

IEP Guidebook

Front Page

- Ensure accuracy of spelling, dates, etc.
- Grade should be grade they're in and the next year's assuming it will be in place over the course of two years. Ex. 10/11
- IEP Effective Dates Example

Meeting Date: 4/15/2013

Start: 4/16/2013

End: 4/14/2014

Next IEP Review: 4/14/2014

- Other Information (Medication, Glasses, Allergies, Diagnoses)

Section 1: Future Planning

- What is the parent/guardian's goal for the student short AND long term
- This section does NOT include strengths, weakness, teacher goals' only parent and student
- What is the student's goal/area short term AND long term?
- Can include academics and/or social/behavioral
- Younger students: improve in reading, make more friends, learn to share, know their multiplication facts.
- Older students: similar to above but ALSO long term now starts to reflect career/post-secondary plans. This is the first step in the transition plan. Examples: get all A's and B's, Pass Algebra 2, go to Four County for Carpentry or Welding, college for being a teacher.

Section 2: Special Instructional Factors

- All items checked "yes" must be addressed in the IEP.
- Assistive Technology
- Communication is only checked if they receive speech services (it does not refer to a writing goal)
- If behavior is checked there must be a behavior goal

Section 3: Profile (Make headings for each area)

***DO NOT COPY AND PASTE INFORMATION FROM ETR**

- Background Information: Grade, school(s) attended, identified disability, family, etc. secondary/additional disabilities, etc.). Not required but helpful to include full scale IQ
- Student's interests

- Summary of student's strengths and weaknesses.
 - Can include, but does not require what will be very specific in the PLOP
 - Can include such things as does or does not ask for help, does or does not complete homework, does or does not participate in class,
 - Academic summary comes from ETR, IEP goals, current progress, progress monitoring of IEP goals and objectives AND those not written as a goal with objectives.
 - Cognition: may include sub scores of IQ and implications, such as if 3 are in the average range, but processing is below average, can include and implications is the student needs wait time, etc.
 - Summary from any/all related services
- Concerns of parents
- Special Factors: Behavior, LEP, Communication, AT, etc.
- How disability affects performance in the general education classroom (For initial IEPs, what interventions were tried)
- Relevant medical and safety information or weaknesses not addressed in a goal(s)
- Results of state and district assessments, recent ETR
- Type of testing: with accommodations or alternately assessed
- If exempted from consequences of TGRG and why
- Younger students: will be helpful to have information on TGRG, OAAs
 - HS students: helpful to include OGT scores, what's passed or not, if they're participating in OGT intervention programs.
 - HS students: Also helpful to put in current courses and grades as well as credits/on track for graduation or needing credit recovery
- Adult living, working and learning (Secondary Transition Age)
 - IF no concerns about living independently, write a statement here and you can then not write a goal and activity in section 5

Section 4: Postsecondary Transition-EMIS Box

- Complete all of sections 4 and 5 if the student will turn 14 prior to their next IEP meeting. (IEP form has not been changed to indicate this requirement.)

Age Appropriate Transition Assessments

- i. Quickbook of Transition Assessments at www.nwoesc.org
- ii. www.OhioMeansJobs.com
- iii. http://www.sstr1.org/?page_id=18877
- Type of Assessment Conducted
- Person or Agency Conducting the Assessment
- Date Assessment Given
- Summary of Results to be Considered for Postsecondary Goal

Section 5: Postsecondary Transition Services

- Goal for each area UNLESS you've excused Independent Living in the Profile
- Goals are what the student needs postsecondary and are NOT goals we're responsible for ensuring occur. Ex. Student will go to college; THAT is the goal.
- The activities are what you're going to do to help the student get ready for that.
- Anticipated Duration: can be ongoing, certain time/first semester/spring, or a single occurrence (Transition Expo date, 4CCC visit date)
- Person responsible is appropriate school personnel, usually intervention specialist and/or related service. Can NOT be parent or student.
- Target date for graduation completed

Section 6: Measurable Annual Goals

*Goal for each area of SLD; behavior related goal if marked in special factors, related service goal.

Present Levels of Performance

- Detailed, targeted summary of current performance related to the goal and objectives
- Baseline data provided using current evaluation reports if current, teacher reports and checklists, and IEP progress monitoring.
- Note any parent concerns related to specific goal
- Describes how the child's disability affects involvement and progress in the general curriculum
- Describes performance in relation to typical peers
- Describes strategies, accommodations, and/or interventions that have been successful in assisting the child in making progress in the general curriculum
- Current, quantifiable instructional level

Goals and Objectives

- Who?
- Will do what?
- To what level of degree?
- Under what conditions?
- In what length of time?
- How will progress be measured?

Method for Measuring

- Choose 1 which is the same in goal and objective(s)
- Try not to use "observation"; choose the method of recording you will use after observations are made.

Reporting

- Mark method AND frequency
- If serving a student from another district, frequency must correlate with their home district.
Must check 2 boxes

*Progress Reports must include data and measurements must be kept in your records. (i.e. work samples, curriculum based assessments, etc.)

Section 7: Description of Specially Designed Services

Specially Designed Instruction

- Type of Instruction (examples: pre-teaching, break down tasks, model, prompt, provide immediate feedback, etc.) Describe the instruction so that another teacher could replicate it.
- Group Size (large/small group, individual)
- Type of Services (direct, consultative)
- Conditions (given/with grade level materials, etc.)
- Must use separate lines for separate locations (no “gen ed/special ed classroom”)
- Amount of time is only the time you’re specifically working on the goal – NOT the whole time you may have the student in class
- Frequency – often advantageous to use weekly (or monthly for related services)

** Don’t put names of systems/products- describe what they are or do.**

Related Services-EMIS Box

- Ensure all related service providers have completed this section
- Follow guidelines above

Assistive Technology

*This section relates to an assistive technology service. If the student, parents, and teachers already know how to use the assistive technology, it becomes an accommodation.

Accommodations- *Must include all accommodations from Section 12

- Will then include more that are classroom appropriate, but not allowable on testing page (Section 12)
- Confirm that the accommodations are aligned with disability area(s). Ex. If only SLD Math, would not need accommodation of work read to them.
- Confirm they are truly accommodations. They do NOT change the content or level of mastery of an assignment. (i.e. Questions and answers read aloud is an **accommodation**. Having one answer choice eliminated on all multiple choice questions changes the assessment, so it is a **modification**.)

Modifications

- Verify only filled out if alternately assessed
- Verify what is listed is in fact modifications in that they DO change the level of mastery

Support for School Personnel

- Verify you've included anything that qualifies (ex. CPI, Autism training)

Services to Support Medical Needs

- Verify you've included anything that qualifies (i.e. If medication is taken at school, who will give it to the student? Is that person trained to administer a certain type of medication? i.e. seizure medication, epi-pen, etc.)

Section 8: Transportation as a Related Services

- Verify you've checked all three statements for "yes" or "no"
- Verify on the second statement you've checked/considered each

Examples of needs that require special transportation

- Unable to physically board the bus
- Unable to safely find or stand at a bus stop
- Behaviors that cause safety concerns
- Could include special transportation to a special program in another district or building

Section 9: Nonacademic and Extracurricular Activities

- Example: "Johnny will have full access to participate in nonacademic or extra-curricular activities to the same extent as his non-disabled peers. Johnny will be held to the same requirements and standards as his non-disabled peers, including any state academic requirements to participate in team athletics."

Section 10: General Factors

- Complete this section at the IEP meeting.
- State/District Tests- If child is too young or no data available, check "no"

Section 11: Least Restrictive Environment-EMIS Box

- DESCRIBE the environment(s) (NOT the geographical location) in which the student will receive their special education services and why the student is receiving these services in this environment
- Compare to typical peers

Section 12: Statewide and District Wide Testing

- Testing accommodations listed are being provided in all testing situations (classroom, district, state)
- CANNOT excuse from consequences until student has taken the OGT once.
- Verify you've read and answered each statement, answering with "yes" or "no"
- Excusal of OGT consequences in an area of disability. (Ex. Student is only SLD in mathematics; this would only affect the math and science test. Reading could affect all tests.)
- "Met participation date" is when they've taken the test again AFTER they were excused.
- Justify Alternate Assessment: "Due to the nature of the student's disability, they participate in a substantially modified curriculum based on the Ohio Common Core-Extended Standards."

Section 13: Meeting Participants (Required)

- Parent(s) / Surrogate (Foster Children)
 - Intervention Specialist
 - General Education Teacher (if child is or may be participating in the regular environment)
 - District Representative
- Need excusal forms for all required members who are not in attendance
 - "Excused Members" need to sign under "School Personnel Not In Attendance"

*Related service providers not attending must sign under "School Personnel Not in Attendance..." and CAN do this prior to the meeting. As long as there are no questions and/or changes regarding their services, this allows the IEP to be sent home with the parent.

**Fill out OP-05 excusal form BEFORE the meeting, if a required member is to be excused.

Section 14: Signatures

- Do not check boxes for parents/guardians prior to the meeting.
- Ensure parent signs under the correct category (Initial, RIEP w/o COP, or RIEP w/ COP).
- Disregard the statement "This IEP serves as prior written notice if there is agreement". A PR-01 must be completed at EVERY meeting (initial, annual IEP, review other than annual, amendments).
- Verify if student is ready to sign for Transfer of Rights

- Ensure the last two boxes are checked and if necessary, date sent.

Prior Written Notice

- Fill out during the meeting and send home with parents. *If sent home on a day other than the meeting, the start date for the IEP cannot begin until parents have received the notice. **Also, attach to IEP for student's permanent file.

EMIS Page

- Is generated by the IEP. You will see "**EMIS Box**" listed in each section that has a drop box to pull down to generate the EMIS page.
- When finished with the IEP, go to the "printer" icon drop down menu, and select "EMIS-at-a-Glance." This is the new EMIS page.
- See EMIS booklet for an explanation of codes, if you are wondering what something stands for.

Distribution

- Parent and/or student
- Permanent file
- District of residence (DOR) if necessary
- NwOESC scanned to trowland@nwoesc.org
- EMIS to district coordinator; ensure it matches IEP

Special Education Files

- Current ETR
- Current IEP
 - Invitation attached
 - EMIS Form attached
 - Excuse Form(s) attached if applicable
 - Documentation of Attempts attached if applicable
 - PR-01
- Progress Reports
- Your district's policy on scholarship forms, Medicaid approval, vision, etc.
- Copy of Student Placement Form (SPF)

*Thank you to Archbold Schools and NwOESC Supervisors for developing this checklist.