PASE IEP Mini Boot Camp

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Beginning the IEP
Student Profile and Eligibility

- Student Strengths
- Parent Concerns
- Current Evaluations
- Eligibility Determination
  - The **Evaluation Team**
    - Completes evaluation
    - Analyzes evaluation data
    - Recommends eligibility.
  - The **IEP Team**
    - Discusses evaluation data and other information
    - **Determines eligibility.**
      - Primary Eligibility
      - Qualifying Criteria
Transition

◦ Beginning no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team.
  • 14 years old is the recommendation in Michigan, which is typically 8th grade

◦ Transition Assessments are completed and strengths, preferences, and interests are identified

◦ Post Secondary Vision is created in 4 domain areas:
  • Independent Living
  • Employment
  • Community Participation
  • Post Secondary Education and Training

◦ Transition Activities are assigned to help student “explore” their post secondary vision

◦ Annual Goals and Objectives are written so students develop skills that will help them move closer to achieving their post secondary vision

◦ Course of Study is identified and should support post secondary vision
  • Certificate of Completion, Diploma, Career Readiness Certificate, or other
Who Requires a Transition IEP

- Public School Students with IEPs
- Charter School Students with IEPs
- Non-Public School Students with a K-12 Non-Public Service Plan do not Require that Transition Activities be Addressed
Community Agency Involvement

- Districts should determine the need to invite a community agency representative likely to pay for or provide current or future services.

- Parental consent must be provided prior to the agency being invited to attend.

- The IEP team should document whether or not the person was in attendance.
Present Levels of Academic Achievement and Functional Performance
PLAAFP
Present Levels of Academic Achievement and Functional Performance

The foundation on which the rest of the IEP is developed

- Includes baseline data and data sources in the specific area(s) of need.
  - Academic subject areas as well as functional areas, such as:
    - self-care
    - social skills
    - behavior
    - adaptive functioning

- Provides a description of the starting point for instruction

- Describes the impact that the student’s disability has on their ability to participate and make progress in the general education curriculum and the attainment of their postsecondary goals
Baseline Data

- Tests
- Classroom performance
- Documented observations
- State or district-wide assessments
- Provider log (SSW, Speech, OT, PT)
- Checklists (behavior, homework, materials)
- Student input
- Attendance records
- Behavior records
- Should include strengths and areas of concern
Areas of Educational Need

The IEP Team may identify other educational needs outside the disability in the following areas:

- An academic subject area such as math, reading, writing, social studies, science

- A functional area such as self-care, social skills, behavior, other areas of adaptive functioning

- An area of disability such as speech and language, behavior, motor functioning
Goals and Benchmarks/Objectives
Critical Components of a Goal

- Meaningful
- Measurable
- Able to be monitored
- Aligns with the need identified in the PLAAFP
- May align with the grade level CCSS
A Measurable Goal Should Include:

- The ending date for achieving the goal.
- What behavior the student will be able to demonstrate.
- What level, degree, or condition the student will perform.
- How mastery will be evaluated.
Model

MDE Model:

By ____(date)__, (the student) will ____(skill/behavior)____ when/at ____(condition/criteria)____ as measured by ____(assessment/evaluation)____.

Example:

By March 2015, after determining the problem and solution of a paragraph from a __fiction or nonfiction__ text, Kara will make 3 __inferences___ about the theme or message of that paragraph, 4 out of 5 times, as measured by __informal reading assessments__.
Benchmarks/Objectives

- Benchmarks/Objectives are the intermediate steps that will assist the student in accomplishing the goal.
  - Benchmark – time limited and builds mastery of an annual goal.
  - Objectives – individual skills that must be developed in order to reach the annual goal.
Benchmarks/Objectives

- **Evaluation Procedure**
  - The method the teacher or service provider will use to assess progress.

- **Performance Criteria**
  - The target rate or frequency for the student to perform on each objective.

- **Schedule of Evaluation**
  - How often the student will be assessed on their progress toward mastery of each goal, benchmark or short term objective.
    - Daily
    - Weekly
    - Bi-Monthly
    - Monthly
Progress Reports

- Progress on goals and objectives is reported at least as often as report cards are provided for general education students.

- Should report on all benchmarks or objectives on current IEP Team report.
Ongoing Data Collection

- Facilitates instructional planning
- Helps determine if instructional strategies are working
- Facilitates communication between IEP Team members
- Gives direction for setting future IEP goals
- Assists in making placement and ESY decisions
Other Components of the IEP
Special Factors, Supplementary Aids and Services

- The IEP team should consider:
  - Special factors
    - Behavioral Supports
    - Communication Needs
    - Assistive Technology
  - Support and training for school personnel that is needed to address special factors, should be addressed
  - Accommodations necessary for the student to participate in the general ed curriculum
    - Must Include Frequency/Timeline and Location
What is an Accommodation?

• Accommodations are provided to level the playing field, not give the student an unfair advantage.

• Accommodations are what he/she requires to progress in the general education curriculum and work toward the attainment of the goals and objectives on their IEP Team report, not what the student would benefit from, but.
Who Determines Supplementary Aids?

- General education teachers should recommend the accommodations the student will need in their content classes applicable to their classroom instruction and assessments.

- The special education teacher and/or related services providers may recommend other accommodations required for the student to receive a Free Appropriate Public Education (FAPE).
Special Education Programs and Services
Before Determining Program and Amount of Time, This Question Should Be Posed:

- When the student’s performance level does not match that of their peer group, are there goals and objectives that require *specialized instruction* that cannot be taught within general education classroom?
Programs and Services

- Should be determined based on student needs, goals and short-term objectives

- Departmentalized programming means that the student will be serviced by two or more special education teachers throughout the course of a school day

- Will include where the program or service will be provide

- Start and End Date will be listed
Extended School Year (ESY) Services
Extended School Year (ESY)

Extended school year refers to special education and related services that are provided beyond the course of the normal school year, in accordance with the child’s IEP, and at no cost to the parent(s) of the child.

- Each school must ensure that extended school year services are available, as necessary, to provide FAPE.

- ESY services must be provided only if a child’s IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE.
Extended School Year (ESY)

- There must be at least one current IEP goal where significant concerns exist regarding skill maintenance during a break in services.

- A student with a goal area of concern may be determined to need ESY services due to:
  - A serious potential for regression of skills beyond a reasonable period of recoupment;
  - The nature or severity of the disability; or
  - Critical stages or areas of learning.

- ESY services must be based on data to determine which, if any, goals represent areas of concern that may present significant difficulties in maintaining skills during service breaks.
Questions?