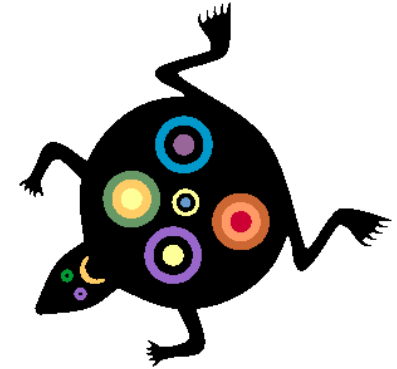


Developing Quality IEP's

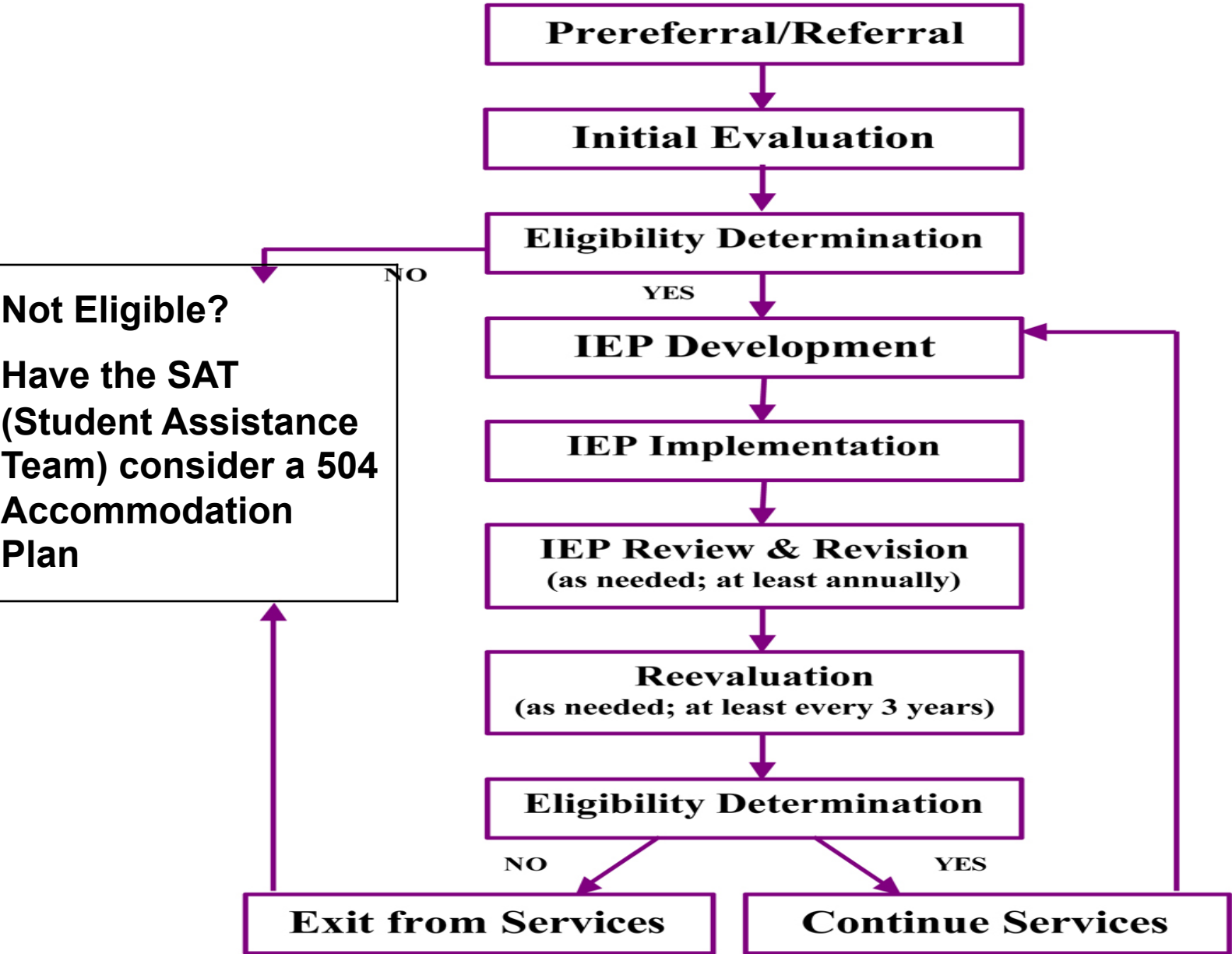
NMPED/SEB Technical
Assistance Manual

Section I: Introduction



Format

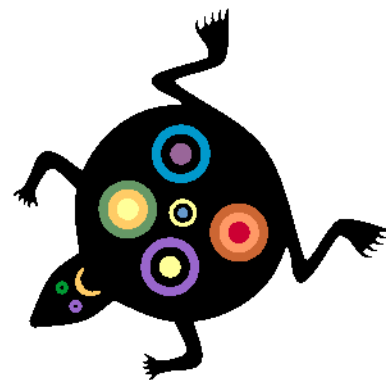
- **Tips:** Provide guidance for improving the quality and compliance of the IEP
- **Checkpoints:** Key points to ensure IEP is compliant with IDEA regulations and addresses individuality of student
- **Asterisks:** Form available in Appendices



What's the IDEA?

Students receiving special education support and services will be:

- Involved in and progress in the general curriculum with appropriate accommodations, supports and services to address their unique needs
- Parents, students and educators will be involved in the IEP process to ensure student's success in the LRE



Part II:

Preparing for the IEP meeting

Before, During and After Meeting
Strategies for Effective Meetings

Before Holding an IEP Meeting

- Be sure interventions are identified, implemented, evaluated and documented
- If evaluating, get parent consent*
- Use a variety of assessments, observations and data – target all areas of suspected disability
- Have EDT review data and determine eligibility* and document findings
- Inform school personnel & schedule meeting
- Send written notice to parent of meeting

Setting Up the IEP Meeting

- **Parents must be notified in writing* (A conversation is not sufficient)**
- Parent must receive a copy of Parent and Child Rights in Special Education once a year
- **Schedule meeting at mutually agreeable time/place**
- Document date invitation is delivered and method of delivery
- If having meeting without parent, must document all efforts to include them

Involving Parents and Students in the IEP

- Parent Report Questionnaire*
- Parent's Guide to an IEP*
- Be sure parent/student input is considered and documented
- Invite student to IEP (Mandatory at age 14)
- Self-advocacy

IEP Members

- Parents
- 1+ Regular Ed Teacher
- Child's Special Ed Teacher
- LEA Rep
- Evaluation Interpreter
- Student
- Part C if applicable
- Service Agency/Post-Sec Rep
- Related Service Providers
- Other teachers
- Principal
- Parent Advocate

During the IEP Meeting

- Person facilitating should be focused, but flexible
- Make sure everyone has the opportunity to participate
- Use an agenda or the IEP format to guide the meeting

After the IEP Meeting

- It is the beginning of the implementation of the IEP
- Make sure there is clear communication and commitment to the IEP
- Follow-up to make sure services are being implemented in compliance with the IEP

Characteristics of an Effective IEP Meeting

- Clear measurable goals
- Involved members
- Opinions respected
- Concerns addressed
- Focused on intended purpose and outcome
- Schedule a second meeting if needed

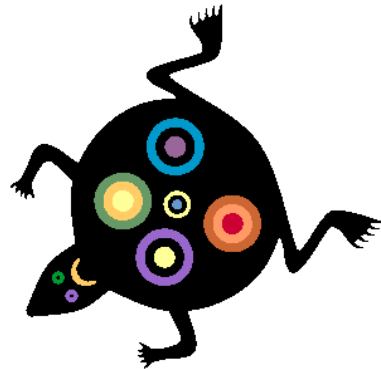
Appendix A:

Forms to Use Before the IEP:

- A1: Parent Consent for Evaluation
- A2: Determination of Eligibility
- A3: Determination of a Specific Learning Disability
- A4: Invitation to Educational Program Meeting
- A5: Parent Report Questionnaire
- A6: Parent's Guide to the IEP

Part III:

Writing the IEP Document



Components of the IEP Document

- Student Profile & Student/Family Vision
- Consideration of Special Factors
- Present Levels of Performance
- Measurable Post-School Goals (Sec)
- Transition Services (Sec)
- Transition Planning (Preschool/Elem)
- Annual Goals/Objectives/Benchmarks

Components of the IEP Document

- Extended School Year
- Participation in Mandated Testing
- Least Restrictive Environment
- Schedule of Services
- Consent for Medicaid
- Levels of Services/Setting
- Accommodations & Modifications
- IEP Progress Documentation
- Prior Written Notice of Proposed Actions

Student Profile and Student/Family Vision

- The IEP team must consider the whole child: strengths, needs, concerns and future plans, not just his or her disability
- Address all domains (Academic, Recreation and Leisure, Community participation/Home/Independent Living, Jobs/Training, Post-Sec Training/Learning, Other Education Areas, Additional Information
- Student/Family Vision Statement – ensures IEP is Student Centered

Consideration of Special Factors

- Visual Impairment/Blindness*
- Hearing Impairment/Deafness*
- Special Oral/Written Communication needs*
- Limited English Proficiency
- Assistive Technology Needs
- Behavior that Impedes Learning*

Present Levels of Academic Achievement and Functional Performance

- Current
- Relevant
- Specific
- Objective
- Measurable

(Note “Weak and Revised Examples” in TA Manual pgs 11-12)

Transition Services:Secondary

- Transition Plans required at age 14
- Measurable Post-school Goals
- Planned Course of Study
- Age of Majority Statement
- Graduation Options to a Diploma
- Transition Planning Checklist*

Transition Services: **Preschool/Elementary**

- Development of Learning skills
- Identification of related services
- Career awareness/readiness skills
- Rec/Leisure/Community Activities
- Soc/Emotional behavior skills
- Fine/Gross Motor skills
- Referral of DD Waiver if appropriate

Annual Goals/Objectives/ Benchmarks

- Must address the student's present level
- Measurable
- Obtainable in one year
- Directed toward enabling the student to be involved in and progress in the general curriculum
- Alternate Achievement Standards must have objectives of benchmarks*

Medical/Health, Transportation and ESY

- Note any health issues such as medications, health plan or emergency evacuation plan
- Document need for any special transportation needs*
- Consider possible need for ESY. Document rationale*

State Mandated Testing

- **All** students must be tested
- IEP determines **how** they will participate
- Accommodations must be allowable or the testing results are invalid
- If using alternative testing, complete form for justification*

Least Restrictive Environment

- Make sure you provide a continuum of services to meet the needs of each student

Schedule of Services

- Services required to enable the student to achieve the goals
- LRE decisions are summarized
- Related services the student must have in order to receive a benefit from special education
- Identify providers by position, not name
- Hold providers accountable*

Consent for Medicaid

- Parental consent required per IDEA
- Not an IEP compliance issue, but an excellent strategy for making sure consent is obtained

Levels of Service/Setting

- Gives guidance in calculating the level of service
- Indicate where the service takes place: regular or special setting

Accommodations and Modifications

- Instructional accommodations required in order for student to be successful
- Must be individual and reflect needs of student

IEP Progress Documentation

- Tips for documenting and reporting student progress toward goals
- Use of forms to assist in documentation*
- Report for every goal
- Next Step examples: suggestions for improvement

IEP Conclusion

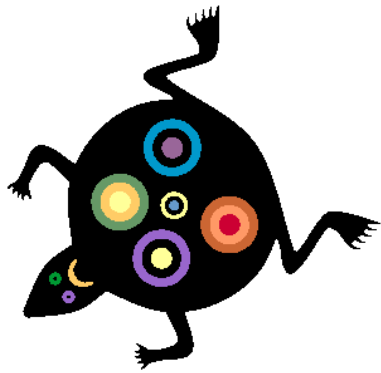
- Meeting Participants - IEP Team members sign documenting their participation
- Parent Rights given
- Age of majority – notification (Copy of Student Bill of Rights*, if applicable)
- Case Mgr/IEP Coordinator by signature assumes responsibility for ensuring team implementation of IEP (allow access to IEP team members)

Prior Written Notice

- Parents must be notified before the implementation occurs
- Document decisions accepted or rejected and give the reason
- Be sure to document that parent requests were considered
- PWN should clarify and validate, not contradict the intent of the IEP

When the IEP is Completed...

- Until it is implemented, the IEP is just a plan
- Review at least annually, but more often if:
 - Concerns about effectiveness are raised
 - Services are not being provided as defined
 - Student is falling short of expected progress
 - Change that affects appropriateness of IEP
 - New factors or circumstances arise
 - Parents or student request a review



Section IV: Appendices

Forms to Use Before the IEP:

Appendix A

- A1: Parent Consent for Evaluation
- A2: Determination of Eligibility
- A3: Determination of a Specific Learning Disability
- A4: Invitation to Educational Program Meeting
- A5: Parent Report Questionnaire
- A6: Parent's Guide to the IEP

Appendix B: State **Recommended IEP Forms**

- Preschool/Elementary IEP
- Secondary IEP

Appendix C: Other

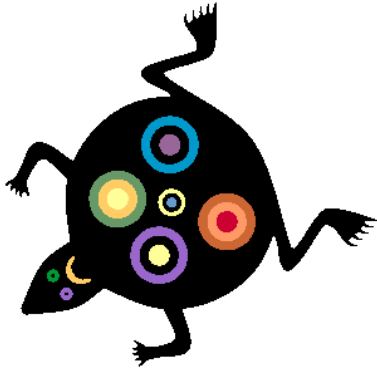
- C-1 Braille Instruction
- C-2 Deaf/Hard of Hearing Communications considerations
- C-3 Guidance for Communications Form
- C-4 FBA – State Recommended
- C-5 BIP – State Recommended
- C-6 Strategies for assessing behaviors
- C-7 Transition Planning Checklist
- C-8 Short-term objective development

Appendix C: con't

- C-9 Special Transportation
- C-10 ESY Determination
- C-11 Alternate Assessment
- C-12 Teacher Modification Notice
- C-13 Teacher Request for assistance
- C-14 Examples of Instructional accommodations/modifications
- C-15 Student Progress Toward Goals
- C-16 Contact Log – Related Svc. Staff

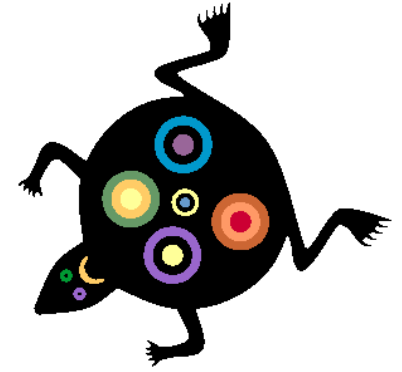
Appendix D

- D-1 Student Bill of Rights



Questions?

Thank you!



Elizabeth Boggs

Beth.boggs@demingps.org

Deming

Theresa Griffin-Golden

Theresa.Golden@rrps.net

Rio Rancho

Mary Reeve

Reevem@ruidososchools.org

Ruidoso