MID-STATE
SPECIAL EDUCATION

IEP Procedural Guide

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

Updated June 2024

Monthly Reporting of Class Lists Procedures: (*See Class List Explanation attached*)

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 <u>keep a copy</u> 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 nicknames.
   - Be sure to include the middle name of each student on your case management list.

2. Check to ensure the disability code(s) 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 and services such as special transportation and BIP have not been left off.

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. If a Pre-K student turns 5 in the middle of the year maintain the current EC EE code until they enter kindergarten.

6. If a pre-k student turns 6 in the middle of the year, then the student must go to Kindergarten. It is important to ensure any Pre-K students turning 6 during the school year either starts in Kindergarten, or transitions there upon their 6th birthday.

<div align="center">Special Education Students Ages 3-4</div>

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).

<div align="center">Special Education Students Ages 5-22</div>

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

7. 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 08/29/2024, the Initiation of Services Date is 08/29/2024, and the Duration of Services date is 08/28/2025*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.

8. Check to ensure the Re-evaluation Due date is correct. You can print IEP Summaries from EmbraceIEP and compare it to your class list. Compare the I-STAR class list to the Embrace IEP Summaries.
   - 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: 08/29/2024, Re-evaluation Due date: 08/29/2027 or Last Re-eval date: 09/15/2022, Re-evaluation Due date: 09/15/2025.

9. Check to ensure resident district and serving district information is correct.
   - The resident district is the home district in which the student lives and enrolls.
   - The serving district is the district that provides the services for the student.
   - The home school is the school a student would typically 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	*Hillsboro School District*
Serving District	*Hillsboro School District*
Home School	*Beckemeyer Elementary School*
Serving School	*Beckemeyer Elementary School*

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	*Edinburg School District*
Serving District	*ROE*
Home School	*Edinburg High School*
Serving School	*ChrisMont*

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	*Panhandle School District*
Serving District	*Panhandle School District*
Home School	*Farmersville Grade School*
Serving School	*Farmersville Grade School*

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	*Carlinville School District*
Serving District	*Carlinville School District*
Home School	*Carlinville Primary School*
Serving School	*Carlinville Intermediate School*

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 form is the first step in entering a student into EmbraceIEP. Always complete a change sheet each time a student enters or exits a program/school, significant changes are made to special education and/or related services, or when an address or contact information changes.

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 needs a 504 plan
7. Student graduates

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

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 always fill out the first/top section and then you will fill out the rest of the form as needed.

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

ALL Transfer (Move-In) Students with IEPs:

Transfer Students (Entering):

EmbraceIEP 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. This occurs after the student enrolls; the enrollment packet will have a release of records signed, which is needed to pull records.
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 MSSE Secretary will create and add the student in EmbraceIEP.
3. If the student's current IEP is not in EmbraceIEP add the student's eligibility, EE code, service minutes, related services and case manager to the change sheet and email it to your MSSE Secretary.
4. 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
   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).
5. 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.
6. 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.
7. The Program Coordinator will work with the team to determine the appropriate placement and services.
8. The Special Education Teacher will calendar match dates/times with the Program Coordinator (for all new and transfer students), Related Service Providers (if required), School Psychologist (if required), and parent 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 should be held within 30 calendar days.
9. 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 of Academic Achievement and Functional of Performance" (PLAAFP) must include strengths and be written specific 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. Attach the RLP to the back of the IEP at the end of the meeting.

9. Utilizing EmbraceIEP, submit the draft IEP for review to your Program Coordinator and Transition Specialist (if the student is 14.5 or older). 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 calendar days prior to the IEP meeting date to ensure timely reviews by the PC. 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 including the Program Coordinator.

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, the topic 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) Any materials/data that will be discussed at the IEP meeting must be sent home to the parents at least 3 school days before the meeting.

e) 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. Complete each section of the 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 including Next Year's Info, 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: Take notes at every meeting documenting 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. If the student is determined eligible, or continues to be eligible, for specialized instruction, mark the first box and list the eligibility area(s) in the space provided. Indicate if the IEP requires a change of special education and/or related services/educational placement OR requires placement in a separate educational setting. If we make changes to the IEP we are changing the special ed and/or related services or educational placement. Also mark "Will receive the special education and related services as listed in the IEP".

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. Is suspended from school for more than ten school days for the school year.
2. Is being considered for a change of placement following a behavior incident (not based on an IEP team decision given data trends).

The following IEP team members <u>must</u> 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 <u>as needed</u>:

1. Related Service Providers
2. BCBA
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 school 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 if 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 Coordinator 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) If the student does not have a current BIP, discuss the need for a FBA and have the parent sign the FBA consent form found in EmbraceIEP under District Documents/Behavior.

g) 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.

h) 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).

45-Day Interim Alternate Education Settings

School administration may decide a child must be removed from their current educational placement for disciplinary reasons if any of the following occurs:

1. Commits serious bodily harm to others
2. Brings a weapon to school (knife blade longer than 2.5 inches)
3. Brings drugs to school (marijuana included)

A student's IEP team will decide on what placement the student will attend to ensure IEP services and FAPE is provided. Therefore, an IEP meeting must be held in this case.

**An MDR does not need to be held unless the event resulted in a total of more than 10 school days being served in an out-of-school suspension.

Amendments to an Annual IEP:

The Reauthorization of IDEA 2007 (Section 614 (d) (3) allows minor changes (add an accommodation, update the criteria on a BIP, make changes to the transportation plan, etc.) 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.
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 to the amendment. If you do not get written agreement to the plan, draw a line on the Program Amendment page, and have the parent sign and date the amendment. 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 (for those districts that provide remote services on emergency days or for any other reason).

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**: **P**rior **P**lanning **P**revents **P**oor **P**erformance! 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 (14.5 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 Teacher
      7) Hearing Teacher
      8) BCBA
      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. Many program coordinators are now using a

Google calendar to allow teachers to sign up for IEP meeting dates at the beginning of the year.

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 at least 3 school days prior to the meeting. 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. Parents need to be given ample time to read and digest the draft IEP before walking into a meeting.

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 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 prior to printing.

Filling out the NOC:

1. Review Student Name, Date of Birth (DOB), and Parent/Guardian Names for accuracy
2. 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.
3. Today's Date: Is the date you are mailing the NOC home.
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. Write your program coordinator's name and contact information in the visitor, interpreter, school records boxes.
6. 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 5, "IEP Review and Revision"
   b) If the student is 14.5 years or older, always mark box 6, "Secondary Transition"
   c) If the student is in High School always mark box 9, "Graduation"
   d) If the student is eligible under emotional disability, always mark boxes 7 "Functional Behavioral Assessment/Behavioral Intervention Plan"
   e) If the meeting is being held for another purpose or is requested by the parent mark box 10 "Other" and explain
7. 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 has been given by the District Administration prior to the IEP meeting.

8. Under the Explanation of Procedural Safeguards, list your Program Coordinator along with their work number
9. Use the Name and Title (Special Education Teacher) to sign the NOC

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 an 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, click on the "Refresh student information" button so you can see the changes.
4. In the parent/guardian section, mark "yes" or "no" next to educational surrogate parent.
5. Mark "yes" or "no" in both sets of boxes under Interpreter Services
6. Mark "yes" or "no" regarding if the meeting was at a mutually agreed upon time and place.
7. Document 3 attempts made to arrange the Annual IEP Review – be specific
8. Record the date the Procedural Safeguards were provided to the parent (parents will initial) and the language in which they were provided
9. Check appropriate Transfer of Rights box
10. Parent(s) were given a copy of the: – mark the appropriate boxes for the documents that were provided to the parent and record the dates. The Parent must always leave with a copy of the IEP regardless of the circumstances.
11. Always mark box "IEP" and include in what language it was provided to the parent. Also, always mark "district's behavioral intervention policy", "understanding PUNS" and "ABLE brochure". Check "evaluation report and eligibility determination" if needed. Mark "three day draft" and document how and when the parent was provided the draft documents. Drafts must be provided to parents/guardians at least 3 school days prior to IEP meetings.
12. 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) From the conference summary report page, click on "*update student info*". Then complete the following;
      1) Share missing data that belongs in the red box with your MSSE secretary
      2) Add necessary dates to the IEP Evaluation Data and Special Education Eligibility sections.
      3) Update the Student Placement Information making sure all blanks are filled in.
      4) Current Year; Grade "12" School Year "24/25", Case Manager
      5) Next Year Info; Grade "graduate" School Year "25/26", Case Manager
      6) Update the Student and Parent Information sections making sure all blanks are filled in for both parents if they live apart

7) When you return to the conference summary report page make sure you click on the "refresh student info" tab.
8) This will ensure that students will roll up to the next grade on July 1st for the following school year.

C. **Present Levels of Academic, Developmental, and Functional Performance** (Under Annual Forms)

Complete this page for all initial lEPs and Annual Reviews. When completing this page, include all areas that are impacted by the student's disability(ies). 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 14.5 years and older), and
4) provision of specific special education and related services.

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 the 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. **Parental Educational Concerns**
    a) Document any parental concerns/input regarding their child's education expressed prior to or during 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 how (student's name) 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". Be sure to address all concerns during the discussion and document in the Additional Meeting Notes

3. **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 or Seizure Plan write, "See attached Heath 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 with the district's medication policies and procedures"
5) Select "School Health Services", minutes and duration dates under the Related Service section of the Educational Services and Placement page. We are required to have minutes listed on this page in order to bill Medicaid.

4. **Student's Present Level of Academic Achievement**
   <u>Present levels of academic achievement</u> refers to how the student performs in all academic areas.
   1) Describe how the 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 using books on tape and oral tests). For preschoolers, performance levels may include pre-academic readiness skills and developmentally appropriate cognitive skills. Documentation should include the results of the most recent evaluation (scores), but should not be a repeat of the evaluation results documented in the eligibility report nor the scores found in the results box on this page.
   2) Address each eligibility area for which the student has an identified deficit. Document district assessments, classroom assessments, goal progress, etc. in these areas.
   3) Example: The student achieved a reading level of mid first grade on the Brigance Inventory of Basic Skills. The student can identify 18 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.

5. **Student's Present Levels of Functional/Developmental Performance**
   a) <u>Functional performance</u> 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 14.5 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.
   4) Example: (student's name) has difficulty remaining on task for more than 5 minutes, completing assigned tasks within the allotted amount of time, and following two step

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directions. Services from the BCBA and/or RBT are provided on a bi-weekly basis. See attached FAB & BIP

6. **The Results of the Initial or Most Recent Evaluation of the Student**
   a.) In this box, enter evaluation results from the initial or most recent evaluation. Copy and paste results/scores from the "Documentation of Evaluation Results" page. Include all results from every area for which assessments were conducted (academic achievement, cognitive assessment, speech and language assessment, fine/gross motor assessment, rating scales, etc.).

7. **Adverse Effects**
   a) Document 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 copied and pasted from the Eligibility Determination paperwork 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.
      2) Example: (Student's name) is eligible for special education services under emotional disability in the areas of self-regulation and attention. Auditory and tactile sensory stimulation, crowded environments, changes to the routine, making an error and independent work sessions that last more than 20 minutes 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 Illinois Learning Standards (ILS):
   When connecting a student's IEP goals to the ILS 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 23 IAC 226.230(a)(1)).
   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 ILS 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 09/10/2025 as measured by a standard reading assessment. (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?") 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 09/10/2025. (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 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 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 09/10/2025. (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. 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 ILS 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 ILS when establishing a link to IEP goals.

3. The Illinois Early Learning and Development Standards (IELDS) for three (3) through five (5) year olds align with the ILS. 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 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. You 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 as a method of notifying parents of progress.

g) Present Level of Performance: Include a brief statement of the specific academic or functional performance deficit that is to be addressed by the annual goal and objectives/benchmarks. Do not copy and paste the full eval section from the PLAAFP page. If the goal is targeting reading fluency then only include the most recent reading fluency scores and leave reading comprehension scores out. For students 14.5 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 Illinois Learning Standards (ILS).

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: (see attached goal reminder)**
   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 09/10/2025.
   ▪ Obj: Given direct language therapy, 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 03/10/25.

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, 2025.
   ▪ Obj: Given a classroom assignment, X will locate and write or dictate a list of 5 factual pieces of information (e.g., details, events, sequences) with 85% accuracy by May 1, 2025.

Math
Goal: With exposure to the preschool environment, X will increase academic readiness skills by successfully identifying colors, shapes, and numbers activities and attaining the following 3/3 objectives listed below by 09/10/2025.
   ▪ Obj: When given 8 colors, X will sort, name and match the colors with 100% accuracy in 3/3 attempts by 3/10/25.
   ▪ Obj: When directed by the teacher, X will rote count numbers 1-20 with no errors in 3/3 consecutive trials by 9/10/2025.

Goal: Given direct math instruction, X will solve algebraic problems using systems of numbers and their properties with 75% accuracy by May 15, 2025.

- 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, 2025.

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 2024-2025 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 10/2024, a second by 1/2025, and a third by 4/2025 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, 2025.

- 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, 2025.

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 09/10/2025.

- 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 11/1/2024 and in 5/5 daily attempts by 1/1/2025.

E. **Educational Accommodations** (Under Annual Forms)
  1. Consideration of Special Factors
     a) All students – assistive technology devices and services (mark "yes" if they require assistive 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, D&HH
     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 to save time and space.
        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. 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 accommodation listed is consistently implemented so keep the list small and document that they are being used.

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

6) This is good place to document BCBA/RBT supports that are required to help a student be successful in the general education setting

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 including behavioral needs.
   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.)

ii) Parent Training or Counseling- Check "yes" if parent counseling and training services are needed to help parents acquire the necessary skills to support the implementation of their child's IEP. If checked "yes", support will be added as a related services. If checked "no", no further action is needed.

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."

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. <u>Presentation Accommodations</u> 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. <u>Response Accommodations</u> 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. <u>Setting Accommodations</u> change the location in which a test or assignment is given or the conditions of the assessment setting.
4. <u>Timing/Scheduling Accommodations</u> 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 math tests or one extra day to complete a math assignment.

Modifications are procedures or practices 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 do 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 directly related to the student's deficits are currently used by the student during instruction and for assessments?
   b) What are the 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"?
   g) Is the student consistently taking advantage of the accommodation?
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 deficit area(s) and 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) Whether or not they are allowed 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

9. Do not write "as needed" next to any accommodation or modification. If the IEP team agrees that a specific accommodation or modification is necessary to allow the student to access the general curriculum it must be implemented with fidelity not once in a while.

F. **Assessment**: (Under Annual Forms)

<u>Indicator 3: Proficiency Rate</u>

Results Indicator: Participation and performance of children with IEPs on statewide assessments

     Target 3A. Assessment participation

     Target 3B. Proficiency rate in reading and math

     Target 3C. Proficiency rate for students taking the DLM

     Target 3D. Gap in proficiency rates

Below are the new indicator targets related to assessment

3B Proficiency Rate Reading & Math	FY22	FY23	FY24	FY25
Grade 4 Reading	10%	10%	10%	11%
Grade 8 Reading	7%	7%	7%	8%
Grade 11 Reading	7.50%	7.50%	7.50%	8%
Grade 4 Math	11%	11%	11%	12%
Grade 8 Math	5.50%	5.50%	5.50%	6.50%
Grade 11 Math	6.50%	6.50%	6.50%	7%
3C Proficiency Rate for IEP students DLM				
Grade 4 Reading	14%	14%	14%	15%
Grade 8 Reading	22.50%	22.50%	22.50%	23.50%
Grade 11 Reading	22%	22%	22%	22.50%
Grade 4 Math	19.50%	19.50%	19.50%	20.50%
Grade 8 Math	4.50%	4.50%	4.50%	5.50%
Grade 11 Math	3.50%	3.50%	3.50%	4%
3D Gap in Proficiency Rates				
Grade 4 Reading	26.50%	26.50%	26.50%	25.50%
Grade 8 Reading	32.50%	32.50%	32.50%	31.50%
Grade 11 Reading	29%	29%	29%	28%
Grade 4 Math	22.50%	22.50%	22.50%	21.50%
Grade 8 Math	27%	27%	27%	26%
Grade 11 Math	28.50%	28.50%	28.50%	27.50%

The Assessment section 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, grade 1 or 2 (unless IEP is due during 3rd grade year), 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 PSAT/SAT with no accommodation(s).
    j) Box 3.3- Mark if student will participate in PSAT/SAT with accommodations (Subject to College Board approval) (Complete SAT accommodations section).
    k) Box 4.1- Mark if 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, etc.
    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 to determine allowable accommodations based on disability.
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 identified deficit. Please check with the IAR Manual and your building principal when selecting the accommodations. Building principals enter accommodations into the IAR system and can advise you with the most current updates. According to the IAR Manual, the principal can determine that <u>any</u> 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.

<u>IAR Teacher Resources</u>
IAR Website https://il.mypearsonsupport.com/
IAR ISBE Resources https://www.isbe.net/iar
IAR Practice tests and sample questions https://il.mypearsonsupport.com/practice-tests/

G. **Transition:**
<u>Indicator 13: Secondary Transition</u>
Compliance Indicator: Percentage of youth aged 14.5 and above with measurable postsecondary goals

Must be completed for all students who are 14.5 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. <u>You may link an educational deficit goal to a transition goal, but do not combine multiple Transition goals together.</u> 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. **Illinois Child Outcomes Summary Form** (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 LRE
Results indicator: Percentage of children aged 3-4 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
  Target C. Services in the home

FFY	2022	2023	2024	2025
Target A > or =	47.00%	47.50%	48%	48.50%
Target B < or =	25.78%	25.52%	25.26%	25.00%
Target C > or =	0.28%	0.25%	0.24%	0.23%

Indicator 7: Preschool Outcomes
Monitoring Priority: FAPE in LRE
Results indicator: Percentage of children aged 3-4 with IEPs who demonstrate improvement:
  Target A1. Positive Social-Emotional skills increased (including social relationships)
  Target A2. Positive Social-Emotional within age expectations
  Target B1. Acquisition and use of knowledge and skills increased (language/literacy)
  Target B2. Acquisition and use of Knowledge within age expectations
  Target C1. Use of appropriate behaviors to meet their needs increased
  Target C2. Use of appropriate behaviors to meet their needs within age expectations

1. Early Childhood Outcomes learning modules can be found at http://www.eclre.org/good-to-know/ec-outcomes/
2. The Educational Environment Code Generator User Guide can be found at http://ec-ecotool.com/
3. Decision Tree for Educational Environments can be found at https://www.isbe.net/Documents/decisiontreeforcodingil.pdf
4. The Early Childhood Outcomes Rating App User' Guide can be found at http://www.eclre.org/media/89396/eco_standarduserguide_090114.pdf

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: (FBA/BIP Instructions attached)

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. The FBA/BIP process should be initiated if a student is exhibiting repeated behavior that is interfering with his/her learning or the learning of others, school attendance is being impacted, progress toward goals and objectives is limited, student is being considered for a placement

change due to disciplinary action, student is being suspended often, or student 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, program coordinator 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 should be addressed)

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 a draft Behavioral Intervention Plan under Annual Forms. A BCBA may assist with this process but it is not his/her responsibility to complete it.
   a) Students Strengths
   b) Target Behavior
   c) Hypothesis of Behavioral Function
   d) Summary of Previous Interventions
   e) Replacement Behaviors
   f) Environment
   g) Instruction/Curriculum
   h) Positive Supports
   i) Motivators/Rewards
   j) Restrictive Disciplinary Measures
   k) Crisis Plan
   l) Data Collection Procedures
   m) Coordination with Caregivers

9." Isolated time out, time out, and physical restraint shall only be used when the student's behavior presents an imminent danger of serious physical harm to the student or others and less restrictive and intrusive measures have been tried and proven ineffective." These restrictive interventions should only be included in BIPs when absolutely necessary to keep a student safe. (IAC 23 Section

1.285) Only those restrictive interventions listed in the BIP can be used with a student unless they are needed in an emergency situation to keep students safe.

10. It is best practice for the Special Education Teacher and/or Social Worker to complete the Behavioral Intervention Plan Steps (page 3) found under District Doc/Behavior or another one page plan showing the specific steps that need to be followed during a crises situation. This one page form gives all service providers a clear description of the specific procedures to follow to ensure implementation fidelity

Behavior Intervention Plan Steps
   a) Behavior goal
   b) Function (hypothesis on why the student engages in the behavior)
   c) Prevention Plan/Positive Supports (steps taken to prevent the behavior)
   d) Action Plan/Crisis Plan (steps taken when the behavior occurs)
   e) Replacement Behavior (new behavior that will be taught to the student)
   f) Method of Evaluation
   g) 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, provided to the parent, 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 Positive Supports, 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, provide support to staff and offer additional training if needed.

15. All FBA & BIPs 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 or an amendment completed, with parent agreement, 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. A visual chart or graph showing the data that has been collected over the last 9 weeks should be used to share progress.

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)
  This form must be completed for any student with an autism eligibility
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 IEP Summary 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
   g) **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, structured environment
   h) **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**
   Indicator 5: Educational Environment
   Results Indicator: Percentage of students with IEPs ages 5 – 22 served in each environment
   The current targets are listed below

	FY22	FY23	FY24	FY25
5A Gen Ed 80% or more of the day	53.10%	53.30%	53.50%	53.70%
5B Gen Ed less than 40% of the day	12.33%	12.31%	12.29%	12.27%
5C Separate School/Facility/Home/Hospital	6.37%	6.36%	6.35%	6.34%

   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 to ensure accuracy.
   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. Specialists (HI/VI) who are overseeing accommodations and modifications (consultation) provided by the case manager and/or classroom teacher and who are not providing direct or resource support should also be listed in this section with a minimal number of minutes (15 mpq).

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 that are directly linked to the student's identified deficit(s).

8. Related Services
   a) Related service minutes are documented in minutes per quarter (mpq)
      1. Related Service logs must be available at the request of the parent/guardian for the following related services: OT, PT, speech, nursing, counseling, and social work, 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.
      3. All related service logs must be maintained in the student's Embrace file and placed in the student's temporary file monthly.
   b) If marked elsewhere in the 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. The team should 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 transportation needs (accommodations and/or equipment). All equipment and supports must be approved by District Administration prior to being written into the IEP.

12. Extended School Year Services
    a) Contact your Program Coordinator to discuss consideration
    b) The ESY Decision Making Form must include hard data and be signed by the Superintendent prior to submitting to Program Coordinator/Assistant Director.

    c) ESY Decision Making Form requires hard data. 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 documentation and completed form 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 fully 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 identified disability(ies).

**Remember, a minimum of 53% 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 verses Certificate of Completion

1. Students who complete a modified curriculum
2. Students who participate in DLM
3. Start discussions early (Junior High) and communicate with parents
4. Include Principal and Coordinator in making this decision and document
5. All students CAN legally receive a diploma but it is up to the district and IEP team

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 attach to the IEP. If the student is determined eligible, or continues to be eligible, for specialized instruction, indicate if the IEP requires a change of special education and/or related services/educational placement OR requires placement in a separate educational setting. This must be documented any time the IEP requires a change of special education and/or related services/educational placement or placement in a separate education setting, regardless of whether the meeting was held in conjunction with an evaluation

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 should be clicked when you are ready for the IEP to be locked (archived). This must be done by the Special Education Teacher.

After the meeting has been held the Special Education Teacher will ensure, 1) additional notes are entered, 2) changes discussed at the meeting are reflected in EmbraceIEP, and 3) IEP is "Submitted". Once the "Submit IEP" has been reviewed by your Mid-State Secretary and required information has been entered into I-STAR 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 is associated 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 using the following format:
(Year/Month/Day) (Students Last name/ first name) (Name of document).
Examples:
2024 8 20 Tester Sally Reevaluation Packet
2024 8 22 Tester Sally MCAP Data
2023 8 25 Tester Sally Domains Form
2023 9 05 Tester Sally OT Report

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 or virtually) 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
   i. Demonstrates professionalism
   ii. Facilitates time management
   iii. Ensures all required and necessary items are discussed

d) The Program Coordinator or the Special Education Teacher will begin the meeting by welcoming parents and ensuring everyone invited to the meeting is in attendance. If a professional is not in attendance, the Program Coordinator or Special Education Teacher will get permission from the parent to continue with the meeting and 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 and the Waive 10 Days (if necessary) 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 take 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 and, 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) <u>must also be sent home in the form of a graph. (</u>See example attached)

2. A progress data sentence must be reported for every goal and every objective/benchmark.

3. Prior to every annual review, a final progress update should be entered and the entire progress report document with 4 entries (3 if you follow trimesters or 2 for semesters) should be printed off, discussed at the annual review, and attached to the back of the new IEP.

Home Hospital Instruction Guidance & Form:

Once someone in the district is made aware that a student with an IEP is hospitalized, the district administration and the district's Program Coordinator must be notified. Administration or the case manager will contact the guardian to find out where the student has been hospitalized, the date of the hospitalization, why the student was hospitalized, and how long the student is expected to be hospitalized.

If the hospitalization is for less than 10 school days (2 weeks), you don't need to do anything other than try to obtain any new reports/diagnoses that may have resulted from that stay. If you do get a new report, follow the same procedures as you do when you get an outside report. However, if the student is projected to be hospitalized intermittently that will total 10 or more days, then the team should plan to prepare for home hospital services.

If the school is providing paper packets, those are fine unless we are going over 10 days. Per Brandon Wright, packets don't cover our FAPE requirements. Our FAPE requirements are the services listed in the IEP. We would need to have an IEP meeting/amend the IEP to reflect the hospital instruction. We will not remove the underlying placement page, but add an additional placement page/edit the current page if there are multiple placement pages, and reflect the short-term dates of the prescribed need from the doctor. We will also reflect the entire plan in the notes section. If the hospital offers an educational component, the district can deny that and provide their own services, but often times the district prefers this as it takes care of their responsibility. The district is billed for this educational piece. More on the details of how to change the IEP on the next page.

If the hospitalization is for more than 10 days (2 weeks consecutive or intermittent);
Home/hospital instruction can be either consecutive or intermittent. In order for a student to qualify for intermittent home/hospital instruction, the statute states:

For purposes of this Section, "ongoing intermittent basis" means that the child's medical condition is of such a nature or severity that it is anticipated that the child will be absent from school due to the medical condition for <u>periods of at least 2 days at a time multiple times during the school year totaling at least 10 days or more of absences</u>. There shall be <u>no requirement that a child be absent from school a minimum number of days before the child qualifies</u> for home or hospital instruction.

1. 10 school days of a student not receiving what is listed on their educational services and placement page is considered a change of placement.
2. Find out if the hospital is providing educational services and if those services include special education services including related service that are listed on the educational services and placement page.
3. If the hospital is not providing instruction per the students IEP, request the Home/Hospital form is completed by the doctor. This form should be completed every 6 months. This form will be kept in the student's temporary file.
4. Schedule an IEP meeting to discuss what services and how those services will be provided, update the EE code to reflect Hospital Instruction (EE Code 12), and bell to bell/service minutes. This can also be completed through an amendment, but remember we request a signature by the parent on the program amendment form anytime an amendment is done in lieu of a meeting. See further explanation of how to change the IEP placement pages below.
5. Home Hospital starts no later than 5 school days after receipt of written statement from doctor. Minimum 5 hours per week UNLESS doctor stays they can't sustain that amount. If we do it virtually, 2 of the hours should be direct instruction (per BW).
6. If the student is medically fragile and it is not advised the student engage with school work while hospitalized, we need a doctor to certify that in writing.

7. If the parent refuses to complete a release of information form and does not submit the Home/Hospital Form, you will need to document your attempts to contact the parent and the services that were declined in the IEP notes. To hold the IEP meeting, guardians must waive their 10 day NOC or you must provide a 10 day notification of meeting. This may be a challenge and might even have the team meet to determine services after the student has returned to school after spending 11 days in the hospital.
8. If the team has met to make the IEP reflect homebound or hospital instruction and then the parent is refusing services, the placement would stay the same, but the student would be listed as absent. Eventually you will need to hold a meeting to discuss and document everything.

How to reflect the changes in the IEP:
Whether you are creating a new IEP document or amending the IEP, you will want to make sure to not delete the permanent placement that the IEP team agreed on. You will add a placement page to reflect the time the student is hospitalized. That will mean you end the current placement page so the dates don't overlap. You will also want to add an additional placement page to show that the permanent placement will pick back up on a certain date. This may need to be edited later if the return date is sooner/later than anticipated. The bell-to-bell, instructional, placement code (EE 12), and serving location will need to be updated on the placement page as well so our student data clerical staff fully understands. This will need to be submitted to Shera/Kristy promptly. If you are amending the IEP, draw a line and obtain consent from the parent OR have the parent agree via email to the changes.
Student attending outside placements (Cornerstone):
When a student attends Cornerstone and becomes hospitalized, Cornerstone will continue to notify all necessary staff of this information as soon as possible, as they are often the first people to know. The district will communicate with Cornerstone as to what their next steps are (hold an IEP meeting to reflect hospital instruction, whether to make them active/inactive, etc.).

Steps to follow when Using Parent Portal
Embrace IEP added an electronic signature option to obtain parental consent called "Parent Portal". To watch a training video in Embrace, go to "training" and then click on video "30-Using the Embrace Parent Portal".
How to use Parent Portal
1. All fields on a form must be completed by the IEP user prior to obtaining consent. Any changes made after obtaining consent will prompt the removal of the electronic signature.
2. To share a form, choose the unlocked student's meeting in Embrace and click on the blue rectangle named, "Parent Portal".
3. Select the documents you would like to share and click, "next".
4. Choose who to invite. If one or both of the student's parent/guardian email address(es) are listed in Student Info, the email address(es) will appear in a list. There is also an "other" box where you can enter an email address. Only one email address can be chosen per invitation.
5. A unique passcode will be generated. The invitee will be sent an email from Embrace. This email will include a link to the forms but will not be sent the passcode. The passcode will need to be sent to the invitee via email separately.
6. The link will send the invitee to a login page where they will be prompted to agree with the terms or conditions. The invitee will be prompted to enter the passcode which is the 6 digit passcode.
7. Once logged in, they will be able to click on each form that has been shared. Parents can click on the signature field, sign, and click on "save signature" button. When finished in the portal, the parent/guardian can sign out. (see attached parent portal instruction)

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 at least 10 days prior to the meeting date. Three NOCs must be sent.
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 this is the only area of assessment at this time.
   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 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 MSSE 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. 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 *Is eligible or continues to be eligible for spec ed and related services*
  2) Mark box 3 *Will receive special education and related services*

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 <u>NOT</u> 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 <u>not</u> agree, check the "I do <u>not</u> 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 temporary file (located in the school office)
 e) ensure signed documents are uploaded into EmbraceIEP

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).

<u>Steps to Follow when Dismissing a Primary or Secondary Service (S/L, PT, VI, HI):</u>

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 at least 10 days prior to the meeting date. 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 using hard data 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. Present Levels of Educational Performance –remove related service information
6. Remove Related Service Goals and make sure Related Service Provider is not an implementer on any other goals.
7. 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 <u>NOT</u> 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, 3, and 9 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.

8. The student's Medicaid billing must be up to date and complete PRIOR to the dismissal meeting

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 <u>not</u> agree, check the "I do <u>not</u> 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
   f) send in a change sheet to MSSE
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 MSSE 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 signed Consent for Reevaluation page to appropriate MSSE Secretary.

Steps to Follow when 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.

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:
- The need for specialized services to address the adverse effect(s) on educational performance is no longer present.
- The disability no longer has an adverse effect on the student's educational performance.
- The disability no longer exists.

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 MSSE Secretary. Enter a message in the message box. "Dismissed from ___ related service".
7. Submit a change sheet to the appropriate MSSE Secretary.
8. The student's Medicaid billing must be up to date and complete PRIOR to the dismissal meeting

Reevaluation Packets: (See Re-eval checklist attached)
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 to let them know the 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 then when completing a reevaluation.

Service Logs: The service log requirement stems from Public Act 101-0515. It requires school districts and special education cooperatives to maintain related service logs that record the *date*, *type,* and *minutes* of each related service provided to an IEP student. Service logs must be made available to parents upon request. The law requires that logs are kept for the following related services: ***Speech, OT, PT, Nursing, Social Work, Counseling, and Psychology***. Related service logs must be maintained in Embrace/filed in the district for 7 years. If a parent request is made administration will need to access these related service logs even if the therapist has retired, moved away, is sick, or is on a vacation. Below are three possible options for meeting the service log requirement.

A. Bill Medicaid for all students (automatically generates the related service log)

B. Bill only for Medicaid eligible students. Upload into Embrace self-created/existing technology tool (SLP tool kit, etc.) related service logs monthly. When uploading monthly, ensure you are documenting each session in real time, in the event logs need to be provided to the parent/guardian in a timely manner.

C. Bill only for Medicaid eligible students. Keep a log filed in a secure location within the building. Notify Program Coordinator and building administrators where the files are kept and ensure they have access. File regularly.

Temporary Files: Files must be organized in reversed chronological order. Place the initial evaluation, most recent evaluation and current IEP and progress reports in the yellow folder found in the temporary file. Temporary files must be kept 5 years after the student has graduated or moved.

- Includes all information not required to be in the student permanent records
- Records of release of information
- State assessment scores grades K – 8th grade
- Home language survey forms
- Serious disciplinary infractions resulting in expulsion, suspension, or other punishment
- Health related information, accident reports
- Special education records and IEP information
- Intelligence, aptitude, personality assessments
- Honors and awards, etc.

EI Students Transitioning to Pre-K
- When a student is referred by CFC, eligibility must be determined by the child's 3rd birthday. It is recommended to schedule the IEP meeting at least two weeks or more before the students 3rd birthday allow for last minute cancellations and to ensure the deadline is not missed. Eligibility meetings can be held up to 90 days prior to the 3rd birthday.
- If a student turns 3 over the summer, the eligibility must be completed before summer break. In addition to meeting our mandated timeline, the student will also be able to access continued EI services while waiting for school to resume.
- It is the responsibility of the resident district to complete the eligibility process, even if the student plans to attend school outside the district.
- The date the student will start receiving services has to be reported to ISBE. This might not be the date the child turns 3. The "Educational Services and Placement" page should reflect the date the student will start to receive services not the date of the IEP meeting.
- If the student will not start services on their 3rd birthday, the reason should be documented under "Additional Notes" in the IEP. Possible reasons:
  - school not in session – i.e. weekend, holiday, summer break
  - parent request – i.e. didn't want to start on a Friday, has doctor appointments
- If the student is ineligible OR will not start until after summer break, the district will still need to register the student in SIS as "Evaluation". Contact MSSE if help is needed with this process.
- If the student's parents/guardians refuse Early Intervention, the date and reason need to be documented and Mid-State needs to be notified so they can notify CFC. The PC should also send a "ready to serve" letter to the parents and place a copy in the temporary file.