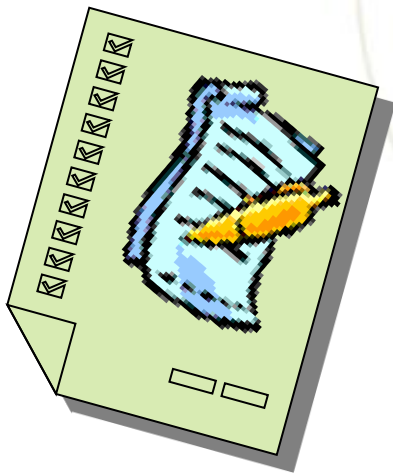


BEST PRACTICES IN DEVELOPING COMPLIANT IEPS Module 1 of 5

Everything you always
wanted to know...
but had no idea you were
supposed to ask!



MODULE 1 of 5

**GENERAL INFORMATION
TEAM MEMBERS
NOTICE OF MEETING
PARENT PARTICIPATION**

**PRESENT LEVELS OF ACADEMIC AND FUNCTIONAL PERFORMANCE (PLAAFP)
MOST RECENT EVALUATIONS AND STATE AND DISTRICT TESTS
STRENGTHS
PARENTAL CONCERNS
IMPACT OF THE DISABILITY**



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"Making Education Work for All Georgians"
www.gadoe.org

MODULES 1-5...SOME INFORMATION

- The webinar is divided into five modules. The modules can be viewed all at one time or individual modules can be selected for information regarding specific sections or topics.



- Some sections with related information are grouped together; therefore, the order of presentation does not necessarily conform to the order in some IEPs.



- Transition Plans are not discussed in this webinar. Extensive information regarding Transition Plans is available on the Georgia Department of Education website.



MATERIALS

- Copy of the PowerPoint



- Handouts:
 - A set of handouts is attached to each module; however, the handout set is the same for all modules.
 - So...you only need to download the handouts one time.
 - **Handouts are not needed for the webinar**...they are designed to be used as references and examples as you develop IEPs in daily practice.



HANDOUT SET: TITLES

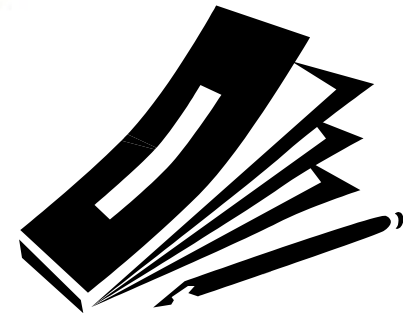
1. Cover Sheet
2. Participant Objectives
3. Reading: Test Results, Strengths, Needs, Measurable Goals, & Examples
4. Math: Test Results, Strengths, Needs, Measurable Goals, & Examples
5. CCGPS to CBM to Deficit to Measurable Goals Math
6. CCGPS to CBM to Deficit to Measurable Goals Reading
7. Curriculum Based Measurement (CBM)
8. Reading Measurable Goals...Examples
9. Math Measurable Goals...Examples
10. Considerations for Accommodations
11. Accommodations Selected...Example
12. LRE Continuum of Alternative Placement



SOME CLARIFICATIONS...GO-IEP

- GO-IEP is Georgia's Official Online IEP and, as such, adheres to all of the IEP content required by the Georgia Department of Education.
- Although this webinar is not part of GO-IEP, the information covered here is the same information required by GO-IEP. There are some slight differences in terminology; however, all major content remains the same.
- If you would like additional information about GO-IEP, please contact:

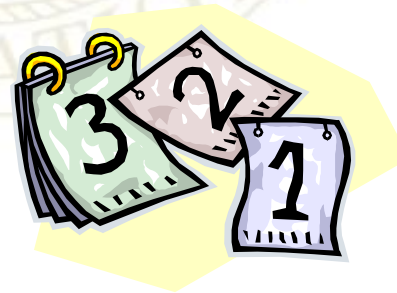
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SOME CLARIFICATIONS...DATE/S

- For purposes of this webinar...
- When considering whether or not a date/s falls within an acceptable range...
- Use the date of June 1, 2013 as your reference point...



SOME CLARIFICATIONS...IN AN IEP...

- ✦ **THERE ARE NO BLANK SECTIONS**
Complete all sections of the IEP; otherwise, it may appear that information was accidentally omitted.
- ✦ **THE PHRASE “NOT APPLICABLE”** must not appear in an IEP. All parts of an IEP are potentially applicable...
- ✦ It may be that a section of the IEP is not appropriate or not needed at the time an IEP is written...
- ✦ ***A phrase such as the following can be used:
“Not appropriate/needed at this time.”***



BEST PRACTICES IN DEVELOPING COMPLIANT IEPs

<u>MODULE 1</u>	GENERAL INFORMATION; TEAM MEMBER ATTENDANCE; NOTICE OF MEETING; PARENT PARTICIPATION DOCUMENTATION
	PLAAFP: RESULTS OF MOST RECENT EVALUATIONS AS WELL AS STATE AND DISTRICT TESTING
	PLAAFP: ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL <u>STRENGTHS</u>
	PLAAFP: PARENTAL CONCERNS AND IMPACT OF THE DISABILITY
<u>MODULE 2</u>	PLAAFP: ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL <u>NEEDS/DEFICITS</u> AND... CURRICULUM BASED MEASUREMENT
<u>MODULE 3</u>	MEASURABLE GOALS:
	PROGRESS MONITORING
	ALIGNMENT OF GOALS AND NEEDS
<u>MODULE 4</u>	STUDENT SUPPORTS:
	ACCOMMODATIONS AND ALIGNMENT OF ACCOMMODATIONS WITH NEEDS
	SUPPLEMENTAL AIDES AND SERVICES
	SUPPORTS FOR SCHOOL PERSONNEL
<u>MODULE 5</u>	CONSIDERATION OF SPECIAL FACTORS; PLACEMENT; AND EXTENDED SCHOOL YEAR



GENERAL INFORMATION

IEP Meeting Date:

Purpose of IEP Meeting :

Initial

Annual Review

Amendment

Student Name:

Date of Birth:

Eligibility Category(s):

Eligibility Date/s (Most Recent):

School:

Parents:

Address:

Email:

Phone: Home:

Work:

Cell:



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TEAM MEMBERS IN ATTENDANCE

REQUIRED MEMBERS:	ADDITIONAL/OPTIONAL MEMBERS:
Parent:	Name/Title:
Parent:	Name/Title:
Local Education Agency Representative (LEA):	Name/Title:
Special Education Teacher:	Name/Title:
Regular Education Teacher:	Name/Title:
Student (age 16 or if transition is being discussed):	Name/Title:
Agency representative (Transition Services...with parent approval):	Name/Title:



NOTICE OF MEETING

- Date
- Parent/s Name
- Student Name
- Meeting:
 - Date
 - Time
 - Location
 - Purpose
 - People Invited...Name and Title



DOCUMENTATION OF NOTICE OF IEP MEETING

	Date	Method of Notification	By Whom
1st Notification		<input type="checkbox"/> Mailed Invitation <input type="checkbox"/> Phone Call <input type="checkbox"/> In Person <input type="checkbox"/> Other:	
2nd Notification		<input type="checkbox"/> Mailed Invitation <input type="checkbox"/> Phone Call <input type="checkbox"/> In Person <input type="checkbox"/> Reminder notice <input type="checkbox"/> Other:	
3rd Notification		<input type="checkbox"/> Mailed Invitation <input type="checkbox"/> Phone Call <input type="checkbox"/> In Person <input type="checkbox"/> Reminder notice <input type="checkbox"/> Other:	



PARENT PARTICIPATION IN THE IEP PROCESS

Parent/s attended the IEP meeting and the following documents were provided:

- Parental Rights in Special Education
- Individualized Education Program (IEP)
- Eligibility Reports
- Evaluation Report/s
- Other:



PARENT PARTICIPATION IN THE IEP PROCESS

Parent/s did not attend the IEP meeting:

On __ (Date) __ the following documents were provided to the parent/s:

- Parental Rights in Special Education
- Individualized Education Program (IEP)
- Eligibility Reports
- Evaluation Report/s
- Other:

Via...

- US Mail
- Given In Person
- Sent via Student
- Other



**PLAAFP:
RESULTS OF INITIAL OR MOST RECENT TESTS
AND
STATE AND DISTRICT ASSESSMENTS...
WHICH TEST RESULTS BELONG IN THIS SECTION...**

- 1. RESULTS OF INITIAL OR MOST RECENT TESTS: PSYCHO-EDUCATIONAL MEASURES**
 - a. I.Q. MEASURES
 - b. READING, MATH, AND WRITTEN EXPRESSION ACHIEVEMENT MEASURES
 - c. SOCIAL-EMOTIONAL MEASURES

- 2. STATE AND DISTRICT TESTS**
 - a. GKIDS
 - b. CRCT
 - c. GHSGT (Being phased out)
 - d. WRITING TEST
 - e. EOCT/S

- 3. CLASSROOM TESTS**
 - a. PROGRESS MONITORING DATA
 - b. TESTS
 - c. GRADES

Present Levels of Academic and Functional Performance (PLAAFP)

Criteria for...Results of Initial or Most Recent Evaluations and State and District Assessments:

▪ Most Recent:

- Psycho-Educational Evaluations...Within 2 years...
If psycho-educational testing is more than two years old...an explanation regarding how this data informs the current IEP
- State and/or District Assessments...Within **1 year**

▪ Results:

- Date
- Test Name
- Areas Assessed
- Score and/or Range of Scores to include..
- **Information regarding what the scores mean**



PLAAFP

Results of initial or most recent evaluations and state and district assessments:

AREAS					
DATE					
TEST NAME					
AREAS					
SCORES					
EXPLAIN SCORES	<u>STANDARD SCORE</u>	<u>GRADE SCORE</u>	<u>CRCT SCORE</u>	<u>GHS GT SCORE</u>	<u>EOCT SCORE</u>
	AVERAGE	ON GRADE LEVEL	MEETS STANDARD	PASSING	MEETS EXPECTATIONS
	ABOVE AVERAGE	ABOVE GRADE LEVEL	EXCEEDS STANDARD		EXCEEDS EXPECTATIONS
	BELOW AVERAGE	BELOW GRADE LEVEL	DNM STANDARD	NOT PASSNG	DNM EXPECTATIONS
WITHIN TWO YEARS	<p>IF YES, SUMMARIZE THE INFORMATION HERE.</p> <p>IF NO, DOES IT INCLUDE INFORMATION THAT INFORMS THE CURRENT IEP AND NEEDS TO BE SUMMARIZED HERE?</p>				

EXAMPLE...Phrase/Short Sentence Explanation

PLAAFP

INITIAL OR MOST RECENT EVALUATIONS AND STATE AND DISTRICT ASSESSMENTS

CRCT SCORE

MEETS STANDARD
EXCEEDS STANDARD
DNM STANDARD

Passing Score: 800

Spring, 2012 CRCT Scores:

Reading:	765
ELA:	770
Math:	820
Science:	782
Soc Stud:	778

GHSGT SCORE

PASSING
NOT PASSNG

Passing Score: 200

Fall 2012, GHSGT Scores:

ELA:	195
Math:	210

EOCT SCORE

MEETS EXPECTATIONS
EXCEEDS EXPECTATIONS
DNM EXPECTATIONS

Passing Score:
Scaled Score is 400
Grade Conversion is 70

Spring, 2012

9th Grade Lit:
Scaled Score is 420
Grade Conversion is 70-89

Biology: Exceeds Expectations
Scaled Score is 500
Grade Conversion is 90-100

EXAMPLE...Paragraph Explanation

PLAAFP

INITIAL OR MOST RECENT EVALUATIONS AND STATE AND DISTRICT ASSESSMENTS

STANDARD SCORE

AVERAGE
ABOVE AVERAGE
BELOW AVERAGE

S. was evaluated on 9/9/12, his/her **I.Q.** score fell within the **average** range: Full Scale I.Q. score of 92 (90-100 is average) as measured by the WISC-IV.

GRADE SCORE

ON GRADE LEVEL
ABOVE GRADE LEVEL
BELOW GRADE LEVEL

S. was evaluated on 1/25/13, his/her WIAT-II comprehension score of 2.4 is **below his third grade level** when making predictions. He also **performs below grade level at 1.9** in math and has math deficits in solving word problems.



EXAMPLE

PLAAFP

Results of initial or most recent evaluations and state and district assessments:

Mark was reevaluated on 3/20/12. His I.Q. score fell within the average range (90-100 is average), Full Scale I.Q. score of 92, as measured by the WISC-IV. WIAT-II results indicated deficits in reading comprehension related to inferencing (Standard Score of 70...average score is 90-100) as well as math deficits in solving word problems (Standard Score of 75...average score is 90-100).



NON-EXAMPLE

PLAAFP

Results of initial or most recent evaluations and state and district assessments:

Mark was reevaluated on 5/17/10. He had a WISC III Full Scale IQ of 81 with a Verbal IQ of 79 and a Performance IQ of 82. On 3/8/10, Mark's WRAT-3 standard scores were as follows: Reading: 62, Spelling: 68, Arithmetic: 57.

More current academic testing on 4/28/11 revealed the following: Word Recognition: 3rd grade, Reading Comprehension: 2nd grade, Spelling: 3rd grade, Math: 4th grade.



NON-EXAMPLE

PLAAFP

Results of initial or most recent evaluations and state and district assessments:

Mark's Spring CRCT scores are as follows:

Reading:	765
ELA:	770
Math:	820
Science:	782
Social Studies:	778





Description of Academic, Developmental, and/or Functional Strengths



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STRENGTHS

MUST BE INCLUDED...

ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL

- J. passed the CRCT in Reading and ELA. He typically scores 70-80 on grade level classroom tests and quizzes.
- S.'s math skills are at grade level as measured by grade level classroom tests when material is read aloud or Assistive Technology (AT) is used.

MAY BE INCLUDED...

Personality Characteristics, Traits, and/or Work Habits

- S. completes all work on time
- S. is liked by both students and teachers
- S. is a hard worker
- S. works well independently
- S. always tries his/her best



Description of Academic, Developmental, and/or Functional Strengths

There must be **data**...to support the academic,
developmental and/or functional **strengths**...

...just as...

There must be **data**...to support the academic,
developmental and/or functional **needs**...



Description of Academic, Developmental, and/or Functional Strengths

Consider the following in reviewing data to identify the student's strengths...

- State and District Assessments
- Progress...
 - “Progress Monitoring” (Formative Assessment) Regarding IEP Goals
 - “Monitoring Progress” (Summative Assessment) Regarding
 - Unit Tests
 - Chapter Tests/Quizzes
 - Benchmarks
 - Classroom Grades



Description of Academic, Developmental, and/or Functional Strengths Reading Example...Grade 2

Strengths can be General or Specific...

A student with a math disability might have a strength section that reads like this...

EXAMPLE

General

J. has strengths in reading and written expression as measured by his/her performance on the CRCT as well as grade level classroom tests.

Specific

On the CRCT and grade level classroom tests, J. has strengths in reading fluency and reading comprehension regarding both literal and inferential comprehension. His/Her writing skills are also a strength regarding identifying a topic, providing details, and developing a logical conclusion.



Description of Academic, Developmental, and/or Functional Strengths: Math Example...Grade 10

Strengths can be General or Specific...

A student with a reading disability might have strength section that reads like this...

EXAMPLE

General

J. has strengths in math as measured by his/her performance on the math EOCTs as well as classroom tests and quizzes.

Specific

On the EOCT for Coordinate Algebra, J. has strengths in explaining the reasoning behind solving equations. He/she is able to transfer what was learned in class to real life problems on classroom tests and quizzes.



CAVEAT...

STRENGTHS CAN BE

GENERAL OR SPECIFIC...

AS LONG AS

THE STRENGTH SECTION

AND

THE NEEDS SECTION

DO NOT CONTRADICT ONE ANOTHER



NON-EXAMPLE

STRENGTH

J. has a strength in reading.

NEED

J. struggles with reading comprehension.

CORRECTED EXAMPLE

STRENGTH

J. has a strength in reading fluency.

NEED

J. Struggles with reading comprehension. She is unable to answer inferential comprehension questions and has difficulty understanding the information in her textbooks.



NON-EXAMPLE

- Strength**
S. 's math skills are a strength.
- Needs**
S. struggles with multi-digit calculation.

CORRECTED EXAMPLE

- Strengths**
S. 's math calculation skills for single digits are a strength.
- Needs**
S. struggles with multi-digit calculation.





Parental Concerns

Regarding Their Child's Education



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Parental Concerns Regarding Their Child's Education

- **Information in this section includes:**
 - the result of ongoing communication with the parent regarding the child's:
 - Academics
 - Behavior
 - Performance toward meeting goals, and/or
 - Future plans
 - If the parent does not attend the meeting or does not provide input at the time of the meeting...
 - This information must be drawn from communication that has occurred during the current school year.



Parental Concerns Regarding Their Child's Education...EXAMPLE...

- PARENT INPUT PROVIDED DURING, OR PRIOR TO, THE MEETING:
 - J.'s parents are pleased with his/her progress in reading; however, they're concerned that he's/she's not making the progress needed in the co-taught math class.
 - J.'s parents are pleased with his/her progress to date and have no specific concerns at this time.
- PARENT INPUT NOT PROVIDED...IEP TEAM USES COMMUNICATION THAT HAS OCCURRED DURING THE CURRENT SCHOOL YEAR :

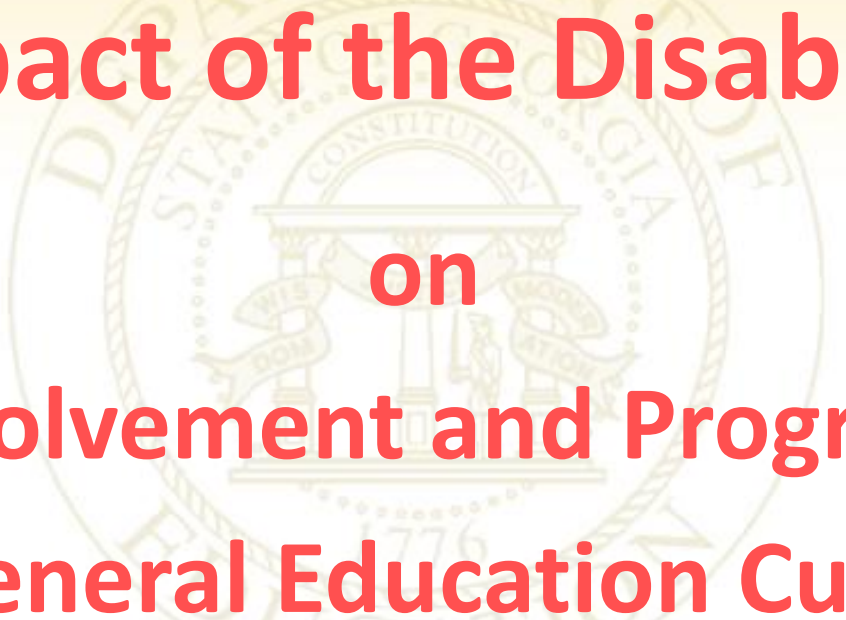
J.'s parents use the district internet and email system to monitor his/her progress in reading and math. They called in the Fall and were concerned that he/she wasn't making the progress needed in the co-taught math class.



Parental Concerns Regarding Their Child's Education...NON-EXAMPLE...

- **SECTION IS LEFT BLANK**
- **THE FOLLOWING IS WRITTEN INTO THIS SECTION...**
 - **“J.’s parents did not attend the IEP Meeting.”**
 - **“Not Applicable”**





Impact of the Disability on Involvement and Progress in the General Education Curriculum



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Impact of the Disability

Information in this section includes a description of the:

- **Characteristics of the disability that impact classroom instruction**
- **Identifying the eligibility category does not adequately address this section.**



Impact of the Disability...EBD...Non-Example

J. has an emotional behavioral disorder that makes it difficult for him/her to attend to tasks and complete assignments.



Impact of the Disability...EBD EXAMPLE

Characteristics of the Disability

Impact on Classroom Performance

- J. has **difficulty maintaining normal thought processes...** → • so he is often disorganized and doesn't complete and/or turn in assignments on time.
- J. has **thoughts and feelings that are inconsistent with actual events, situations, or interactions...** → • so he frequently over, or under, reacts to situations and interactions.
- J. has **phobias and worries excessively regarding personal or school problems...** → • so he/she often withdraws or insulates from peers and adults.



Impact of the Disability...SLD Example

Characteristics of the Disability

Impact on Classroom Performance

- J. has **phonological processing deficits** → • that make it very difficult for him/her to learn phonics so he reads very slowly.
- J. has **long and short term memory deficits** → • that make it difficult for him/her to memorize addition and multiplication facts.
- J. has **language processing deficits** → • that make it very difficult for him/her to understand both stories and textbook material.



Impact of the Disability...SLD...Non-Example

- J. has a learning disability in reading so it takes him/her longer to learn material.



END OF MODULE 1



Please feel free to contact me with questions or comments. My contact information is on the next slide.



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