Secondary IEP Boot Camp

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October 20, 2014

Prepare, But Don’t Predetermine!

Preparation

- Review student information
- Exchange information in advance:
  - Evaluation Reports
  - Draft PLAAFP
  - Draft of goals/objectives
  - Parent concerns
  - Potential considerations

Providing Procedural Safeguards

The Parent Handbook of Procedural Safeguards:

- may be provided electronically, if parent elects to receive notices by electronic mail
- must be given **at least** once per school year, including transfer students.
  - Send with IEP Notice/Invitation, or
  - Give to parent at IEP Team Meeting or
- Must document mode and date of delivery of the Procedural Safeguards
  - Contact log
  - Event log

Procedural Safeguards: Special Circumstances

Procedural Safeguards Must Also be Provided:

- At time of initial referral or parent request for evaluation
- Upon parent request for procedural safeguards or “rights”
- Upon first complaint or hearing in a school year
- On/before date of decision for a disciplinary action which results in a change of placement

Document, document, document

Notice of Invitation

- Make Telephone/E-mail contact to establish mutually agreeable time and place
- Give all invitees adequate notice of the meeting
- Written Notice must includes Assurances
- Written Notice must also be sent to the student for Transition IEPs
- Confirm Attendance Prior to Meeting
- Invitation Must Align with the Purpose of the IEP (i.e. 3 yr. re-evaluation)

Required Participants

- **Parent or Guardian**
- **General Education Teacher**
  - Determines appropriate positive behavior interventions and strategies for the general education classroom
  - Determines appropriate accommodations and supports for the general education classroom so the student is able to make progress in the general education curriculum
  - Provides guidance and answers questions regarding the general education curriculum
- **Special Education Teacher/Provider**

Required Participants (continued)

- **District Representative**
  - Can provide or supervise special education
  - Has authority to commit district resources
  - Is knowledgeable about the general education curriculum
- **Eval Team Rep**
  - An individual who can interpret the instructional implications of the evaluation (can be a member already listed)

Required Participants (continued)

- **Student**
  - **(if the purpose of the meeting will be the development of post-secondary goals and transition activities)**
- **Community Agency Representative**
  - **If they are going to provide services**
  - **If they are going to pay for the services provided**

All other participants will be written is as “Other”

Required IEP Team Members Excusal from Meeting

- Absence of a required team member is allowed only **if the parent and school agree, in writing, before the IEP meeting.**
- If area of instruction is being discussed, absent member must submit pre-written input regarding students progress, behaviors, accommodation recommendations, etc.
- School representative **with authority** must agree with excusal.
- Excusal must be done at a reasonable time before the meeting; if not, parent may request rescheduled meeting.

Beginning the IEP

Student Profile and Eligibility

- Student Strengths
- Parent Concerns
- Current Evaluations
- Eligibility Determination
  - Primary Eligibility
  - Qualifying Criteria

A Note About Eligibility….

- The **evaluation team recommends eligibility**.
- The **IEP Team** analyzes evaluation data and other information presented at the IEP **then determines eligibility**.

Transition

When to Consider 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

- All Public School Students with IEPs
- All 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

Transition Assessment

Transition Assessment IS NOT a tool….

Transition Assessment IS the continuous process of collecting, organizing, and using current information…….

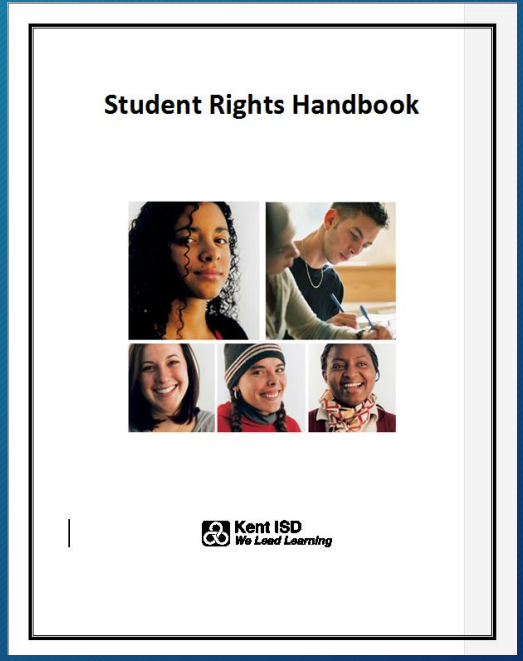
- Transition Assessments Completed
  - ESTR-J or ESTR-III
  - ESTR Parent Form
  - Career Cruising
  - Surveys
  - EDP
  - Other

Student Rights Handbook

Provide a Students Right Handbook:

- At 17 years old: Student and parent must be informed that his or her rights will be transferred on their 18th birthday.

- At 18 years old: Student and Parent must be informed that rights have transferred.



Community Agency Involvement

- Districts should determine the need to invite a community agency representative likely to pay for or provide current or future services
  - ***Obligation lies in identification and invitation NOT making sure that an agency actually attends.***

- Parental consent must be provided **prior** to the agency being invited to attend
  - **It is NOT acceptable to obtain blanket consent for all future IEP's.**

- The IEP team should document whether or not the agency was in attendance

4 Transition Domains

Developing the student's post-secondary goal is the first step toward understanding the student's preferences and interests.

- Consider the long range interests and preferences in the following areas:
  - Independent Living
  - Employment
  - Community Participation
  - Training/Education

Post-Secondary Goals

A post-secondary goal should be realistic AND attainable.

- It may be difficult, but conversations should start early about the course of study necessary to achieve the post-secondary vision.
  - Does the skill set of the student match their post-secondary goal?

A post-secondary goal should be updated annually.

- Updated PSG is based on assessment data, EXPERIENCES, and OPPORTUNITIES
- Notation to show update or compare to previous years goal

The student should be the creator, developer, and leader of the post-secondary goal, transition plan and IEP.

- Post-secondary goal is the catalyst for the rest of the transition IEP

Post-Secondary Goals, Annual Goals and Transition Activities….Oh My!

After post-secondary goals are created in each domain area:

- ***Transition activities*** must be developed that will help *move the student closer toward their post-secondary goal by* ***providing experiences and exploration***.
- At least one ***annual goal*** must be identified that is aligned with the post-secondary goal that will help move the student closer toward their post-secondary goal by ***developing necessary skills***.

Post-Secondary Goal

Think of each annual goal as a step……

….and the post-secondary goal is the top.

Writing Post-Secondary Goals

Post-Secondary Goal Must be Measurable:

After graduation from high school, Allison will attend a Community College and take coursework leading to an Associates Degree in Child Development.

Measurable Annual Goal:

Must align with the post secondary goal above, which will allow the student to develop skills necessary to achieve that goal.

"In order to…."

Course of Study

Course of study is a multi-year description of coursework, from current date to anticipated date of exit, that is required for that student to achieve their post-secondary vision.

For many students this could be the long term plan for determining general education courses.

- **Support the student's PSV with academics that will lead to attainment of a diploma.**
- **Michigan Merit Curriculum and electives that align with PSV**

For some students with moderate to severe disabilities, this could be the long term plan in more generalized content areas.

- **Independent living, self determination, vocational skills, social skills, etc.**

Present Levels of Academic Achievement and Functional Performance

What is a PLAAFP?

A narrative description of what the student can do, what they cannot do, and a starting point for instruction, based on data.

- Academic subject areas
- Functional areas such as self-care, social skills, behavior, adaptive functioning, organization, work completion
- A secondary level PLAAPF statement should also address transition related needs.

Purpose of PLAAFP

- To establish a foundation on which the rest of the IEP is developed
  - Each area in the PLAAFP must be addressed in at least one of the following:
    - Measurable annual goals
    - Supplementary aids/services/supports
    - Transition activities
- To address the impact of the disability on involvement and progress in the general education curriculum and attainment of postsecondary goals

4 Elements of a PLAAFP

The narrative summary must include:

1) Area and Subarea of Need

2) Baseline Data and Data Sources (for each area of need)

3) Description of Need (which include the Starting Point for Instruction)
   - Can do vs. will do

4) Adverse Impact (How the disability affects the student's involvement and progress in the general education curriculum and achieving their annual and post-secondary goals)

Sub 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

Baseline Data

- Tests (diagnostic, standardized, rating scales, criterion-referenced, curriculum-based assessment, benchmark screening, progress monitoring)
- Classroom performance (work samples, classroom assessments, curricular probes, writing samples)
- Documented observations (written, systematic, ongoing)
- 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**

Starting Point for Instruction

- What can the student do right now?
- Describe the target skills with enough detail to give a starting point for instruction
- Provide some frequency and location data
- Give a detailed description of the student's needs

Adverse Impact

Describe how the impact affects student's progress in the general education curriculum:

- "Stops working when the work becomes too time consuming or the difficulty of the assignment increases"
- "Slow reading speed causes frustration and hinders work completion"
- "Difficulty with reading comprehension affects her ability to answer written test questions across subject areas"
- "Causes him to lose opportunities for friendship and participation in activities with other students"

PLAAFP Composition Activity

- Identify a partner (preferably someone who provides service in similar areas of disability and to students of a similar age).

- Using the student information provided, please compose a PLAAFP including all of the necessary components and be prepared to report out to the group for better understanding .

Measurable Annual Goals and Short Term Objectives/Benchmarks

Critical Components of a Goal

- Meaningful
- Measurable
- Able to be monitored
- Aligns with the need identified in the PLAAFP

4 Components of a Measurable Annual Goal:

1. The ending date for achieving the goal.
2. What behavior the student will demonstrate.
3. What level, degree, or condition the student will perform.
4. How mastery will be evaluated.

Model and Example

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

Objectives or benchmarks are the intermediate steps that will assist the student in accomplishing the goal.

There are three options for writing benchmarks/objectives:

1. Write measurable goals with a number of separate but relevant measurable objectives.
2. Write measurable goals with a number of time-limited benchmarks for the goals.
3. Use a combination of the previous listed options.

Performance Criteria

When determining the performance criteria for evaluating the measurable goals and benchmarks/objectives, you must consider the **target rate or frequency** for the student to perform when working toward the attainment of the goal.

- What will **mastery** look like for this student?
  - 4 out of 5
  - 8 out of 10
  - 80%

Evaluation Procedure

An evaluation procedure formulates a data collection strategy that reflects the student's progress toward mastery of the measurable goals and benchmarks/objectives by identifying the **method** the teacher or service provider will use **to assess progress.**

- **How will you measure** mastery of 4 out of 5, 8 out of 10 or 80%

Schedule of Evaluation

How often you will measure the student's progress toward mastery of each goal, benchmark or objective

- Daily, weekly, monthly
- **How often** will you use the measurement tool to measure mastery 4 out of 5, 8 out of 10 or 80%

Must document and keep record of the data collected!!

Progress Reports

- Progress on goals must be reported with same frequency as general education students receive report cards.
- Must report on all goals/objectives on current IEP Team report.
- Assure that reporting is accessible upon demand
- Progress report will include a summary of data collected during the scheduled progress monitoring

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

Who Should Collect Data?

- Special Education Teacher
- General Education Teacher
- School Social Worker
- Occupational Therapist
- Physical Therapist
- Speech/Language Pathologist
- Any other special education provider

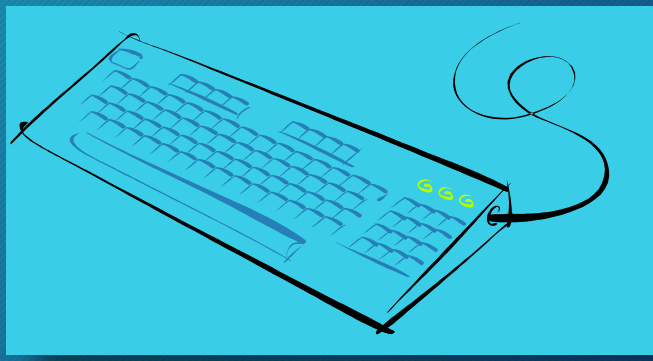
Progress Data on Goals and Objectives

- Progress data collected on each goal, benchmark or short-term objective **must be retained for three years**.
- Must align with the Evaluation Procedure and Schedule as indicated on each goal page.
- Remember this is collected on annual IEP schedule not school year schedule.

Measurable Goals Composition

- Identify a partner (preferably someone who provides service in similar areas of disability and to students of a similar age).
- Using the information from the PLAAFP composition activity, develop two Measurable Annual Goals including benchmarks/objectives and all of the necessary components.
- Be prepared to report out to the group for better understanding.

Other Components of the IEP



Special Factors, Supplementary Aids and Services

- First consider what is needed to address the **special factors**
  - *Behavior*
  - *Assistive Technology*
  - *Communication needs*

- Record supplementary aids, program modifications and supports, and training for school personnel needed to address special factors
  - Include Frequency/Timeline and Location
  - "Teacher discretion or upon student request" is not an acceptable frequency

Accommodations

- Accommodations are what the student requires to progress in the general education curriculum and work toward the attainment of their goals and objectives, **not what they would benefit from.**

- Accommodations should level the playing field, **not give the student an unfair advantage.**

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 FAPE.

Documentation of Accommodations

- General education and special education staff must document the accommodation, date provided, and results of all accommodations provided.
- Each general education teacher and special education provider must be able to show examples of the accommodations that are used on an ongoing basis.
- Teacher documentation of the provision of accommodations and modifications should be reviewed periodically.

State and District Assessments

State Assessments

- Needed accommodations must be specific on IEPs **and align with instructional accommodations**
- Speak with special education administration prior to determining if a student will be taking an alternate assessment

State Assessments (continued)

- Students with disabilities must be included in state and district-wide assessment programs, with appropriate accommodations, if necessary.

- If the IEP Team determines that the student will not participate in a particular state or district-wide assessment, the IEP must address:
  - Why that assessment is not appropriate?
  - How the student will be assessed?
  - What alternate test will be given?

Assessment for Students Using Grade Level Achievement Standards

While it remains an IEP Team decision, students who are receiving **instruction using approved state standards** will likely be administered the general education assessment or currently the MME. Such students typically:

- Exhibit intelligence in the average range
- Generalize learning and application of skills
- May have an eligibility of LD, SLI, EI, OHI, PI, HI, VI or another non-cognitive impairment

Assessments for Students Using Alternate Achievement Standards

While ultimately an IEP Team decision, students using alternate achievement standards and function in the:

- Mild Cognitive Impairment (MiCI) range may currently take the Functional Independence (FI) level of the MI-Access.
- Moderate Cognitive Impairment (MoCI) range may currently be administered either the (FI) level or the Supported Independence (SI) level of the MI-Access.
- Severe Cognitive Impairment (SCI) range may currently be administered the Participation (P) level of the MI-Access.

Special Education Programs and Services

Before Determining Program and Amount of Time, Ask This Question…

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

- Determined at time of meeting
- Based on student needs, goals and short-term objectives
- Departmentalized?
- Frequency calculated for related services by minutes and sessions (not included in FTE)
- Frequency calculated for programs by minutes per week (FTE)

Departmentalized

Departmentalized Programming - at least two special education teachers servicing students in the program where the student attends.

- Most typically occurs in secondary schools.
- Teachers specialize in certain content areas and teach those specialized subjects throughout the day
  - Elementary teachers typically teach all content areas through out the day
- Students will change classes going to different teachers for instruction, especially in core subject areas.
  - Math resource teacher and ELA resource teacher

Related Services and Accommodations

- **Direct Service and Consultative Service = Related Service**
- **Monitoring = Accommodation**

Direct Services

- Provider works directly with the student.
- Work with student is related directly to the goals and objectives.
- Progress reports are completed by related service provider
- Student is counted on provider's caseload.

Consultation as Defined in Kent ISD

- Provider observes, informally assesses, or works with student.
- Provider consults with teacher and/or parent.
- Discussion and activities are related to goals and objectives that the teacher and related service provider are working on with the student.
- Progress reports are collaboratively completed by both teacher and related service provider
- Student is counted on provider's caseload.

Monitoring as Defined in Kent ISD

- Provider observes, informally assesses, or works with student.
- Provider meets with teacher to provide resources and/or support
- Provider does not write goals and objectives or report progress
- Activities are not related to goals and objectives.
- Provider does keep a log of monitoring activities
- Student is not counted on provider's caseload.

Special Education Transportation

Special education transportation is provided with vehicles used **solely for students with disabilities.**

- A bus that transports both general education students and students with disabilities is not considered special education transportation (even if the bus has a lift).

Determining the Need for Special Transportation

Special transportation is not an automatic entitlement.

- Determining the need:
  - **"No"** means the student can walk or use general education transportation to get to and from school.
  - **"Yes"** means:
    - The special education program or service is located outside of the student's regular attendance area; and/or
    - The student has medical, health, developmental, and/or behavioral needs that cause him/her to require special transportation

A student who uses general transportation to and from school may need special transportation to and from CBI sites

Types of Special Transportation
Drop-Off and Pick-Up

- **Corner to corner:**
  - Drop-off and pick-up is at a nearby corner.
  - This provision assumes that the student can go to and from their home to the corner independently.
- **Curb to curb:**
  - Drop-off and pick-up is at the end of the students driveway.
  - Unless specific permission is granted to do otherwise, an adult must be in the home to receive the student.
  - If escort is needed from the curb to home, that is the parent's responsibility.
  - If escort is needed to enter the school building, a specific statement should be added to the IEP.
- **Door to door:**
  - This term should rarely be used on an IEP and should only be considered if absolutely required due to student needs and safety issues.
  - Drop-off and pick-up is at the students door.
  - Due to driveway configurations, prior consultation with the transportation department is required. Parent assistance is required to assist the student on and off the bus.

Extended School Year Services

ESY is NOT….Summer School

ESY is….services designed to MAINTAIN skills, NOT develop skills

What is Extended School Year (ESY)?

Special Education Services that are:

- Provided beyond the course of the regular school year
- Designed to **maintain skills**
- Work specifically in the **goal area of concern**
- **No cost** to the family
- **Determination is made by IEP team and is data driven**

Who is Eligible for Extended School Year (ESY)?

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.

A Few Other Thoughts About ESY…

- There must be **at least 1 IEP Goal** where significant concerns exist regarding **skill maintenance** during a break in services.
- Goal area should represent skills essential to the progress of the student
- **ESY service provision must be based on:**
  - **DATA** to determine which, if any, goals represent areas of concern.
  - **Least Restrictive Environment (LRE)** – service vs. program
- **Each public agency must ensure that extended school year services are available as necessary to provide FAPE.**

Notice Regarding Provision of Special Education

The purpose of the Notice Regarding Provision of Special Education:

- **Inform the parent/guardian** of the offer of special education;
- **Provide evidence of the district's offer** of a Free Appropriate Public Education (FAPE).

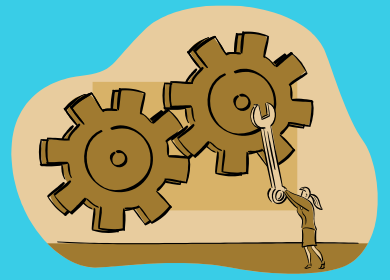
- The IEP team **MUST** consider and document all options discussed but not selected and the reason they were not selected (at least one consideration **must** be documented).

Notice Timelines

- A district has **7 school days to provide Notice to the parent** following the conclusion of the IEP team meeting.

- The *Michigan Administrative Rules for Special Education (MARSE)* requires that a district **implement an IEP** for a student **within 15 school days of providing Notice** to the parent.

IEP Amendment



Prior to Developing an IEP Amendment

Explain the IEP Amendment option to parent.

- Inform parent of the purpose of amendment request
  - Minor change to the IEP
- Does not require a full IEP team meeting, but parent has the option to ask for one to be held.
  - Parent may agree to change over phone, via email, etc.
  - **Must be mutually agreeable**

Notice and Amendments

- If an **IEP Amendment meeting is held**, notice requirements are the same as for other IEP Team meetings.
  - **Invitation**
  - **Notice Regarding Provision of Services**

- If **no IEP Amendment meeting** is held and parent agrees to change(s) over the phone, then **no invitation** is required.

IEP Amendment does not reset the Annual Review date.

Guidelines for Using the IEP Amendment

May Be Used For:

- Adding, deleting, or modifying IEP goals and benchmarks/STOs
- Changing time or frequency of a program or service
- Adding or deleting a related service
- Adding, deleting, or modifying a supplementary aid/ service or other support
- Changing a transportation provision
- Modifying language related to state or district-wide assessment
- Addressing the need for Extended School Year (ESY) services
- Making short-term changes to an IEP (such as when a student needs Homebound services)

Guidelines for Using an IEP Amendment

May NOT Be Used For:

- Changing the student's special education eligibility
- Changing the type of program for the student
- Exiting the student from special education

Questions?