Writing A Compliant IEP



Cheryl Krohn, LRE Specialist October 16, 2008

SECTION A: MEETING INFORMATION

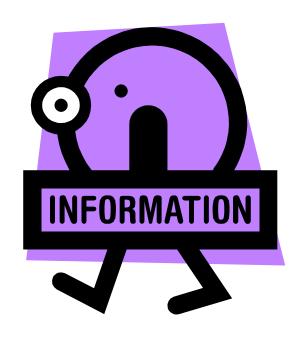
Pertinent Dates

Type of Meeting



SECTION B: STUDENT INFORMATION

Why is this information important?

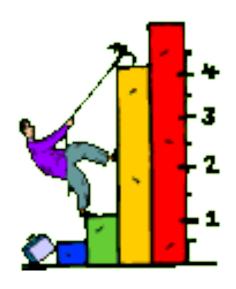


SECTION C: LANGUAGE ACQUISITION

Why do we need this?



SECTION D: GOAL ACHIEVEMENT FROM CURRENT IEP



SECTION E: PRESENT LEVELS OF PERFORMANCE

Current Performance/Assessment Summary

- 1. Strengths
- 2. Needs/Challenges
- 3. Impact of the Disability



SECTION F: ELIGIBILITY

Assess for "Suspected Disabilities"

Using eligibility criteria (PPM)

Determine and document

- Eligible
- Not Eligible (Must document reasons)

Bottom of Page – Rule Out Six Factors

SECTION G: ANNUAL GOALS/OBJECTIVES

Annual Goal – Grade Level Incremental Objectives

IEP Report of Progress and Achievement from Current IEP

SECTION H: PREPARATION FOR THE THREE YEAR REVIEW

Completed at the second annual

To determine if formal assessment will be necessary to re-establish eligibility

SECTION I: SUPPORTS FOR PARTICIPATION IN GENERAL EDUCATION ACTIVITIES

- Supports
- Responsible Staff



SECTION J: STANDARDS BASED PROMOTION

Impact of Disability?



- Grade level standards?
- Accommodations/Modifications?

SECTION K: PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENT

- General Education Curriculum
- ·CAPA
- Variations/Accommodations/ Modifications
- Preschool Students

SECTION M: IEP TEAM RECOMMENDATIONS

- 1. Location of Services
- 2. Instructional Setting
- 3. Assistive Technology Devices
- 4. Low Incidence Support
- 5. Percentage of Time in Special Education

SECTION M: IEP TEAM RECOMMENDATONS

- 6.Extended School Year/Intersession
- 7. Type of Physical Education
- 8. Transportation
- 9.Curriculum
- 10.Additional Supports

SECTION N: PROCEDURAL SAFEGUARDS AND FOLLOW-UP ACTIONS



It is important to document that we have provided reports and forms to parents.

SECTION 0: ACTIONS REQUIRED FOLLOWING THE IEP



Don't let anything fall through the cracks!

SECTION P: GRADUATION/CULMINATION EXERCISES (for High School Only)



SECTION Q: PARENT PARTICIPATION AND CONSENT

- Parent Participation
- Parent Notification
- Consent/No Consent/Request for Due Process Alternatives
- Parent Concerns and Comments

SECTION R: NAME AND SIGNATURES

Everyone present at the meeting

- Prints name
- Signs name



PAGE 12

IEP Service Summary (Grid)

IEP Team Information
 Type/Purpose of Meeting
 IEE
 Documentation of Due Process
 Summary Offer of FAPE

Summary Offer of FAPE

- 1. Period of Time
- 2. The name of the District's school or nonpublic school, including a description of the type of school
- 3. A description of the type of provider, and/or the program, including the type of class or classes

Summary Offer of FAPE

- 4. A description of the activities that will be conducted to support the transition of the student top a less restrictive environment
- 6. A description of the activities that will be conducted to support the matriculation of the student to the next school level
- 7. A description of the modifications, accommodations or supports provided by the general education teacher and other school staff

Summary Offer of FAPE

- 7. A description of the related services the student will receive, including time (minutes) and frequency, and type of provider
- 8. Other unique conditions relevant to the student, including specialized equipment/assistive technology or facilities

DATA/TRANSPORTATION TRANSFER FORM

Not a part of the IEP!!!



SUPPLEMENTAL PAGES

- Behavior Support Plan
- Emotional Disturbance Disability Certification
- Expulsion Analysis
- Individual Transition Plan
- Master Plan for English Language Learners
- Specific Learning Disabilities Certification
- Speech Language Impairment Eligibility & Language and Speech Services Certification

BEHAVIOR SUPPORT PLAN

Behavior Impedes Learning

 Pattern of behavior disruptions
 Numerous office referrals
 Suspension



- Items 1-14
 - Assist IEP team to analyze student behavior Assist team to develop behavior goal
- Must Complete for Emotionally Disturbed Students
- PPM pages 157-162

EMOTIONAL DISTURBANCE DISABILITY CERTIFICATION

- Used ONLY at:
 - Initial
 Three-Year Review
 - Comprehensive
- Series of Questions to determine if school has documentation of appropriate interventions
- Eligibility Criteria
- Team Considerations

PPM pages 172-173

EXPULSION ANALYSIS

- Completed at Pre-expulsion IEP
- Manifestation Determination
 Considers whether behavior <u>is/is not related</u> to student's disability
- Determines whether Expulsion Proceedings continue

PPM pages 251-254

Individual Transition Plan (ITP)

- Students 14 Years and Older
- Agency Involvement
- Assessment of Interests/Abilities
- Instruction
- Community Experiences
- Post School Living
- Post School Education/Employment
- Daily Living Skills/Functional Vocational Assessments (as appropriate)

PPM pages 205 - 214

Individual Transition Plan (ITP)

How to Find Sample Transition Activities

lausd.net

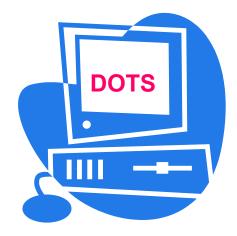
Offices

DOTS

Teachers

Documents

Suggested Transition Activities



MASTER PLAN FOR ENGLISH LEARNERS

- Current Service
- Current Provider of Primary Instruction/Support
- Current Performance
 Basis for developing Standards-based Goal
- Service Recommendation

SPECIFIC LEARNING DISABILITIES (SLD) CERTIFICATION

- Complete at Initial, Three-year Reviews, and Comprehensive Evaluations
- Certifies Legal Eligibility for Specific Learning Disability
- Team Consults with Psychologist

Speech Language Impairment Eligibility & Language and Speech Services Certification

- Complete at Initial, Three-year Reviews, and Comprehensive Evaluations
- Completed by a credentialed or licensed Speech Therapist

CONTENTS OF GREEN FOLDER

- Access Log
- Parent Request for Reasonable Accommodations
- Contents in Chronological Order (most recent on top)
 - Request for Sp. Ed. Assessmen
 - Sp. Ed. Assessment Notification
 - Sp. Ed. Assessment Plan
 - Notification to Participate in an IEP Meeting
 - Assessment Reports (excluding psych's)
 - IEP



QUESTIONS