must reflect consideration of the New Illinois Learning Standards (NILS).
- i) **Short Term Objectives/Benchmarks:** Provide at least two statements written in measurable terms that identify the intermediate steps between the student's present levels of performance and his/her annual goals.
- j) **All goals and objectives must include:**
 1. **CONDITION** – under which behavior will be performed
 2. **BEHAVIOR** – to be performed by the students and observed
 3. **CRITERIA** – level of performance at which the goal will be achieved
 4. **BY WHEN**

Goals and objectives may also include:

5. **GENERALIZATION** – additional conditions/settings/materials
6. **MAINTENANCE** – specified period of time

Examples of IEP Goals/Objectives/Benchmarks:

Speech

Goal: X will demonstrate improved functional communication skills to initiate and engage in conversations, express her wants and needs, follow directions, and answer questions through traditional communicative means or augmentative device, in 2 settings, ¾ observed attempts, and maintain for 3 consecutive sessions by 09/10/2017.

- Obj: X will initiate communication with an adult or peer, using traditional or augmentative means, in any setting at least 3 times per day and maintain for 3 consecutive sessions by 03/10/17.

Reading

Goal: Given assignments at a 5th then 6th grade reading level, X will apply reading strategies to increase comprehension from 5th grade to 6th grade level by May 1, 2017.

- Obj: Given a classroom assignment, X will locate and make a list of factual information (e.g., details, events, sequences) with 85% accuracy by May 1, 2017.

Math

Goal: X will increase academic readiness skills by successfully completing colors, shapes, and numbers activities and attaining the following 3/3 objectives listed below by 09/10/2017.

- Obj: When given 8 colors, X will sort, name and match the colors with 100% accuracy in 3/3 attempts by 3/10/2017.
- Obj: When directed by the teacher, X will rote count numbers 1-20 with no errors in 3/3 consecutive trials by 9/10/2017.

Goal: Given direct math instruction, X will solve algebraic problems using systems of numbers and their properties with 75% accuracy by May 15, 2017.

- Obj: When given an equation, X will use order of operations and exponent rules to evaluate and simplify numerical and algebraic expressions containing whole numbers, integers, absolute value, fractions, or exponents with 75% accuracy by May 15, 2017.

Employment

Goal: Given support from educational staff, X will identify and list three tech schools that have the auto mechanic major by the end of the 2017-2018 school year with 100% accuracy.

- Obj: Given direction from the teacher, X will record/list the entrance requirements for one tech school that offers the auto mechanic major by 10/2017, a second by 1/2018, and a third by 4/2012 with 100% accuracy.

Education/Training

Goal: Given the requirements for high school graduation, X will select, enroll and earn passing grades (65% or higher) in 8 classes that support her post-secondary choices of becoming a police officer, doctor, or architect by May 25, 2018.

- Obj: X will independently meet with the guidance counselor 2 times during the school year to update her 4 year plan based on information gathered on personal interest inventories with 100% completion as charted by the guidance counselor by April 1, 2017.

Attention

Goal: Given supplementary aids, X will attend to the same task until it is finished up to 10 minutes in length in 5/5 attempts by 09/10/2018.

- Obj: With visual reminders, X will participate in teacher directed whole class activities for a duration of 10 minutes in 4/5 daily attempts by 11/1/2017 and in 5/5 daily attempts by 1/1/2018.

E. Educational Accommodations (Under Annual Forms)

1. Consideration of Special Factors

- a) All students – assistive technology devices and services (mark “yes” if they require asst. tech due to their disability such as picture schedules, eye gaze communication equipment, graphic organizer, multiplication chart, agenda books, ipads, taped books, etc.). If “no”, specify why AT is NOT needed to access FAPE.
 - 1) Example: The team decided that the student does not require Assistive Technology in order to access the general curriculum and a Free Appropriate Public Education.
- b) All students- communication needs (mark “yes” if the student receives speech and/or language services)
- c) Deaf/hard of hearing-language and communication needs (mark “yes” if the student receives hearing impairment services, uses hearing aids, FM systems, interpreter, etc.)
- d) Limited English Proficiency- language needs (mark “yes” if English is second language)
- e) Blind/visually impaired-provision of Braille instruction (mark “yes” if student is receiving vision services, has vision equipment, braille instruction, etc.)
- f) Behavior (mark “yes” if the student has a BIP, is eligible under emotional disabilities, or if the student requires a FBA/BIP and qualifies under any disability category. Also mark “yes” if unique/specific behavioral interventions are needed but no BIP is necessary.)
- g) Linguistic and Cultural Accommodations- English as second language
- h) Supplementary Aides, Accommodations, and Modifications
 - 1) Use the blue “add accommodations” button and click to add from the drop down or click “other” and write your own.
 - 2) For every accommodation list the class/subject in which it is needed and how the accommodation is to be used. (LIMIT TO NO MORE THAN 10). All accommodations must be linked to the student’s eligibility. Be specific with which subjects the student needs each accommodation. For example, if a student has a math deficit only, then the student wouldn’t qualify for extended time in all subject areas; only math related subjects.
 - 3) As a Special Education Teacher, you are responsible for ensuring every support listed is consistently implemented (less than 10, 5 or less is ideal).
 - 4) All supplementary aids must be directly linked to the student’s disability area(s).
 - 5) 5 Important Steps when determining a supplementary aide:

- i. Expect students with disabilities to achieve grade level academic content standards
- ii. Learn about accommodations for instruction and assessment
- iii. Select accommodations for individual students
- iv. Administer accommodations during instruction and assessment
- v. Evaluate and improve accommodation use

i) Supports for School Personnel

- 1) Check the “yes” box to indicate that supports for school personnel are needed for all resource/instructional IEPs. Speech/Language only students may not require supports for school personnel.
- 2) List the training/support you will provide to staff related to the accommodations and modifications listed on the IEP.
- 3) List any training to be provided for medical needs (conditions, medications, seizures, transfer/lift training, stretching programs, etc.)
- 4) List all specialized equipment needed (communication devices, electric wheel chair, FM systems, slant boards, etc.)
- 5) List behavior Interventions/training that have been provided (CPI, BIP, Incredible 5 point scale, cueing/prompting, etc.)
- 6) List specialized instruction/accommodations training (Discrete Trial, color overlays, picture schedule, etc.)

The supports should be based on the student's needs and should include, when appropriate, information that clarifies when the supports will be provided, by whom, in what location, etc. **BE SURE TO INCLUDE ANY ONGOING SUPPORT YOU WILL BE PROVIDING TO STAFF** (strategies, modifications, etc.).

Examples:

- 1) “All staff working with (student name) will be provided with specific IEP information that pertains to their role in educating the student”.
- 2) “All staff working with (student name) will be trained at the beginning of each school year in seizure care training by a certified provider.”
- 3) “All staff working with (student name) will be provided training on the student’s behavioral intervention plan.”
- 4) “All staff working with (student name) will be trained on FM system, basic functionality and trouble shooting.”
- 5) “All staff working with (student name) will be trained on the side effects of medications taken by the student, seizure care procedures, toileting procedures, and behavior interventions. Staff will meet bi-weekly to discuss aforementioned student procedures.”
- 6) “Special Education Teacher will provide training to staff prior to implementation of the Incredible 5 point scale to ensure consistency and common language during implementation of the intervention.”

Definition of Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable instructional and assessment access for students with disabilities. Accommodations reduce or eliminate the effects of a student’s disability and do not reduce learning expectations.

1. **Presentation Accommodations** allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

2. Response Accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.
3. Setting Accommodations change the location in which a test or assignment is given or the conditions of the assessment setting.
4. Timing/Scheduling Accommodations increase the allowable length of time to complete a test or assignment and may also change the way the time is organized. In the IEP you must define what the allowable length of time is. Examples; One extra class period to complete a test or one extra day to complete an assignment.

Definition of Modification is procedures or practicing changing, lowering, or reducing learning or assessment expectations. Modifications may result in implications that could adversely affect a student throughout that individual’s educational career.

Examples include:

- a. Requiring a student to learn less material
- b. Revising assignments or tests to make them easier

Questions to Ask Yourself when Determining an Accommodation:

1. What are the student’s learning strengths and needs?
2. How does the student’s learning needs affect the achievement of grade level content standards?
3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade level content standards?
4. What accommodations will increase the student’s access to instruction and assessment by reducing the effects of the disability?
5. Review Current Accommodations
 - a) What accommodations are currently used by the student during instruction and for assessments?
 - b) What are results for assignments and assessments when accommodations were used and not used?
 - c) Are there effective combinations of accommodations?
 - d) What difficulties did the student experience when using accommodations?
 - e) What is the student's perception of how well accommodations “worked”?
 - f) What are perceptions of parents, teachers and specialists about how well accommodations “worked”?
6. Decide whether the student should:
 - a) Continue using an accommodation “as is”
 - b) Use an accommodation with changes
 - c) Have an accommodation discontinued
7. Of the Accommodations that match the student’s needs, consider:
 - a) The student’s willingness to learn to use the accommodation
 - b) Opportunities to learn how to use the accommodation in classroom settings
 - c) Conditions for use on state assessments
8. INVOLVE STUDENTS:
 - a) Involve students in selecting, using, and evaluating accommodations
 - b) The more input students have in selecting their accommodations, the more likely the accommodations will be used
 - c) Students should see accommodations as adding value to their daily life—not only in school—but for postsecondary, career, and community life

F. Assessment: (Under Annual Forms)

Assessment (This is filled out for every student)

1. Classroom-Based Assessments
 - a) Select appropriate box for classroom based assessments
2. District-Wide Assessments
 - a) Box 1- Mark only if your district does not offer any district wide assessments
 - b) Box 2- Mark only if your district offers district wide assessment, but not at students grade level. Note you must enter in the student's current grade level.
 - c) Box 3- Mark for students who will not participate in the entire district-wide assessment.
 - d) Box 4- Mark for students who will participate in the entire district-wide assessment WITHOUT accommodation(s).
 - e) Box 5- Mark only for students who will participate in the entire district-wide assessment WITH accommodation(s). (Complete assessment accommodations section on the IEP.)
 - f) Box 6- Mark if the student will participate in only part of the district-wide assessment (specify which part(s) and what, if any, accommodations are required).
 - g) Box 7- Mark only if the student will participate in the district-wide alternate assessment without accommodation(s). This is only for a student who would qualify for DLM and your district has an alternate assessment.
 - h) Box 8- Mark only if the student will participate in the district-wide alternate assessment with accommodations. This would only apply for students who would qualify for DLM and your district has an alternate assessment. (Complete assessment accommodations section on the IEP).
3. State Academic Assessments
 - a) Box 1- Mark this box for students in grades Prek-2, 9, 10, and 12. Make sure to fill in the student's current grade level. Administration of the IAR at the high school level depends on the classes being taken, not the grade level – usually Alg II/Eng III but not always.
 - b) Box 1.1 (IAR Assessment is not appropriate)- Mark this for students who qualify for DLM. In the box write, “(Name of Student) meets criteria for DLM”.
 - c) Box 1.2- Mark for students participating in the IAR assessment with NO accommodations.
 - d) Box 1.3- Mark for students participating in the IAR assessment with accessibility features turned on in advance and/or accommodations(s). (Complete the IAR Accessibility Features and Accommodations section of the IEP).
 - e) Box 2.1- Mark for student who qualifies for the DLM (Complete the DLM Participation Guidelines)
 - f) Box 2.2- Mark if student taking the DLM does not need accommodations
 - g) Box 2.3- Mark if student taking the DLM requires features/accommodation(s). (Complete the DLM Accessibility Features and Accommodations section of the IEP.
 - h) Box 3.1- Mark if student is not in grade 11.
 - i) Box 3.2- Mark if student will participate in SAT with no accommodation(s).
 - j) Box 3.3- Mark if student will participate in SAT with accommodations (Subject to College Board approval)(Complete SAT accommodations section).
 - k) Box 4.1- Mark if student the ISA is not administered at the student's grade level (Grades 5, 8, and High School (Biology)).
 - l) Box 4.2- Mark if student will participate in the ISA with NO accommodations.
 - m) Box 4.3- Mark if student will participate in the ISA with Accommodations (complete assessment accommodations section of the IEP).
 - n) Box 5.1- Mark if student will not participate in the physical fitness assessment (Explain): (grades PreK-2nd excluded from assessment)

- o) Box 5.2- Mark if student will participate in Fitness Gram assessment with no accommodation(s).
 - p) Box 5.3- Mark if student will participate in Fitness Gram assessment with accommodation(s).
 - q) Box 5.4- Mark if student will participate in the Brockport assessment with no accommodation(s). This assessment is an alternate to the Fitness Gram. Check with your building administrator and Physical Education Teacher prior to marking this box.
 - r) Box 5.5- Mark if student will participate in the Brockport assessment with accommodations(s). This assessment is an alternate to the Fitness Gram. Check with your building administrator and Physical Education Teacher prior to marking this box.
 - s) Box 6.1- Mark if the Kindergarten Individual Development Survey (KIDS) is not appropriate.
 - t) Box 6.2- Mark if the student will participate in KIDS with no accommodation(s). Select which subtests the student will receive no accommodation(s) for.
 - u) Box 6.3- Mark if the student will participate in KIDS with accommodation(s). Select which subtests the student will receive the accommodation(s) for.
 - v) Box 7.1- This “Other” box is for additional state assessments that may pertain to the student. This would include PSAT 9 and PSAT 10. Mark this box if the student will participate and list the name of the assessment on the line.
 - w) Box 7.2- Mark if the student will participate in the above assessment with no accommodation(s).
 - x) Box 7.3- Mark if the student will participate in the above assessment with accommodation(s). (Complete assessment accommodations section of the IEP.
3. State Assessment of Language Proficiency
- a) Box 1- Mark “yes” if the student is an ELL. Mark “no” if the student is not an ELL and then skip to the next section. If marked “yes”, choose below whether the student will participate in the ACCESS with or without accommodation(s) or whether the student will participate in the alternate ACCESS with or without accommodation(s).
4. Assessment Accommodations
- a) Classroom-Based Assessments- Complete this section with the accommodations used for students taking tests and quizzes in the classroom;
 - 1) Extended time, word boxes, fewer multiple choice answers (4 to 3), tests read, student answers orally, speech to text
 - 2) If none, type “Student does not require accommodations”
 - b) District-Based Assessments- Complete this section with the accommodations needed to and participate in District wide assessments. If none, type “Student does not require accommodations”
 - c) IAR Assessment- Complete this section for students grade 3-8. List the specific accommodation(s). If none, type “student does not require accommodation(s). Make sure to discuss accommodations with your building administrator and consult the IAR Administrator Guidelines.
 - d) DLM Assessment- Complete this section if the student is eligible for the DLM assessment and will be taking the assessment. List the specific accommodation(s). If none, type “student does not require accommodations”.
 - e) College Board Assessment (SAT/PSAT)- Complete this section if the student will be taking a college board assessment. List the specific accommodation(s). If none, type “student does not require accommodations”.
 - f) Science Assessments- Complete this section for students in grades 4,7, and 11. List the specific accommodations needed to participate in the science assessment. If none, type “Student does not require accommodations”.

- g) Physical Fitness Assessment- Complete this section for students taking the Fitness Gram or Brockport Assessment. List the specific accommodation(s). If none, type “student does not require accommodations”.
- h) KIDS Assessment- Complete this section for student taking the KIDS Assessment. List the specific accommodation(s). If none, type “student does not require accommodations”.
- i) Other Assessments- Make sure to list the assessment to be given and the accommodations needed. If none, type “Student does not require accommodations”
- j) Access/Alternative Access- For students who are ELL. If none, type “Student does not require accommodations”

Additional Guidance on choosing the IAR Computer Based Accessibility Features and Accommodations

When choosing accommodations for the IAR, there must be a link between the accommodation needed and the deficit. Please check with the IAR manual and your building principal when selecting the accommodations. Building principals enter in accommodations into the IAR system and can advise you with the most current updates. According to the IAR Manual, the principal can determine that any student requires small group testing, frequent breaks, specific time of day for testing, alternate location, specified seating, or adaptive furniture so none of those accommodations need to be included.

IAR Teacher Resources

IAR Website <https://il.mypersonsupport.com/>

IAR ISBE Resources <https://www.isbe.net/iar>

IAR Practice tests and sample questions <https://il.mypersonsupport.com/practice-tests/>

G. Transition:

Must be completed for all students who are 14 ½ years of age and older. When you submit the NOC to the Program Coordinator for review also CC your Transition specialist.

1. Indicator 13 measures the percent of youth age 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition service’s needs. You may link an educational deficit goal to a transition goal, but do not combine multiple Transition goals together. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
2. Forms
 - a) Transition Services (Under Annual Forms)
 - b) Transition Agency Invite Parent (Under District Doc/Transition)
 - c) Transition Agency Invite Student (Under District Doc/Transition)
 - d) Transition Consent for Agency Invitation (Under Notice and Consent)
 - e) Transition Transfer of Rights (Under Notice and Consent)
 - f) Transition Delegation of Rights (Under Notice and Consent)
 - g) Transition Extended Course of Study (Under District Doc/Transition)
 - h) Transition SOP Student Perspective (Under District Doc/Transition)

H. **Early Childhood** (Under Add Form/Custom)- This form should be filled out with input from parent and IEP team. The best practice is to complete during an IEP meeting.

Indicator 6: Preschool Environment

Monitoring Priority: FAPE in the LRS

Results indicator: Percentage of children aged 3-5 with IEPs attending a:

Target A. Regular early childhood program receiving the majority of special education and related services in the regular education early childhood program.

Target B. Separate special education class, separate school, or residential facility

| FFY | 2016 | 2017 | 2018 - 2020 | 2021 |
|---------------------------|--------|--------|-------------|--------|
| Target A > or = | 32.70% | 32.80% | 32.90% | 32.90% |
| Target B < or = | 30.70% | 30.60% | 30.50% | 30.50% |

Indicator 7: Preschool Outcomes

Monitoring Priority: FAPE in LRE

Results indicator: Percentage of children aged 3-5 with IEPs who demonstrate improvement:

Target A. Positive Social-Emotional skills (including social relationships)

Target B. Acquisition and use of Knowledge and skills (including early language/communication and early literacy:

Target C. Use of appropriate behaviors to meet their needs

Two new applications for determining codes for Indicator 6 and progress ratings for Indicator 7 have been launched.

1. The Educational Environment Code Generator User Guide can be found at <http://ec-ecotool.com/>
2. The Early Childhood Outcomes Rating App User' Guide can be found at http://www.eclre.org/media/89396/eco_standarduserguide_090114.pdf
To use the progress rating generator, please visit ec-ecotool.com.

I. Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP):

1. Functional Behavioral Assessment Consent (Under District Doc/Behavior)
2. Functional Behavioral Assessment (Under Additional Forms)
3. Behavior Intervention Plan (Under Annual Forms)
4. Behavior Intervention Plan Steps (Under District Doc/Behavior)

Steps to follow when completing and updating a FBA/BIP: The goal of a BIP is to positively change behavior. Plans should be short term and address specific behaviors. This requires frequent analysis and discussion by team members.

1. If a student is exhibiting repeated behavior that is interfering with his/her learning or the learning of others/impacts school attendance/limits progress toward goals and objectives, is being considered for a placement change due to disciplinary action, or has a primary or secondary label of ED ...
2. The Special Education Teacher must schedule an IEP meeting with the parent, social worker, regular education teacher, and principal to discuss the concerns and consider the need for a Functional Behavior Assessment. Three notices must be provided to the parent for this IEP meeting.

3. Concerns and current data will be discussed and recorded in the Additional Notes section of the IEP.
4. The Special Education Teacher will ask parent to sign the Functional Behavior Assessment Consent form found under District Doc/Behavior.
5. The IEP team will decide which specific behavior(s) are most problematic and provide an operational definition of the behavior(s) (No more than two behaviors)
6. The Special Education Teacher and/or Social Worker will develop data collection procedures and determine how additional information will be gathered. The IEP team members must train staff on the data collection procedures.
7. The Special Education Teacher and/or Social Worker will complete the FBA form found under Additional Forms. This includes the following:
 - a) Participants/Titles
 - b) Student Strengths
 - c) Operational Definition of Target Behavior
 - d) Setting
 - e) Antecedents
 - f) Consequences
 - g) Environmental Variables
 - h) Hypothesis of Function
 - i) Type of Deficit
8. If the FBA shows that a BIP is warranted, the Special Education Teacher and/or Social Worker will complete the Behavioral Intervention Plan under Annual Forms
 - a) Students Strengths
 - b) Target Behavior
 - c) Hypothesis of Behavioral Function
 - d) Summary of Previous Interventions
 - e) Replacement Behaviors (old form Replacement Behaviors)
 - f) Environment
 - g) Instruction/Curriculum
 - h) Positive Supports (old form Prevention Plan)
 - i) Motivators/Rewards
 - j) Restrictive Disciplinary Measures (old form Restrictive checklist)
 - k) Crisis Plan (from Action Plan)
 - l) Data Collection Procedures
 - m) Coordination with Caregivers
10. The Special Education Teacher and/or Social Worker should also complete the Behavioral Intervention Plan Steps (page 3) found under District Doc/Behavior. This one page form gives all service providers a clear description of the specific procedures to follow to ensure implementation fidelity.
 - a) Target behavior
 - b) Behavior goal
 - c) Function (hypothesis on why the student engages in the behavior)
 - d) Prevention Plan/Positive Supports (steps taken to prevent the behavior)
 - e) Action Plan/Crisis Plan (steps taken when the behavior occurs)
 - f) Replacement Behavior (new behavior that will be taught to the student)
 - g) Method of Evaluation
 - h) Monitoring Schedule

11. The Special Education Teacher schedules another IEP meeting with the parents, social worker, regular education teacher and principal to share the findings (using graphed data) and proposed BIP. Three notices must be provided to the parent for this IEP meeting.
12. The BIP becomes part of the student's IEP and is attached to the current IEP and placed in the temporary file.
13. The Special Education Teacher and/or Social Worker train all staff who interact with the student on the Prevention/Positive Supports, Action Plan/Crisis Plan, and Replacement Behaviors, and data collection procedures listed in the BIP.
14. The Special Education Teacher and/or Social Worker regularly check to see that the plan is being implemented with fidelity. Additional training is provided if needed.
15. All FBA & BIP must be reviewed at least quarterly to determine if the plan is working or if changes need to be made. If changes are needed an IEP meeting should be scheduled by the Special Education Teacher.
16. Special Education Teachers must report on the behavioral progress being made every time they provide an update on IEP goals and objectives. The best method for reporting behavioral progress is a visual chart or graph showing the data that has been collected over the last 9 weeks.
17. The FBA and BIP must be updated at every annual review. **The goal of a BIP is to positively change behavior. Plans should be short term and address specific behaviors. This requires frequent analysis and discussion by team members.

J. Autism Considerations (Under Evaluations)

1. Discuss this form immediately after discussion of Present Levels of Educational Performance.
2. In accordance with Section 14-8.02 of the School code, "In the development of the individualized education program for a student who has a disability on the autism spectrum (which includes autistic disorder, Asperger disorder, pervasive developmental disorder not otherwise specified, childhood disintegrative disorder, and Rett Syndrome, as defined in the [(DSM-IV,2000)], the IEP team shall consider all the following factors."
3. This information should be shared along with the Quick IEP to all staff working with the student to ensure understanding of the student's needs.

Form Consideration Guidance:

1. *Students Present Levels and Needs:* Explain how this area affects the student educationally and academically and provide a detailed description. Utilize the information provided from the Related Service Providers on the Present Levels of Educational Performance if available. Make sure you are asking input from the parents for each area.
2. *Supports Identified:* Type in the specific supports needed by the student
 - a) **Verbal & Nonverbal Communication Needs**
 - 1) Considerations: Picture Schedules, Augmentative Communication, Visual prompts, Sign Language, Picture Communication, Visual Supports (break cards, scripts, etc)
 - b) **Social Interaction Skills and Proficiencies**
 - 1) Considerations: Direct instruction of social skills, direct instruction of social/emotional awareness, role playing, scripts (turn taking, greetings), participate in a social skills group, social stories
 - c) **Needs Resulting from Unusual Responses to Sensory Experiences**
 - 1) Considerations: Proprioceptive (sense of the body's position), sensory diet, visual, auditory, vestibular (sense of movement), environmental adjustments, gustatory (sense of taste), fidgets/hand helpers, tactile (sense of touch), special equipment (weighted vests, seat cushions, etc.), schedule breaks
 - d) **Needs Resulting from Resistance to Environmental Change or Change in Daily Routine**

- e) Considerations: Individual Schedule (object, phone, picture, word)), Visual supports showing the passage of time, relaxation techniques, picture schedule indicating change, timer (visual and/or auditory), transition objects, social stories
- f) **Needs Resulting from Engagement in Repetitive Activities and Stereotypical Movements**
 - 1) Considerations: Sensory diet, substitution of replacement activity, FBA, relaxation training, solitude, incompatible replacement behavior, time, fidgets/hand helpers
- vii) **Needs for any Positive Behavioral Interventions, Strategies and Supports**
 - (1) Considerations: FBA/BIP, direct instruction of social/emotional awareness, provide structure and predictable routine, minimize distractions, allow escape to designated area, create boundaries, social reinforcement, alternate passing periods, allow movement, tangible rewards/reinforcers, token system, structure environment
- viii) **Other Needs which Impact Progress in General Curriculum, including Social and Emotional Development**
 - (1) Considerations: Any other supports needed (not listed above)

K. Educational Services and Placement

1. Complete two Educational Services and Placement pages; one for the current school year and a 2nd page for the following school year since service minutes/case managers change.
2. Input start and end dates ensuring they are no more than 364 days apart.
3. Review Case Manager and School
4. Indicate if student will participate in regular physical education (Mark YES or NO)
5. Double check bell to bell and instructional minutes for accuracy.
6. Participation in General Education Environment
 - a) Special Education in General Classroom – list the class/subject and minutes of support provided by a certified special education teacher within general ed. For Co-teaching record half of the total class minutes per week. Do not include minutes for co-taught classes the student happens to attend but are not a direct result of the student’s disability.
 - b) General Education with Supplementary Aids – list classes/subject in which accommodations/supports are necessary based on identified deficits.
 - c) General Education No Supplementary Aids – list class/activities throughout the day where no supports are needed.
7. Participation in Special Education Environment
 - a) Special Education Outside General Classroom – list direct instruction classes and minutes per week.
8. Related Services
 - a) Related service minutes are documented in minutes per quarter (mpq)
 1. Related Service logs must be available at annual IEP meetings at the request of the parent/guardian. A parent/guardian may also request service logs at any time during the school year; a copy of logs must be provided to the parent/guardian within 3 days of the request.
 2. A special education teacher must ensure that paraprofessional health care logs are being kept up to date by the individual providing the service. These logs should be kept in the student’s temporary file.
 - b) If marked elsewhere in IEP and required for the student, document BIP, Special Transportation, and/or transition related services
9. Education Environment Considerations
 - a) If a student is removed from the general education environment for instruction mark YES and Explain why.

- b) Students who are being served in the public school setting have an opportunity to participate in nonacademic activities with non-disabled peers, therefore, mark YES. If a student is placed at Cornerstone mark NO and Explain why.
 - c) If a student is attending their home school mark YES
10. Placement Considerations
- a) The team must consider and document, but are not limited to, at least three options with possible harmful effects. Although an option may have a potential harmful effect, the team may still determine that it is the most appropriate placement for the student. It is recommended that the team begin with the least restrictive setting when considering placement options.
 - b) At this time also discuss the remote learning plan that will be implemented should the student need to learn remotely. Attach the RLP to the back of the IEP at the end of the meeting.
 - c) Do not mark the YES/NO boxes for placement until after it is discussed at the IEP meeting. This information will need to be hand written on the Conference Summary form at the end of each IEP meeting.
11. Transportation- Mark appropriate boxes. You must use the text box to write specific information regarding transition needs (accommodations and/or equipment). All equipment and assistant requests must be approved by District Administration and Assistant Director prior to being written into the IEP.
12. Extended School Year Services
- a) Contact Program Coordinator to discuss consideration
 - b) The ESY Consideration Form must be signed by the Superintendent prior to submitting to Program Coordinator/Assistant Director.
 - c) ESY Consideration Form. The best time to collect data is at the end of a school year followed by 6-8 weeks into the new school year.
 - d) ESY Consideration documentation *DUE DATE: MARCH 1*
13. Home-bound Instruction- “Over-ride” the suggested bell to bell minutes and instructional times on the Education Services Page by picking the blank space on “serving school” and then manually typing in the bell to bell minutes and instructional minutes. Be sure the Home-Hospital (see attached) form has been completed by the physician.

Documenting Co-Teaching

Document the services actually being provided during co-taught classes.

Example: Scenario: 10th grade student is eligible for special education services under specific learning disabilities in reading. The IEP team considered and accepted a co-taught literature class in order to provide specialized instruction in the least restrictive environment. Examples;

1. The special education teacher shares the instruction with the regular education teacher 50% of each class period. The class meets for 60 minutes 5 days per week.
(Co-taught Literature/ Instruction, regular ed. setting, 150mpw)
2. The special education teacher works with a small group of students in the back of the classroom for the last 15 minutes of each class period.
(Co-taught Literature/Instruction, regular ed. setting, 75mpw)
3. The special education teacher supports students as needed during independent student work time. Class period is 45 mins, since the teacher is instructing typically the first half of class we divide the class period in half- 22mins x 5 days per week.
(Co-taught Literature/Resource, regular ed. setting, 110mpw)

Co-taught classes documented on the IEP must align to a student's area of disability(ies).

****Remember, a minimum of 58% of the special education population must receive their instruction in the general education setting for 80% of more of the school day according to the guidelines set forth by ISBE.**

Discussion of High School Diploma versus Certificate of Completion

1. Students who complete a modified curriculum
2. Students who participate in DLM
3. Start discussions early (Junior High)
4. Include Principal and Coordinator in making this decision.

L. Additional Notes Page (Under Additional Forms)

Regardless of how much in-depth discussion took place... if the discussion is not in writing...It is like it did not happen. Take complete NOTES. (see attached template for ideas)

Areas to be discussed must include but are not limited to:

1. DATE/PURPOSE
2. PRESENT LEVELS/GRADES
3. HEALTH
4. PARENTAL CONCERNS
5. GOALS/OBJECTIVE
6. EDUCATIONAL ACCOMMODATIONS
7. PLACEMENT
8. TRANSITION
9. OTHER

M. Excusal Form (Under Notice and Consent)

Continue to utilize an excusal form for IEP team members who were invited to a meeting but were unable to make the IEP meeting. A report from the excused person must be attached to the IEP. Additionally, if an IEP team member leaves the IEP meeting early an excusal form should be completed. As long as the person leaving early from the meeting has shared and that information was documented on the “additional notes” page, a written report will not need to be attached to the IEP. In all situations an explanation of why the excusal form was used must be written on the “additional notes” page.

N. Conference Summary Recommendations (Under Notice and Consent)

Make sure to fill out completely and attached to the IEP.

O. Submit IEP

When you are completely finished with the IEP (meeting has been held, all changes have been made, and information from the meeting has been entered), click the “submit IEP” tab and select the appropriate secretary. The “submit IEP” tab is the new FACTs sheet, so you only click this tab if you are ready for the IEP to be locked (archived). This must be done by the Special Education Teacher as the submit button is sensitive to the person using it.

After the meeting has been held the Special Education Teacher will, 1) ensure additional notes are entered, 2) changes discussed at the meeting are reflected in EmbraceIEP, and 3) click the “Submit IEP” button. Once the “Submit IEP” has been reviewed by your Mid-State Secretary the IEP will be locked (archived).

P. Uploading Documents:

After every meeting held with parents, you will upload all forms that were signed/initialed by the parents. Attach these files to the student’s file that associates with the meeting date. In order to

make uploaded documents easy for everyone to find within each student's EmbraceIEP file. Please save each upload in the following format:

(Year/Month/Day) (Students Last name/ first name) (Name of document).

Examples:

2015 8 20 Tester Sally Reevaluation Packet

2015 8 22 Tester Sally MCAP Data

2015 8 25 Tester Sally Domains Form

2015 9 05 Tester Sally OT Report

You do not need to go back and change uploads you have already completed.

Procedures at IEP Meetings

1. Steps

- a) Everyone participating in the IEP meeting will be prepared and conduct themselves in a professional manner.
- b) All staff members will be present (at the table) and ready to start the meeting on time.
- c) The Special Education Teacher will be prepared with all necessary paperwork which includes an agenda.
 - 1) The IEP meeting is a professional meeting that produces a legal document stating how the school district will meet the educational goals of a student with an identified area(s) of disability(ies).
 - 2) Best practice is to use an agenda during the IEP meeting (*see attached example*)
 - i. Demonstrates professionalism
 - ii. Facilitates time management
 - iii. Ensures all items to be discussed are discussed
- d) The Program Coordinator or the Special Education Teacher will begin the meeting by ensuring everyone invited to the meeting is in attendance. If a professional is not in attendance, the Program Coordinator or Special Education Teacher will complete the Excusal Form.
- e) The Program Coordinator, Special Education Teacher, or LEA will start introductions while passing around the Conference Summary Report for participants to sign in and have the parent initial the Procedural Safeguards line.
- f) The Program Coordinator or Special Education Teacher will state the purpose of the IEP meeting.
- g) The Program Coordinator or Special Education Teacher will begin the discussion.
- h) The Program Coordinator will notes on the additional information page, complete the parental concerns, and document how the parental concerns were addressed. If the Program Coordinator is not present, the Special Education Teacher or a Related Service Provider will take the notes.
- i) The Program Coordinator or Special Education Teacher will review the parental concerns and the IEP meeting notes (remember the meeting notes should contain detailed information regarding discussion and must address the parental concerns).
- j) The Program Coordinator and/or the Special Education Teacher will complete one last review of paperwork.
- k) The IEP is ended.
- l) After the meeting has been held the Program Coordinator and the Special Education Teacher will, 1) ensure notes are entered, 2) changes discussed at the meeting are reflected in EmbraceIEP.
- m) The Special Education Teacher will make copies of the IEP for the parent (Parent must leave with a complete copy of the IEP).

- n) The Special Education Teacher will upload all signed documents into the students EmbraceIEP file and then place the original IEP in the student's temporary file.
 - o) The Special Education Teacher will submit the IEP via EmbraceIEP. Once the "Submit IEP" has been reviewed by your Mid-State Secretary the IEP will be locked (archived).
2. Blank Forms-Technology does not always work, be prepared! ☺

Reporting on Student Progress:

IEP progress reports including hard data, must be sent home as frequently as the regular education students receive progress updates (quarterly, trimester). In some Pre-K's and districts report card/skills checks are sent home after the first semester, and after the second semester.

- 1. IF a student has a BIP, progress made toward the behavioral goal(s) must also be sent home in graph format.
- 2. A progress data sentence must be reported for every goal and every objective/benchmark.

Home Hospital Instruction Form:

- 1. This form is to be filled out for a student with special education needs who is being provided homebound services that have been recommended by a physician.
- 2. Once completed, the form is turned into the School District, it shall remain in the student's temporary file (housed in the school office). **MAKE SURE YOU ARE FOLLOWING YOUR DISTRICTS PROCEDURES AS WELL.**
- 3. Notify your program coordinator.
- 4. Homebound services will begin after the Home Hospital form has been completed and turned into the school district.
- 5. The IEP must be reflective of the Home/Hospital Services being provided.
- 6. **THE HOME HOSPITAL FORM MUST BE UPDATED EVERY 6 MONTHS**

Steps to follow when Adding Related Services:

Domains Meeting

- 1. Special Education Teachers and Related Service Providers work together to schedule a domain meeting.
- 2. Special Education Teacher will prepare and send out the NOC.
- 3. Related Service Providers should prepare the paperwork for the meeting and bring it with them to the meeting.

Forms needed:

- a) Notification of Decision Regarding Request for an Evaluation
 - a) This is to document the request and the need for a reevaluation.
- b) Consent for Reevaluation page
 - a) This is for the parent to sign to give consent for the eval.
- c) Consent for Evaluation (Identification of Needed Assessments)
 - a) You can refer to past evaluation information or current eligibilities on this page, but document that the only area of assessment at this time in yours.
- d) Conference Summary Report (sign-in page) with
 - a) Review of Existing Data box marked
 - b) meeting date changed at the top of the page.
- e) Notification of Conference
- f) Excusal Form
- g) Additional Notes
- h) Domain Meeting Summary Form in the Forms menu

- a) Because this is needed to fax/email to appropriate Mid-State secretary, mark your area as the Evaluations to be completed.
4. When the meeting is over and consent for your evaluation has been signed by the parent/guardian, scan to email the Domain Meeting Summary Form, Consent for Evaluation (Identification of Needed Assessments) page, and the Consent for Reevaluation page to appropriate Region Secretary.
5. After the meeting has been held the Special Education Teacher will, 1) ensure notes are entered, 2) ensure changes discussed at the meeting are reflected in EmbraceIEP, and 3) click the “Submit IEP” button. Once the “Submit IEP” has been reviewed by your Mid-State Secretary the IEP will be locked (archived).

After Evaluation is Complete

1. Once the evaluation is completed;
 - a) Related Service Provider will Notify the Special Education Teacher
 - b) Special Education Teacher will calendar match with the IEP team members, including parents/guardians, to determine a date/time for the student’s eligibility meeting.
 - c) Special Education Teacher will send out the NOC.
2. Related Service Providers prepares and brings the following eligibility paperwork to the IEP meeting;
 - a) Evaluation Results pages-Type in “see previous evaluation results dated xx-xx-xx” on areas where no current assessments were completed. The only domain where there should be evaluation results is your area.
 - b) Final Eligibility Determination Page-This form should already be completed and all you have to do is add a linking statement in the “Adverse Effects” section listing their additional deficit area and then add your service in the “Educational Needs” section. If by chance this page is blank, you will need to contact the district school psychologist to have him/her complete that page for you. Not all eligibility pages are “up-to-date” since the new pages have been switched over and you will need that page completed so that you only have to add your linking statement for your specified area of deficit and your services in the educational needs section.
 - c) Present Levels of Educational Performance Page (Prepare only)- Update student strengths, functional performance, and adverse areas affected sections (also, if appropriate, health section).
 - d) Goal pages if the student is eligible for the related service
 - e) Educational Services and Placement Pages (Prepare only) to reflect Related Services
 - f) Notice of Conference Recommendations
 - 1) Mark box 1
 - 2) Mark box 4
 - 3) Mark box 5
3. Special Education Teacher will prepare, print and bring the rest of the student’s IEP pages to the IEP meeting. Notes;
 - a) *Conference Summary Report*
 - 1) Mark “Reevaluation”
 - 2) Mark “Annual IEP Review/Revision”
 - 3) Do NOT change the Eligibility Review dates or the Reevaluation Due date as these are only adjusted when a comprehensive reevaluation is completed.
 - 4) Do NOT change the Annual IEP Review date unless this meeting is also an Annual IEP Review meeting
 - b) *Excusal Form*
 - c) *Additional Notes*

- d) Bring a copy of the *NOC*

At the Meeting

1. The Program Coordinator will take meeting notes on the *Additional Notes* page. If the Program Coordinator is not available, the special education teacher or related service provider will take the notes.
2. If Parents agree, Parents will need to sign “I agree to waive the requirement of a ten day calendar interval before an initial or change in placement occurs” and parents signs and dates the bottom of the *Notice of Conference Recommendations Page*.
3. If the Parents do not agree, check the “I do not agree to waive the requirement of a ten day calendar interval before an initial or change in placement occurs” and parents signs and dates the bottom of the *Notice of Conference Recommendations Page*. Special Education Teacher will contact Program Coordinator immediately.
4. Special Education Teacher will
 - a) review the IEP to ensure its accuracy
 - b) make a copy of the IEP for the parent (parents must leave with a copy of the IEP)
 - c) make a copy for themselves
 - d) place original in the students file (located in the school office)
 - e) ensured signed documents are uploaded into EmbraceIEP
5. After the meeting has been held the Special Education Teacher will: ensure notes are entered, ensure changes discussed at the meeting are reflected in EmbraceIEP, click the “Submit IEP” button. Once the “Submit IEP” has been reviewed by your Mid-State Secretary the IEP will be locked (archived).

Steps to Follow when Dismissing a Primary or Secondary Related Service :

According to P.L. 101-476/IDEA regulations, a student is no longer eligible for special education services and related services when it is determined that:

1. The need for specialized services to address the adverse effect(s) on educational performance is no longer present.
2. The disability no longer has an adverse effect on the student’s educational performance.
3. The disability no longer exists.

Related Service Providers will contact the Special Education Teacher. Special Education will send out the Notice of Conference. The Related Service Provider will prepare the following paperwork for the meeting. A domain meeting must be held first and have a parent sign that they agree no additional evaluation data is needed. If the parent agrees the meeting moves into an eligibility meeting where you dismiss the student from the related service. (If a student is speech only eligible, the SLP will initiate and complete the dismissal process).

1. Notification of Decision Regarding Request for an Evaluation
 - a) This is to document the purpose of the meeting and that no additional evaluations are necessary to dismiss the student.
2. Consent for Reevaluation page
 - a) This is for the parent to sign to agree that no additional evaluation data is needed.
3. Consent for Evaluation (Identification of Needed Assessments)
 - b) You can refer to past evaluation information or current eligibilities on this page, but document specifically in your domain the student’s current performance and that there is no longer a need or adverse effect. The team is required to consider all of the relevant domain areas.

4. Final Eligibility Determination Page (you do not need the eval results pages unless you complete an evaluation as part of the dismissal, but then you would have 2 separate meetings-one to get consent for the eval and another meeting to dismiss). On the Eligibility Determination page, remove the linking statement for your deficit area and remove the educational needs statement for your service. Do not remove any other information.
5. Domain Meeting Summary Form in the Forms menu because this is needed to fax/email to Appropriate Mid-State Secretary. Mark “None” as the evaluations needed and type in something like “will be dismissed from OT services at this time” in the box.
6. Present Levels of Educational Performance –remove related service information
7. Remove Related Service Goals and make sure Related Service Provider is not an implementer on any other goals.
8. Special Education Teacher will prepare, print and bring the rest of the student’s IEP pages to the IEP meeting. Notes:
 - a) Conference Summary Report
 - 1) Mark “Review Existing Data”
 - 2) Mark “Reevaluation”
 - 3) Mark “Annual IEP Review/Revision”
 - 4) Do NOT change the Eligibility Review dates or the Reeval Due date as these are only adjusted when a comprehensive reevaluation is completed.
 - 5) Do NOT change the Annual IEP Review date unless this meeting is also an Annual IEP Review meeting
 - b) Excusal Form
 - c) Additional Notes
 - d) Notification of Conference Recommendations page with boxes 1, 4, and 5 completed. Mark “other” and write “Will be dismissed from (related service) services at this time due to meeting goals and/or due to no longer demonstrated an educational need or adverse effect in this area.” Have parents sign to waive their 10 days for this change in service to take effect.
 - e) Bring a copy of the *NOC*
 - f) Bring a copy of the updated IEP with removed services/placement information and related service goals, along with the updated Present Levels of Educational Performance.

At the Meeting

1. Program Coordinator or Special Education Teacher will take meeting notes on the *Additional Notes* page.
2. If Parents agree, Parents will need to sign “I agree to waive the requirement of a ten day calendar interval before an initial or change in placement occurs” and parents signs and dates the bottom of the *Notice of Conference Recommendations* Page. This “change” can include the increase, decrease, addition, or deletion of services and/or minutes.
3. If the Parents do not agree, check the “I do not agree to waive the requirement of a ten day calendar interval before an initial or change in placement occurs” and parents signs and dates the bottom of the *Notice of Conference Recommendations* Page. Special Education Teacher will contact Program Coordinator immediately.
4. Special Education Teacher will
 - a) review the IEP to ensure its accuracy
 - b) make a copy of the IEP for the parent (parents must leave with a copy of the IEP)
 - c) make a copy for themselves
 - d) place original in the students file (located in the school office)
 - e) ensured signed documents are uploaded into EmbraceIEP
5. After the meeting has been held the Special Education Teacher will: ensure notes are entered, ensure changes discussed at the meeting are reflected in EmbraceIEP, click the “submit IEP”

- button. Once the “Submit IEP” has been reviewed by the Region Secretary the IEP will be locked (archived).
6. After the meeting has been held and the re-eval consent page where the parent agreed that no additional evaluation data is needed has been signed, the Related Service Provider will scan to email the Domain Meeting Summary Form and the Consent for Reevaluation page to appropriate Mid-State Secretary.

Dismissing a Related Service

You are not required to hold a re-evaluation meeting or complete re-evaluation paperwork. You will need to terminate related services during an IEP meeting. Consult with classroom teacher and parent(s) to assess current skills and adverse effect prior to the IEP meeting. Use hard data to support dismissing any related service.

During the IEP meeting:

1. Review IEP goal progress data and attached the IEP progress note to the IEP.
2. On the *Additional Notes* page, include a statement documenting the discussion and agreement to dismiss student from the related service. Include the end date for the related service.
3. On the Present Levels of Educational Performance page, include a data statement along with rationale for dismissal of the related service.
4. Remove Related Service goals/objectives
5. On the Conference Recommendations form check “other” and write, “Dismissed from ___ related service”.
6. Click on the submit IEP button. Select the appropriate Region Secretary. Enter a message in the message box. “Dismissed from ___ related service”.

Steps to Follow when Placing a Student on Consultation for Dismissal:

According to P.L. 101-476/IDEA regulations, a student is no longer eligible for special education services and related services when it is determined that:

4. The need for specialized services to address the adverse effect(s) on educational performance is no longer present.
5. The disability no longer has an adverse effect on the student’s educational performance.
6. The disability no longer exists.

The Special Education Teacher will contact the Program Coordinator, School Psychologist, and appropriate related service providers. The team will calendar match to set up and IEP meeting. During the meeting the team will discuss the student’s current progress and explain to the parents the consultation model for the next 9 weeks. The team will calendar match, schedule and send out a Notification of Conference to the 9 week meeting. At that time the team will determine if it is appropriate to dismiss the student from Special Education services.

Reevaluation Packets:

1. The reevaluation packets will be uploaded into EmbraceIEP by the case manager.
2. You are responsible for making sure all necessary documents are filled out by one of the team members.
3. Once the packet has been completed and uploaded into EmbraceIEP, email the school psychologist and your Mid-State secretary notifying them that the reevaluation packet is complete and uploaded.

Reevaluation forms are available in EmbraceIEP. In order to make these forms easier to access, you can save the blank forms in a file on your desktop labeled “Reevaluation Forms”.

For those that have never made a file on your desktop, here is how you do it:

1. Place your mouse on an open area of your desk top and right click.
2. A box of options comes up, pick “new” and then “folder”. It will then want you to rename the folder, please name it “Reevaluation Forms”.
3. Once you have the folder, right click on each of the attached files and pick “Save as”. A box will pop up. Click on “Desktop” and then at the side scroll until you see the file named “Re-evaluation Forms”, then click save.

Once you have saved all the forms, then you can easily access them when completing a reevaluation.