A Guide For Writing IEPs
August 2019

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Educating Georgia's Future by graduating students who are ready to learn, ready to live, and ready to lead.

This Guide for Writing IEPs was created as a collaborative effort between the GaDOE and the GLRS Network. It is to guide LEAs and Individuals in writing IEPS that are focused on students first and avoid the top 10 common compliance errors.

This module may be used in its entirety or by individual modules to address key issues.

If you need further assistance on IEPs, contact the regional GLRS in your region or the GaDOE Division for Special Education Supports and Services as www.gadoe.org.

Throughout the presentation you will see the three symbols indicating what is required versus best practice. We will also highlight the most common errors identified through data collected from the GADOE and the IRIS center.   These symbols will be located on the top right corner for your quick reference. Red- Compliance Required, Blue- Best Practice, Yellow- Common Error

Top 10 Common Errors

(Data collected from the Georgia Department of Education and IRIS Center)

1. Failing to include state and local assessment data in PLAAFP
2. Failing to include all the student's educational needs in the PLAAFP
3. Failing to write challenging, ambitious, and measurable annual IEP goals
4. Goals not written for each area of need
5. Failing to monitor student progress
6. Failing to provide special education services that address all the student's educational needs
7. Lack explanation of extent that the student would not be included with nondisabled peers or the explanation is poorly written
8. Failing to adhere to the continuum of alternative placements
9. Offering an inappropriate placement
10. Placing students for reason unrelated to their individual needs

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The 10 common errors were collected from data from the Georgia Department of Education Compliance unit and the IRIS center. Each of these common errors will be addressed in more depth throughout the presentation.

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Guide for Writing the IEP

The Guide for Writing the IEP Series is divided into 6 mini-modules. You can work through the entire module or you may advance to the section of interest.

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The Guide for Writing the IEP series is divided into 6 Modules. The modules can be viewed independently by selecting the link for the Module you want to review. The links take you directly to each Module.

MODULE 1:

General Information

This module will cover general IEP information including:

- IEP Team Members

- Parent Participation

- Excusal from an IEP Team Meeting

- Amending IEP

- Notice of an IEP Team Meeting

Module 1 General Information- Lists what module 1 covers

Module 1: General IEP Information

Learning Targets

- I can identify required team members and optional members of an IEP team.
- I can describe how a team member can be excused from an IEP Team meeting and how to properly document the excusal.
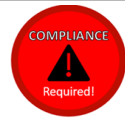- I can identify the parental roles and rights within an IEP Team.

IEP Team

The IEP Team is a group of individuals responsible for developing, reviewing, and/or revising an IEP for a child with a disability.
[34 C.F.R. § 300.23]

Required Members of the IEP Team

The LEA shall ensure that each IEP Team meeting includes the following participants:

(a) The parents of the child;
(b) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
(c) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
(d) A representative of the LEA.

160-4-7-.06 INDIVIDUALIZED EDUCATION PROGRAM (IEP); 34 C.F.R. § 300.321

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Compliance Required

This is the IDEA definition of parent: Statute/Regs Main » Regulations » Part B » Subpart A » Section 300.30 » a
(a) Parent means—
(1) A biological or adoptive parent of a child;
(2) A foster parent, unless State law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent;
(3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);
(4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or
(5) A surrogate parent who has been appointed in accordance with §300.519 or section 639(a)(5) of the Act.

This includes teams meeting for children aged 3-5 who may not have attended

school yet.

If the student does not have a regular education teacher, the person fulfilling this role should be someone who COULD fulfill that role if the team recommends services in a general ed setting. Therefore, the person must teach or plan to teach the appropriate grade during the effective dates of the IEP.

Who is Considered a Representative of the LEA?

COMPLIANCE
⚠
Required!

A representative of the LEA who –

1. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

2. Is knowledgeable about the general education curriculum; and

3. Is knowledgeable about the availability of resources of the LEA.

[34 C.F.R. § 300.321(a)(1) – (4)]

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Compliance required
Note: GNETS staff should not serve as the LEA.

Ask: Do you provide LEA training to staff that act as LEAs? Do you ensure there are several LEAs in your buildings so it is shared leadership and not a burden to staff? Who typically acts as the LEA in IEP meetings? Discuss the 3 criteria and ensure participants know and understand what each criteria mean.

Reminder: The LEA must be able to commit resources and be able to ensure that whatever services are described in the IEP will actually be provided.

Who are Additional/Optional IEP Team Members?

(e) An individual who can interpret the instructional implications of evaluation results, [34 C.F.R. § 300.321(a)(5)]

(f) At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; [34 C.F.R. § 300.321(a)(6)] and;

(g) Whenever appropriate, the child with a disability. [34 C.F.R. § 300.321(a)(7)].

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Compliance Required
Facilitator Notes:

Talking Point this is Big Picture for the ensuring the child receives appropriate services based on their needs.
Discuss who are individuals that can interpret evaluation results? Would it be different for different students?
Discuss who other individuals would in addition to the required members?

When should you include the student? Self Determination skills and Student Lead IEPs can begin in PreK. Students should have input into the document that is about them and for them. In PreK, the student may just be in the meeting to be introduced or share something they have done where older students ages 14 and up may lead their IEP meeting through self determination skill building.
Resources: ASPIRE, ASPIRE Plus and of SDLMI.

Parent Participation

COMPLIANCE Required!

The most basic of IDEA's requirements is that parents are full and equal participants with the school LEA personnel on their child's IEP Team.

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Facilitator Notes:

Talking Point: This is Big Picture for ensuring the child receives appropriate services based on their needs. Parents are to be included as members of any decision – making team for their child. Parent Participation includes decisions about eligibility, initial evaluations, reevaluations, development, reviw and revision of IEP, the provision of FAPE, and educational placement. This requirement does not include informal or unscheduled meetings involving LEA personnel or Meetings on issues of lesson plans, teaching methods, or service provision

Discuss: How do you ensure parents are engaged stakeholders in their child's IEP? How do you ensure the parent's voice is heard concerning their child's needs?

Georgia Parent Mentor Partnership-
http://www.parentmentors.org/our-resources/family-resources/ Share this resource. It contains great resources for parents.
 Georgia regulation: 160-4-7-.04, 160-4-7-.o5, 160-4-7-.06

34 C.F.R. 300.322   Parent participation.

(a)LEA—*general.* Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including—

(1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

(2) Scheduling the meeting at a mutually agreed on time and place.

(b) *Information provided to parents.* (1) The notice required under paragraph (a)(1) of this section must—

(i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and

(ii) Inform the parents of the provisions in §300.321(a)(6) and (c) (relating to the participation of other individuals on the IEP Team who have knowledge or special expertise about the child), and §300.321(f) (relating to the participation of the Part C service coordinator or other representatives of the Part C system at the initial IEP Team meeting for a child previously served under Part C of the Act).

(2) For a child with a disability beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, the notice also must—

(i) Indicate—

(A) That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child, in accordance with §300.320(b); and

(B) That the agency will invite the student; and

(ii) Identify any other agency that will be invited to send a representative.

(**c) *Other methods to ensure parent participation.* If neither parent can attend an IEP Team meeting, the public agency must use other methods to ensure parent participation, including individual or conference telephone calls, consistent with §300.328 (related to alternative means of meeting participation).**

(d) *Conducting an IEP Team meeting without a parent in attendance.* A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case, the public agency must keep a record of its attempts to arrange a mutually agreed on time and place, such as—

(1) Detailed records of telephone calls made or attempted and the results of those calls;

(2) Copies of correspondence sent to the parents and any responses received; and

(3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

(e) *Use of interpreters or other action, as appropriate.* The public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

(f) *Parent copy of child's IEP.* The public agency must give the parent a copy of the

child's IEP at no cost to the parent.
(Authority: 20 U.S.C. 1414(d)(1)(B)(i))

Parent Participation Activity

- Review data from Student Record Report SE052 Special Education IEP Information by grade.
- List 5 barriers that are possibly preventing parent participation in the IEP Team meetings within your LEA.
- List 4-5 different ways that could improve parent participation in IEP Team meetings within your LEA.
- Review IEP Parent Information Links.

Parent Participation Activity

Needed presentation items:
Printed copies of the latest Student Record Report SE052(this report provides LEAs with IEP parent participation data)
Special Education IEP Information by grade
Poster paper
Markers
Presenter will need to share an electronic copy of the handout titled "IEP Parent Information Links"

For this activity you will need your participants to break into small groups with each group having a piece of poster paper and a marker. Have each group review the student record report for 3 minutes. Once they have had a chance to review the data ask the groups to list 4-5 barrier that are possible preventing parent participation in the IEP meetings within your school/LEA. Have different groups share some of the barriers from their list. Then have groups list 4-5 different ways that could possibly help improve parent participation within IEP meetings within their school/LEA. Have different groups share some of their ideas.

Presenter will need to share an electronic copy of the handout titled "IEP Parent Information Links". It will be beneficial for the presenter to highlight some of the Parent Fact Sheets listed on the handout.

Student Record Report SE052

	Initial IEP and Annual Review Meeting by Primary Area (PK-12)									
	Initial IEP MEETING Event Code 05					IEP ANNUAL REVIEW Event Code 07				
Primary Area	Total IEP Meetings	Parent		Student		Total Annual Review Meetings	Parent		Student	
		Present	%	Present	%		Present	%	Present	%
P - Mild Intellectual Disability	1	1	100	1	100	27	21	77.78	14	51.85
Q - Moderate Intellectual Disability	2	2	100	2	100	14	14	100	5	35.71
R - Severe Intellectual Disability	0	0	0	0	0	7	6	85.71	0	0
S - Profound Intellectual Disability	0	0	0	0	0	6	4	66.67	2	33.33
T - Emotional / Behavioral Disorder	4	4	100	1	25	42	37	88.10	22	52.38
U - Specific Learning Disability	17	16	94.12	2	11.76	146	118	80.82	68	46.58
V - Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0
W - Hearing Impairment	0	0	0	0	0	3	2	66.67	1	33.33
X - Deaf	0	0	0	0	0	0	0	0	0	0
Y - Other Health Impairment	2	2	100	0	0	53	46	86.79	18	33.96
Z - Visual Impairment	0	0	0	0	0	5	5	100	5	100
1 - Blind	0	0	0	0	0	0	0	0	0	0
2 - Deaf and Blind	0	0	0	0	0	0	0	0	0	0
3 - Speech / Language Impairment	12	12	100	2	16.67	92	81	88.04	10	10.87
6 - Autism	0	0	0	0	0	26	22	84.62	7	26.92
7 - Traumatic Brain Injury	0	0	0	0	0	1	1	100	0	0
8 - Significant Developmental Delay	5	5	100	2	40	87	83	95.40	3	3.45
Total	43	42	97.67	10	23.26	509	440	86.44	155	30.45

This is an example.
Please note that the data is available for initial IEPs EVENT 05 and Annual Reviews EVENT 07.
Also student present is displayed. Discuss the importance of Self Determination and Student LED IEPs like, ASPIRE.

Also SE52B displays the data by grade level

Parent Participation Tips

- Notify the parent early enough to ensure he/she will have the opportunity to attend the IEP Team meetings.
- Schedule the meeting on a mutually agreed upon time and location.
- Work schedules, transportation issues, and lack of childcare are just some of the real-world issues that affect parents' ability to take part in IEP Team meetings, and school personnel should not only be aware of them, but they should also make plans to respond when they do occur.

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Facilitator Notes:

Talking Point this is Big Picture for the ensuring the child receives appropriate services based on their needs.

Ask Participants to list the various methods we use to contact parents to invite/ encourage to attend an IEP meeting: Mail invitation, email, send invitation in mail, phone call, face to face visit, social worker etc. Discuss the importance to make contact.   It would not be appropriate to send an email 3 times with no response or send an invitation in the bookbag with no response. We should use a variety of methods to make contact with parents.   All attempts to contact parents should be documented.

It is important to document the number of attempts to schedule the meeting and how the contact was made. This is important to document in the IEP.

Reminder: The standard in IEDA for holding a meeting without a parent is "unable to convince a parent that they should attend"   When scheduling an IEP meeting

and you are not able to contact the parent after several attempts, please document the numerous ways in which contact was attempted. Repeatedly sending a notice home with the student is not adequate since students may not give the invitation to the parent.

Parent Participation Tips

Helpful Tips

- Arrange to have trained translators present to assist parents who are not fluent English speakers

- Arrange for someone to watch children while the parent meets

- Avoid using educational jargon and acronyms that are likely to be unfamiliar to parents

- Fully inform parents about their rights and procedural safeguards. Also, ask if the parents understand their rights or have any questions regarding their procedural safeguards.

Some LEAs ask parents to come in 15 minutes before the rest of the team so that the designated representative can review the parent rights with the parents. In addition to reducing the time required to complete the IEP, reviewing parent rights before the meeting starts may provide a safe environment for parents to ask questions and ensure understanding.

Also asking the parent to write down any questions they have about the meeting or the child's IEP, helps direct the IEP Team to ensure parents play an active role and get their concerns and questions addressed.

Other Tips to Ensure Success

- Clarify through introductions the role of each team member
- Carefully consider room arrangements
- Consider the use of an agenda and visual notes
- Set group norms and desired outcomes
- Share and obtain information from parents and other team members before meeting
- **Avoid any appearance of predetermination**

EXAMPLE IEP Agenda is available for participants.   (handout)

Don't assume everyone knows each other.   Many use name plates to ensure that parents know all team members and their role.

Carefully consider room arrangement.   Discuss with the group suggestions they have regarding the most conducive arrangement to facilitate communication and to ensure that members feel like equal partners. (Suggestions: All team members enter the room at the same time.   Sit parent next to a familiar team member. Avoid parents being on one side and the rest of the team on the other side of the table.   Choose a location that is appropriate for professional meeting - adult seating, writing surface, neat, orderly room etc.)

To ensure an orderly meeting where everyone feels safe to contribute, the team may want to establish group norms and expected outcomes.   Outcomes are brief statements that can be shared before the meeting.   Example:
By the end of the meeting we will have:
- An agreement on Sam's eligibility for special education services
- An agreement on Sam's placement and services

- An understanding of Sam's behavior analysis.

Use (and share) agenda to keep meeting on track.   Keep a parking lot list of topics/ issues that arise that are not on the agenda.   A plan will need to be devised to address these topics outside of the IEP meeting.

Consider keeping visual notes so that all members are heard, and contributions are validated.

It is important that we come to an IEP meeting with an open mind, but we do need to gather information from stakeholders so that we can be prepared and can have some preliminary information completed in a draft form.   Talking with Parents before meeting can also clarify their concerns and ensure that these are addressed at the meeting.   **Avoid any appearance of predetermination.**   Discuss situations that give the appearance of predetermination.

Facilitator Notes:

Talking Point: This is Big Picture for the ensuring the child receives appropriate services based on their needs.

The absence of any one of these individuals creates a potential loss of that knowledge and expertise, jeopardizing the quality of the IEP and the subsequent provided services. As a result, the LEA's ability to provide FAPE will have been compromised.

Amending the IEP

- Once the IEP has been developed, the student's IEP may need to be revised.
- The IEP Team can reconvene to discuss and make changes.
- The parent and the LEA may mutually agree on changes <u>without</u> a meeting.
- The parent always retains the right to request a meeting to discuss any and all changes to the student's IEP.
- Regardless of the method, the LEA must ensure all IEP Team members are informed of any changes and provide the parent with a copy of the amended IEP in a timely manner.

34 C.F.R.300.324(a)(6) Regulation

34 C.F.R.300.324(a)(6) Regulation

Can You Answer the Learning Targets?

- I can identify required team members and additional/optional members of an IEP Team.

- I can describe how an IEP Team member can be excused from an IEP Team meeting and how to properly document the excusal.

- I can identify the parental roles and rights within an IEP Team.

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Additional IEP Resources

Georgia Online IEP

Parents' Rights – Available in Multiple Languages

Parent Information Fact Sheet- IEP

Georgia Department of Education, Division for Special Education Services and Supports

The IRIS Center

MODULE 2:

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

This module will address present levels of academic achievement and functional performance including:

- Six Components of the PLAAFP
- Examples and Non-examples of Impact Statements
- Common Errors

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Learning Targets

- I can identify and describe the six components of the PLAAFP.
- I can recognize and describe "High Quality PLAAFP Statements."
- I can identify "High Quality Impact Disability Statements."

Let's Chat

What do I already know?

What do I want to know?

Facilitator Notes: Approximate Time 10 minutes
There is not a handout for this activity.

Activity 1
Have participants use sticky notes to answer questions and place on chart paper under the appropriate headings. Spend five minutes discussing their responses.

Alternative: Have participants share at tables and record their individual responses. Have one or two people from each table share out.

Ask them if there is anything else they would like to know during this time. Have them write it down and post it.
This gives you as the facilitator an opportunity to address the needs of the participants.

What does the acronym represent?

PLAAFP

Present Levels of Academic Achievement and Functional Performance

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Facilitator Talking Points :

Previously this was called PLOP – Present Levels of Performance.

However, when Congress reauthorized IDEA in 2004, this was changed to the present levels of academic achievement and functional performance (PLAAFP). This new term puts emphasis on the need for special education to address all of a student's needs (the whole child). The addition of functional performance—nonacademic skills necessary for independent living (e.g., behavior, social skills, communication, independent living skills, and mobility) indicates an awareness that students with disabilities require much more than academic supports if they are to meet their individual goals for success that will be long term.

PLAAFP The HEART of the IEP

All other IEP components are based on the PLAAFP.

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Facilitator Talking Points: Very Important to make critical connections.

Ask participants why you would consider this the heart of the IEP. Take two or three responses from the group.

As you begin this section-Focus in on
--The Present Levels of Academic Achievement and Functional Performance is the heart of the IEP.
It should provide the complete picture for the student.

All of the other pieces of the IEP should have a connection to the Present Levels of Academic Achievement and Functional Performance.

Creating high quality, meaningful PLAAFP statements is crucial when developing IEP's.

PLAAFP Statements should directly correlate with the student's mastery of the state standards and his or her access to the curriculum, in addition to mastery of IEP goals and objectives.

Might be considered the most important part of an IEP.

All other IEP components are based on the PLAFFP.

Must be well written to ensure understanding of the whole child.

Required Component of the IEP
•Legislation

Facilitator Notes:
Tips--Before presenting this module have some background knowledge of the cases to expand talking points.

Have participants read over the handout and rules relating to Present levels. Interject with thoughts about how important the PLAAFP is to the entire IEP. Guide them toward making the connections between the two.

Provide a copy of Georgia Rules outline.

"There should be a direct relationship between the present levels of performance and the other components of the IEP. Thus, if the statement describes a problem with the child's reading level and points to a deficiency in reading skills, the problem should be addressed under both goals and specific special education and related services provided to the child." U.S. Department of Education, Code of Federal Regulation, 1999, Appendix C

"If the IEP fails to assess the 'child's present levels of academic achievement and

functional performance' the IEP does not comply with [IDEA]. This deficiency goes to the heart of the IEP; the child's levels of academic achievement and functional performance are the foundation on which the IEP must be built. Without a clear identification of [the child's] present levels, the IEP team cannot set measurable goals, evaluate the child's progress and determine which educational and related services are needed.
Kirby v. Cabell County Board of Education, 2006

The Big Picture

The PLAAFP Identifies a Child's …

Current Performance

Impact of Disability

Baseline Data for Identified Need

Facilitator Notes:

Talking Point
 Big Picture for the ensuring the child receives appropriate services based on their needs.

Identifying Six Components to Developing High Quality, Meaningful PLAAFP Statements

Psychological Evaluation Results	State and/or LEA Assessment Results	Academic/Functional Strengths
Academic/Functional Needs	Impact of Disability Statement	Parental Input

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Facilitator notes:

Talking Points:
There are six components to the development of the PLAAFP. It may be organized differently. Yet, it must contain this information in order for a child to have appropriate goals and receive appropriate services based on their needs.

We will talk a little more in detail regarding each one of these areas.

Suggestions: When discussing the student's present level of performance at the IEP meeting, it may be helpful to discuss strength's first.   Listing these on chart paper provides visual documenation for team members.   All students have strengths. Discussing a student's strengths first may ease tension for anxious parents and will also remind other team members of the student strengths that we should build upon. After listing strengths, the team should discuss/ chart weaknesses.   The weaknesses will be used to develop goals and objectives.

Components of the PLAAFP

Area 1

Include information regarding results of the initial and/or most recent evaluation of the student and the specific educational impact.

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Facilitators Notes:

Talking Tips and Helpful Hints
The most updated information both formal and informal assessment data should be included. Share with them recent evaluation information and needs to be discussed by area.
What would happen if you were using old outdated information? You should never just cut and paste IQ scores. It is essential that the PLAAFP is not just a list of scores but rather it should also include an explanation of what the scores mean and the impact of the child's disability. The scores need to show how they have an actual impact on either a strength or need area of the student's learning and functioning.

Example: Mark was reevaluated on 3/20/18 and continues to qualify for EBD based on the information provided in the eligibility report. His IQ score fell within the average range, Full Scale IQ score of 92, as measured by the WISC on 2/12/18. WIAT II results (3/2018) indicated academic deficits in reading comprehension related to inferencing (Standard Score of 70) as well as math deficits in solving math word problems (Standard Score of 75). Analysis of the behavior assessment (Devereaux/BASIC) revealed significant problems in interpersonal skills, inappropriate

behaviors under normal circumstances and inattention with factors associated with depression. He has a diagnosis of depression from Dr. JJ Smith on 1/30/17.

Some responses you may hear from participants—Outdated information would interfere with writing an appropriate IEP thus hindering a child from receiving appropriate services.
This allows a direct connection to be made between the present level, the goals & objectives, the accommodations or modifications, and the services.

Components of the PLAAFP

Area 2

Include State and/or LEA Assessment Results

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Facilitators Notes:

Talking Tip.

Say to participants - Include all pertinent information when discussing test results. Participants may ask what is pertinent information? Help participants understand it is more than listing test scores.
A short description of the test describing the student results compared to norms. The narrative should also show the student's strengths and areas of need based upon the test scores. The name of the test, date assessed and results should be included.

Doing so helps team members better understand a student's specific strengths and needs and helps with the development of goals and objectives specific to the curriculum and standards that students are expected to master.

****************For each area to be discussed: Describe information regarding results of the initial and/or most recent evaluation of the student AND academic, developmental and/or functional needs. This shouldn't be just a list of tests and scores, but should describe WHAT the information means for the student.

Benchmark and progress monitoring information should be included.

Information obtained through information evaluation (such as observation, work samples, interviews with student, teacher, or parent) should also be included.

Using multiple sources of current information will provide a strong foundation for making decisions on the needs of the student.

Components of the PLAAFP

Area 3

Include Academic, Developmental and/or Functional Strengths

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Facilitators Notes:

Talking Points:
Talk with the participants about notating the student's response to instructional strategies accommodations, and instructional interventions. ***Record the student's positive response to instructional interventions accommodations***

Preschool Outcome ratings and explanations should be included.

Talking points:
*******For each area to be discussed: Describe information regarding results of the initial and/ or most recent evaluation of the student AND academic, developmental and/or functional strengths. This shouldn't be just a list of tests and scores, but should describe WHAT the information means for the student.

Components of the PLAAFP

Area 4

Include Academic, Developmental and/or Functional Needs

Facilitators Notes: - Make the connection to the whole child.

Help participants to make the connection with academic grade level expectations as well functional grade level expectations.
Have them brainstorm as group what they might need to think about in different grade levels.. It's the Whole Child.

- Communication
- Executive functioning
- Self-regulation
- Organization and planning
- Memory
- Social and behavioral skills
- Selfcare and independence
- fluency or accuracy

- What are the Emerging or missing skills? (Shouldn't this be listed on the next slide?)
- What are the Other factors that impact achieving the standards?

*****For each area to be discussed: Describe information regarding results of the initial and/ or most recent evaluation of the student AND academic, developmental and/or functional needs. This shouldn't be just a list of tests and scores, but should describe WHAT the information means for the student.

Components of the PLAAFP

Area 5

How the student's disability affects the student's involvement and progress in the general curriculum

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Facilitators Notes:

Talking Tips.

Guide Your participants through a discussion of how the child's disability affects his or her..

- Involvement in general education
- Access to the general education curriculum
- Progress in the general education curriculum

Examples you could use and talk through or create your own.
- Use an example such as Deaf student and limited access to audible instruction.
- Use an example of a student with visual discrimination and the impact it would have on him or her accessing the general education curriculum.
- Student with social/emotional weaknesses or medical concerns which sometimes limit the ability to attend to instruction

Components of the PLAAFP

Area 6

Parental concerns regarding their student's education

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Facilitators Notes:

Talk participants through this and ask questions.

What are some other ideas to get parent input?

Have them think about the importance of keeping notes throughout the year.

Utilize parent questionnaires to get detailed information

Keep notes of parent concerns and comments throughout the year and make sure that they are addressed in the IEP/IEP team meeting. If follow-up is needed make sure the Sp Ed teacher or LEA follows up to ensure the parent's needs were addressed.

Maintain open lines of communication with parents

Parent input should include thoughts on academic, social, behavioral and functional performance

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******For each area to be discussed: describe information regarding results of the initial and/ or
most recent evaluation of the student AND academic, developmental and/or functional needs. This
shouldn't be just a list of tests and scores, but should describe WHAT the information means for the
student.

What Do You Need to Get Started?

10-minute activity
There is not a Handout for this activity. Please use facilitator notes to guide this activity.

Facilitator Notes
Activity 2

Ask Participants to brainstorm a list of all the necessary data that will need to be gathered to help them write the PLAAFP. Have them suggest where they might find it. Tell them to think about all of the areas we just covered. * Why is this important? - To begin the process you must have the data. How could one write in the PLAAFP that a student has a specific need without data to substantiate it.* Critical Point

Use chart paper or have them talk in groups and then share out.

Have group members designate a task monitor and someone to report out. Allow 10 minutes for group activity.

Data Sources

- Most recent psychological, speech and language, OT, PT assistive technology, or other relevant evaluations
- State and/or LEA assessments
- Classroom performance
- Report cards/Progress reports
- Attendance, behavior, health, and/or medical information
- Parent/Student Input

- Student work samples
- Portfolios
- Running records
- Curriculum-based measurements
- Classroom projects/ activities/observations
- Transition plan, if appropriate

Facilitator Notes: Continuation

Part 2
Tell participants this is a list of some possible data sources. Ask them what could be missing? See if what they have on their list is different from the ones you hear.

Guide a conversation around some things they may need to troubleshoot.
How might they prepare?
Where will they find the resources?
Remind them this is the heart of the IEP. In order to determine the strengths and weaknesses of students it is important to determine what data is needed.
SST Information is needed if it is an initial IEP.

Trouble Shooting - Examples they may need to take
Preparation
Locating the Sources

Critical Points to Connect

The PLAAFP Addresses the Whole Child

Facilitator Notes:

slide transition to next section.

There must be a strong link between the PLAAFP and annual goals

Present Level of Academic Achievement and Functional Performance

IEP Goals and Objectives

Facilitator Notes:

This is where you help your participants make connections that as they write the PLAAFP it must connect the student to his goals and objectives. The strength of the IEP is built around the PLAAFP, the heart of the IEP.
Help them to connect that if a deficit or a weakness is discussed then they must address it within the IEP

Table Task
Respond in Groups

- Is there enough information in the PLAAFP to develop challenging, ambitious, measurable annual goals? Explain.

- Is there enough information in the PLAAFP to determine what special education services, related services, accommodations, and program modifications are needed? Share why or why not. Explain.

- Can you identify examples of data sources? Are there more you may have included?

Facilitator - Please use handout Activity 3

Have table groups to examine the documents and identify where the information is found. This example is one that is used by the IRIS Center IEP Module and it is noted to have all of the required information. However, participants may indicate more is needed. As the students get older there may be a need for additional information.

Identify a Reporter and a Recorder.

Allow 15 minutes for this activity.

Impact of the Disability

Why does the student need special education services?

How do the needs impact the student's achievement?

What are the student's unique needs?

The impact statement should make it easy to develop goals and objectives.

The impact of the disability statement brings everything together and makes it easy for the IEP team to develop the student's goals and objectives.

Suggestion: When discussing the impact of a child's disability, the team should discuss the child's need for specially designed instruction.

Impact Statement-Compare the Two

Example:

Timothy has an eligibility of a specific learning disability. Timothy's difficulty with abstract reasoning and short-term memory makes it difficult for him to draw inferences from information shared within the text. This impacts his ability to analyze texts in English Language Arts, reading, social studies, and science.

Non-Example:

Timothy has a hard time with reasoning. He rarely does well on assignments.

Facilitator Notes:

Please see Handout to facilitate this activity and help the audience make deeper connections

What could be potential barriers to developing a high quality PLAAFP? Possible solutions?

Facilitator

Have participants brainstorm barriers as well as solutions. Have groups share out. Create a Think Tank of responses.

As the facilitator you can guide the discussion with them thinking of potential barriers. Outdated data, missing information, and possibly unable to reach parents (or cooperation)

Failing to include state and local assessment data in PLAAFP

Failing to include all educational needs in the PLAAFP

Common Errors

Facilitator Notes:

This information is from GaDOE. It talks about the common errors found when being reviewed. How do you ensure in your LEA that IEPS include this important and compliant information? What does your professional learning and technical assistance plans look like to ensure your LEA has compliant PLAAFPs? Ask them to think about next steps.

Think about how you will avoid some of these common errors. Peer reviewers, checklists, and rubrics are some ideas to help to ensure they have all components of the IEP.

Can You Answer the Learning Targets?

- I can identify and describe the six components of the PLAAFP.

- I can identify "High Quality Impact Disability Statements."

- I can recognize and describe "High Quality PLAAFP Statements."

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Additional Resources

Georgia Online IEP

Parent Information Fact Sheet- IEP

Georgia Department of Education, Division for Special Education Services and Supports

 Iris Center- PLAAFP

MODULE 3:

Transition Service Plans

This module will address transition service plans including:

- Purpose of transition service plan
- Major components of a transition service plan
- Age appropriate transition assessments
- Course of study
- Post-Secondary goals
- Transition services
- Annual IEP transition goals
- Adult service agencies
- Transition meetings

In Module 3, we will discuss Transition Service Plans which will include:
Read bulleted list.

Module 3: Transition Service Plans

Learning Targets

- I can identify the purpose and components of an effective transition service plan.
- I can determine appropriate assessments that can be utilized to develop a compliant transition service plan.

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The Learning Targets for this module are:
Read slide

Transition Service Plan

What is a Transition Service Plan?

A transition service plan is the section of the Individualized Education Program (IEP) that outlines transition goals and services for the student. The transition service plan is based on a student's individual needs, strengths, skills and interests.

Why Do We Develop Transition Service Plans?

The purpose of transition planning is to identify and develop post-secondary goals and the transition goals which need to be accomplished during the current school year to assist the student in meeting his or her post-secondary goals.

What is a Transition Service Plan and why do we develop Transition Service Plans? The Transition Service Plan is part of the Individualized Education Plan. Transition Service Plans are developed in order to identify the student's postsecondary goals and determine the services and activities needed in order to assist the student in reaching his/her goals based on the student's individual needs, strengths, skills and interests.

Transition Service Plan

(2) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include -

(a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(b) The transition services (including courses of study) needed to assist the student in reaching these goals.

 [34 C.F.R 300.320(b)(1) – (2)]

**NOTE: GA adds an additional requirement: Beginning no later than entry into 9th grade, the IEP must include a Transition Service Plan.

Transition Service Plans MUST be written and in place prior to the student entering 9th grade or by age 16, based or which event occurs first, then they MUST be reviewed annually thereafter. However, transition plans may begin at any prior grade level, if it is appropriate or determined by the IEP team and can be reviewed anytime throughout the year as needed.

Major Components of the Transition Service Plan

1. Age Appropriate Transition Assessments
2. Post-Secondary Goals
3. Annual IEP Goals
4. Transition Services & Activities
5. Course of Study
6. Student participation
7. Adult Service Agencies
8. Parental consent

Listed here are the components of the Transition Service Plan. We will address each component throughout the presentation. These components are required for Indicator 13 compliance.

Age Appropriate Transition Assessments

- Transition assessment leads to the development of measurable post-secondary goals, course of study, transition services, annual IEP goals and agency linkages.

- Transition assessments include aptitude, achievement, behavior, skills and personality evaluations, as well as student interests and preferences.

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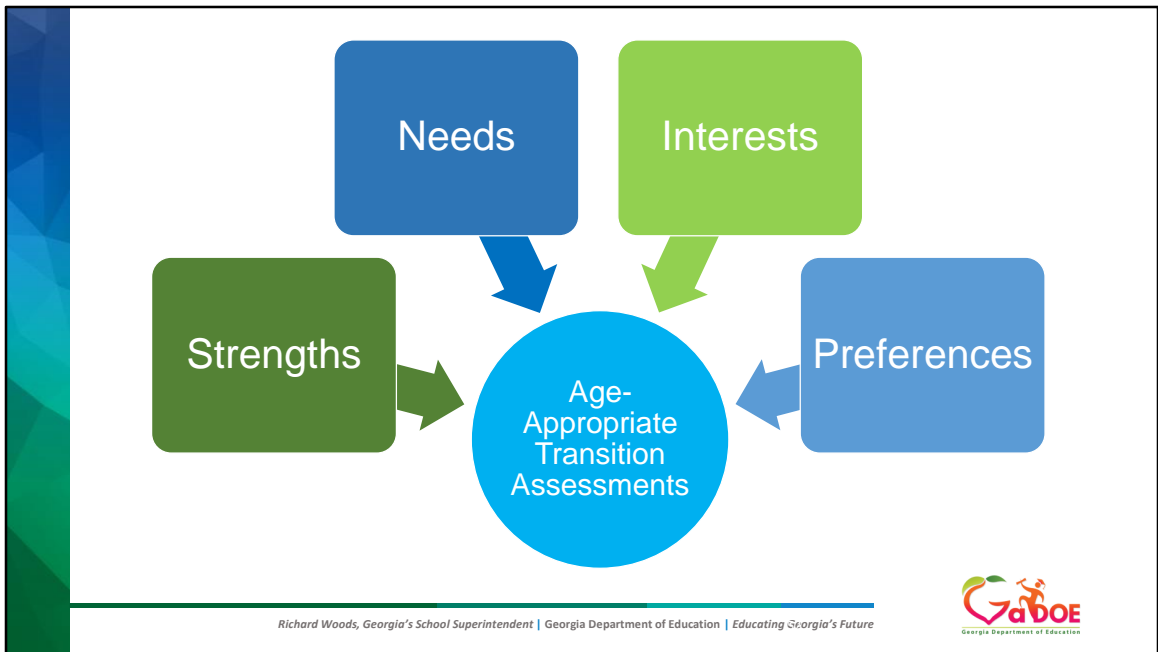
The school LEA is expected to determine the most appropriate types of transition assessments to use based upon a student's needs and abilities.

This is an ongoing process which allows for the collection of information on the student's strengths, needs, preferences, and interests as they relate to the demands of current and future living, learning, and working environments.

As a student gets older, the IEP Team must consider whether the student's needs have changed.

Therefore, it should be reviewed regularly to ensure that the postsecondary and transition goals continue to best reflect the student's postsecondary desires and will provide them with the skills needed to accomplish the goals.

Good transition assessments address each of these areas, are age-appropriate and reflect the collaboration with the student and the family and focuses on the student. Student-Centered planning is recognized as an essential component of transition planning. When time is spent to assist the student to develop-self-awareness and decision making, the assessment component more closely reflects the students desires and abilities.

Sometimes the student's postsecondary choice may not reflect the results of the transition assessment. This should be noted in the plan and the postsecondary goals should reflect the student's choice.

Age Appropriate Transition Assessments

Examples:

- Student Transition Needs and Preference Survey
- Pictorial Inventory of Careers
- Microcomputer Evaluation of Careers & Academics (MECA)

Non-Examples:

- Student Work Samples
- Report Card Grades
- Progress Reports

Consider these examples and non-examples of transition assessments.

Read examples

Read non-examples

When reporting on transition assessments in the Transition Plan, the key information should include the name of the formal assessment administered to the student, the date of administration and the results or data from the assessment. Include a statement on how this information leads to the transition goals.

Transition assessments can be formal or informal. However, there must be at least one formal transition assessment administered to the student.

Read each tip.

Course of Study

The Course of Study is based upon present levels of performance and age appropriate transition assessments which includes student preferences, strengths and interests.

- Facilitates movement to Postsecondary Goals
- Begins with the student's Individual Graduation Plan
- Includes one or more of the following:
  - Diploma type
  - Results of transition assessment
  - Career pathway
  - Types of classes
  - List of classes

The Course of Study describes the student's course work needed to complete credits to earn a diploma and achieve the desired post-secondary goals. They are described in multi-year descriptions and need to be specific to individual students. Every student's goal is to graduate and obtain a diploma. The Course of Study is the description of what is needed to make this happen.

From Implementation Manual: The Course of Study should focus on instructional and educational classes and experiences that will assist the child in preparing for transition from secondary education to postsecondary life. This should relate directly to the child's postsecondary outcome and goals and should show how a planned course of study is linked to these goals. The Course of Study should be meaningful to the child's future and should motivate the child to reach successful post school outcomes.

Course of Study

Examples:

- Ben's course of study is a college prep diploma with a graphic design pathway, and he is on track to complete graduation requirements in May 2020.
- Student will receive a regular education diploma and has passed all courses to begin the tenth grade.
- Student will complete the Criminal Justice Pathway and graduate with a regular education diploma.

Non-Examples:

- Diploma
- Regular education classes
- Will take all regular education classes in a co-teaching setting

The Course of Study listed should stand up to the "Stranger Test"- This means a stranger could read the Course of Study and understand what the student needs to do to complete in order to graduate and obtain a diploma.

See the examples and non-examples listed.
Read examples.
Read non-examples.

Measurable Post-Secondary Goals

- A post-secondary goal is "**generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e. high school)"** (IDEA 2004 Part B Regulations 300.320 (b), discussion of Final Rule p. 46,668)
- Post-secondary goals must be an actual outcome and not an activity or process. For example, '*seeks, pursues, continues, and applies*' are processes, not outcomes.
- The post-secondary goal should succinctly state what the student will do and be based on findings from transition assessments conducted with the student.
- There should only be one Post-Secondary Goal for each area: Education/Training and Employment, as well as Independent Living, if appropriate.

Postsecondary goals are goals that refer to what the student wants to do *after-graduation* from high school and are based on the results of transition assessments, questionnaires, checklists, interviews, and team discussions. The PS goals are actual outcomes not processes. Words such as seeks, pursues, continues, and applies are processes, not outcomes and shouldn't be used when writing PS goals. Transition Service Plans should include one PS goal for Employment, one for Education/Training, and if appropriate, one for Independent Living.

Measurable Post-Secondary Goals for *Education/Training*

Examples:

- After graduation, Tyler will attend college and obtain a degree in criminal justice.
- After graduation, Keshan will attend technical college and obtain a degree in nursing.
- After graduation, Amy will complete on the job training from an adult agency representative in the area of retail sales.

Non-Examples:

- Zach will pass six out of eight courses this school year.
- Karen wishes to attend college.
- Matthew hopes to join the Army.
- Lisa will begin a degree in nursing.

Let's look at some examples and non-examples of PS goals for Education/Training
Read examples
Read non-examples
Note how each of the examples begin with "After graduation", indicating these are the post-secondary goals that the student and the IEP team have set based on the transition assessments and information given during the planning process, after the student graduates from high school. For the non-examples, please note the use of the words wishes and hopes does not specifically state what the student will do. It is also important to note that starting, enrolling, etc. do not specify a desired outcome.
If the student has selected the military as the post-secondary goal for education/training **or** to receive training at an adult training facility you do not have to list the area; however, if the student has indicated in the Preferences, Strengths and interests' section what that is, you **should list** in goal.

Let's look at some examples and non-examples of PS goals for Employment
Read examples
Read non-examples
Again, note the use of the words "After graduation" in the examples and the specific field/area is included. The non-examples use words like wishes and wants.
Remember, the PS Goals should not be temporary or while the student is in high school.
If the student has indicated that their goal is to work in the military as the post-secondary goal for employment, you should state that they will be "employed as a soldier" if they have not identified an area; however, if the student has indicated in the Preferences, Strengths and interests' section through questionnaires, surveys, or career assessments, an area or field, then you **specify in goal – for example:**
After graduation, Thomas will be employed as a tank operator in the military
After graduation, Thomas will be employed as a Military Police Officer
After graduation, Thomas will be employed as an engineer in the military.
As the case manager or lead teacher for the student, it is your responsibility to guide the student into setting goals through the TP process

Measurable Post-Secondary Goals for *Independent Living*

Examples:

- After graduation, Kyle will live with his parents.
- After graduation, Derrick will buy a home.
- After graduation, Daisha will live in an apartment with a roommate.

Non-Examples:

- Barbara will live near her friends.
- Holly will live in a dorm.

Let's look at some examples and non-examples of PS goals for Independent Living.
Read examples
Read non-examples
A post-secondary goal for Independent Living is not required for compliance however, the IEP team should determine the appropriateness of this goal, as needed. The goals should be long-term and not written for temporary or short-term living arrangements.

Post-Secondary Goals and Annual Transition Goals

	Education and Training Transition Goal	Development of Employment Goal	Community Participation Goal	Adult Living & Post School Options	Related Services	Daily Living Skills
Post-Secondary Education/ Training Goal	X					
Post-Secondary Employment Goal		X				
Post-Secondary Independent Living Goal*			X	X	X	X

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This graphic is used to help you determine what activity/category transition goals should be written to support each of the three Post-Secondary Goals. Note that the blue font is used for what is required in the transition plan, the red font is not required but determined by the IEP team as needed. If the team determines that the student needs an Independent Living Goal, then one of the goals indicated by an X in red font is required, depending on the needs of the student.

Annual Transition Goals

- Each Post-Secondary Goal should have a corresponding Annual Transition Goal.
- The Annual Transition Goals refer to anything that will help prepare the student for education/training, employment, and independent living.
- Each Annual Transition Goal should facilitate movement towards the Post-Secondary Goals, be measurable and attainable within one year.
- Progress on these goals should be reported to the parent under the same requirements as other IEP Goals and Objectives.

I am the "I" in IEP

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Annual transition goals are written to facilitate movement towards the PS Goals.

In Georgia, in order to ensure LEAs have addressed each Post-Secondary Goal with an Annual Transition Goal, LEAs are required to write those goals in the Transition Plan section of the IEP instead of in the Measurable Goals and Objectives section of the IEP.

The following are the activity categories for the annual transition goals:

Education/training – related to getting into the desired post-secondary education/training situation; related to being successful in school this next year

Employment – Related to getting prepared for the desired post-secondary employment situation; related to being a good employee some day

Community Participation – (optional, depending on student need) Related to being more involved in the community. Can address social skills, consumerism, transportation/mobility, interpersonal relationships, utilizing community resources,

voting, recreation, etc.

Adult Living Skills – (optional, depending on student need) Related to being able to live independently or semi-independently as an adult. Could address money management, driving, household tasks, etc.

Related Services – (optional, depending on student need) Related to lining up services needed post-graduation. Examples: Vocational Rehabilitation, Medicaid waiver, adult service providers, OT/PT/SLP, etc. Could also be the continuation of assistive technology.

Daily Living Skills - (optional, depending on student need) Related to self-help or personal management: dressing, hygiene, toileting, taking medications, etc.

Please note that an annual transition goal might fit under more than one activity category. For instance, obtaining a driver's license could be a goal for the activity category of "Community Participation" or "Adult Living Skills".

Annual Transition Goal for Education/Training

- Refers to anything that will prepare the student for education or job training
- Goals based on academics, functional academics, life-centered competencies or career/technical or agricultural training needs and job training

Examples:
- Investigate post school options
- Attend college fairs
- Research colleges/technical schools
- Apply to college
- Organize notebooks
- Attend tutoring sessions
- Participate in CBI

Annual transition goals for education/training should refer to anything that will prepare the student for education or job *training while in high school* and based on academics, life centered competencies, job or career/technical training.
Some examples of goals that can be written for Education/Training include:
Read examples

Annual Transition Goal for Employment

- Refers to anything that is related to working while *in school* or will prepare the student for employment
- Goals based on occupational awareness, employment related knowledge and skills, specific career pathway related knowledge and skills

Examples:
- Investigating careers (taking additional assessments)
- Soft skills/employability skills (create calendar, schedule)
- Creating or strengthening work ethic/stamina (remaining at job/task)
- Pre-employment skills (completing job applications, taking pre-employment tests, interviewing skills)

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Annual transition goals for employment should refer to anything that will prepare the student for employment *while in high school* and based on occupational awareness, employment related knowledge and skills, specific career pathway related knowledge and skills.

Some examples of goals that can be written for Employment include:

Read examples

Annual Transition Goal for Independent Living

- Refers to anything that will prepare student for independent living

If the team has determined that the student needs a Postsecondary Goal for Independent Living, then an Annual Transition Goal for Independent Living is required.

Examples:
- **Daily living skills** related to personal care and well-being (brush teeth and comb hair)
- **Adult living skills** and Post School Options such as household maintenance and/or budgeting, health/mental care needs, interpersonal interactions (open a checking and savings account)
- **Participation in community** related activities such as paying taxes, voter registration, leisure activities (register to vote, apply for membership at local YMCA)
- **Related services** such as counseling, therapy, vocational rehabilitation (Meet with counselor at scheduled date/time)
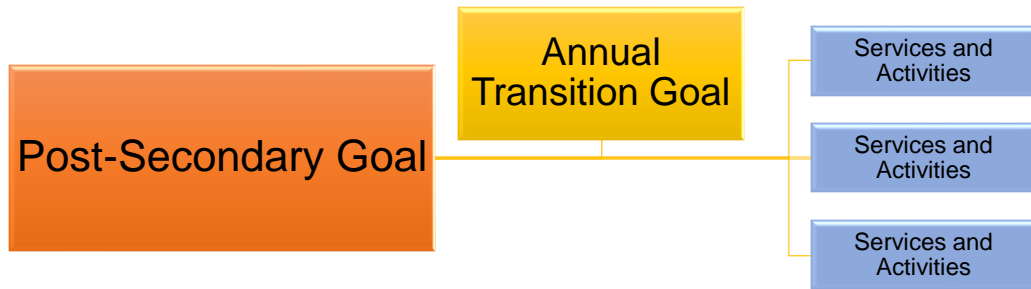
The annual goal(s) for independent living should be written to address what the student needs in order to prepare them to live independently. The examples listed address the activity categories that need to be considered when writing the goal(s). A goal can be written addressing all these listed but must include at least one if a PS goal has been written for the student.

Read examples

Best Practice : Students who are assessed using GAA will require an Annual Transition Goal for Independent Living.

Helping Students Reach Goals

Post-Secondary Goal

Annual Transition Goal

Services and Activities

Services and Activities

Services and Activities

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As each Post-Secondary Goal must have an Annual Transition Goal, the Annual Transition Goals must have Transition Services and Activities.

Transition Services & Activities

Transition services are a "**coordinated set of activities**" supporting the annual goals and demonstrating movement to post-secondary goals

Transition services must be specific and individualized for the student

Must support the annual transition goal and be related to the post-secondary goals

Could be written as a task analysis for the goal – do not repeat goals, list what student needs to do to move towards reaching the goal (step-by-step)

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Transition Services and Activities are not annual goals; they are "a coordinated set of activities" that support the annual goals and demonstrate movement towards the post-secondary goals. They must be:

-Specific

-Individualized

-Related to PS goals

The activities and services should be a step by step guide or task analysis that needs to be in place to

guide the student towards reaching their goals.

Transition Services and Activities

Examples:

- Meet with an admissions representative and obtain an application
- Request copies of IEP and Summary of Performance for documentation of disability to provide to Student Support Services
- Investigate job opportunities in auto mechanics using the internet

Non-Examples:

- Do a presentation
- Pass college entrance exam
- Complete class assignments to pass class
- Stop by and see counselor

This slide presents examples of activities that you might find associated with a transition plan including examples non-examples.

Read examples.

Read non-examples.

Why are these examples? What makes them good examples?

They are specific, related to post-secondary outcomes

Transition and Adult Services

(b**) To the extent appropriate**, with the consent of the parents or the adult student who has reached the age of 18, in implementing the transition requirements, **the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.** [34 C.F.R. § 300.321(b)(3)]

The IEP Team may provide the active facilitation of linkage and referral to an adult agency, however they may not commit another agency to providing services without the involvement or approval of that agency.

Coordination of Services

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The IEP team should consider if the student will require adult services from a participating agency in order to reach their goals. If so, there should be evidence that a representative of the appropriate participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

- If an adult service agency is not currently needed, a simple description reflecting why should be included.

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Adult Service Agencies and Representatives

- Agencies or other organization representatives who are likely to provide services and supports to students may include the following:

- Georgia Vocational Rehabilitation Agency
- Roosevelt Warm Springs
- Cave Spring Center
- Youth Challenge
- Job Corp
- DBHDD (Medicaid Waiver)
- College Representative
- Sheltered Workshop Rep

Read slide including agency rep.

Transition Meeting

DON'T FORGET!

Is there evidence that the student was invited to the IEP Team meeting when the team will be considering postsecondary goals and transition services?

Remember to not only invite, but include the student in the IEP Team meeting when discussing transition.

DON'T FORGET TO DISCUSS TRANSFER OF RIGHTS

NOTICE OF SPECIAL EDUCATION IEP/PLACEMENT MEETING

To:_____ DATE _____
Parent and Student (if postsecondary goals and transition services are being considered)

An Individualized Education Program (IEP) Team meeting for your child has been scheduled for _____ at _____ at _____
Date   Time   Location

You are invited and strongly encouraged to participate in this meeting. If you are unable to attend on this date or location, you are encouraged to request to reschedule the meeting. You may also request another method of participation (e.g. conference call).

The purpose(s) of this meeting is to:
- Determine or re-determine eligibility
- Consider special education placement
- X Develop an Individualized Education Program (IEP), if appropriate
- Review/amend the IEP and/or placement (annual review or other review)
- X Consider postsecondary goals and transition services (prior to entry to high school or age 16)
- Consider the need for reevaluation
- Review the results of recent evaluation(s)
- Consider the need for a functional behavior assessment and/or develop/revise a behavior intervention plan
- Other_____

The following people have been invited to attend the meeting: if transition is being discussed and another agency is likely to be providing or paying for services, a representative from that agency will be invited with the consent of parent or student, if age 18 or older.

Required members: If any required members are unable to attend, the parent will be notified and asked to provide written consent for excusal.

Title		Name (optional)
x	LEA Representative	
x	Special Ed. Teacher	
x	General Ed. Teacher	
x	Student (if transition to be discussed)	
X	GVRA	

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Team members for the Transition Plan meeting should include all the required members for the IEP meeting and the student since the transition goals and activities are to be addressed. There should be documented evidence in the IEP that the student was invited to participate in his/her IEP Team meeting prior to the day of the meeting to include the following:

Notice of Meeting addressed

specifically to student (may be co-addressed with parents) or copy of a separate invitation to the student.

- The inclusion of the student's name on the list of who will be invited on the Notice of Meeting does not constitute an invitation to the student.
- A student's signature of attendance on the participants' page of the IEP will not meet the compliance requirement. There must be an invitation that specifically names the student and is dated prior to the date of the meeting.

Don't forget to discuss transfer of rights.

Module 3: Transition Service Plans

Can You Answer the Learning Targets?

- I can identify the purpose and components of an effective transition service plan.

- I can determine appropriate assessments that can be utilized to develop a compliant transition service plan.

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Read slide

Additional Transition Resources

- *Federal Regulation (IDEA):* https://sites.ed.gov/idea/regs/b/a/300.43
- *State Board Rule:* https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/160-4-7-.06%20IEP%206-14-07.pdf
- Division on Career Development and Transition (DCDT): http://community.cec.sped.org/dcdt/home
- National Center on Secondary Education and Transition (NCSET): http://www.ncset.org/
- Transition Coalition, University of Kansas (KU): https://transitioncoalition.org/
- Zarrow Center for Learning Enrichment: http://www.ou.edu/education/centers-and-partnerships/zarrow
- Transition Planning Checklist – http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Transition/Transition Planning Checklist .pdf
- Transition Documentation Checklist – https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Transition/Transition%20Documentation%20Checklist%20%20July%202019.pdf

Additional transition resources are listed including a link to the Transition Planning Checklist and the Transition Documentation Checklist - which districts can use to help guide the planning process and aid in local peer reviews to ensure compliance.

MODULE 4:

Developing Measurable Goals and Objectives

This module will cover developing measurable goals and objectives including:

- Alignment of Goals to Student Needs
- Development of Measurable Goals
- Progress Monitoring
- Selecting Appropriate Measuring Tools
- Legislation and Litigation

Learning Targets

- I can identify and describe the critical components to develop challenging, ambitious, and measurable goals and objectives.

- I can recognize the difference between monitoring progress and progress monitoring.

- I can identify the necessary components for a progress monitoring plan.

Standards-
The IEP Connection

The content of the IEP should be **tied directly** to providing the student with **access** to the same **challenging standards** that **grade level peers without disabilities** are receiving.

McLaughlin, M., (2009) *The Special Edge*, Vol.23 No. 1.

IDEA

Individuals with Disabilities Education Act

(2)(i) A statement of measurable annual goals, including academic and functional goals designed to—

(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

(B) Meet each of the child's other educational needs that result from the child's disability… [34 C.F.R. § 300.320(a)(2)(i)(A) and (B)]

IDEA includes specific requirements for measurable annual goals to be included in each student's IEP to describe what the student is reasonably expected to accomplish in a 12-month period. IDEA's verbatim words tell us a child's annual goals must be crafted with careful attention to enabling the child to be involved in, and make progress in, the general education curriculum. Again, we see in IDEA's language the close tie between the "present levels" statement and the annual goals that are then developed.

To begin the process of writing measurable annual goals, the IEP Team should:

- Start with the academic and functional needs identified in the PLAAFP statements
- Identify any relevant state academic standards for the student's grade
- Discuss what the student should be able to achieve during the next 12 months
- Annual goals should link to a content standard, but a content standard is not, by itself, an annual goal

Where Do We Begin?

Once this is done, the team is ready to design annual goals that will help close the gap between the student's current skill levels and the expected academic and/or functional performance levels. For goals to be reasonably calculated they must have a solid foundation.

So Let's Start at the Very Beginning…

Development of measurable annual goals flows from the content of the "present levels" statement

GOALS

PLAAFP

What needs are identified in the present level statements?

- The PLAAFP should serve as the rationale for all goals being developed.
- The PLAAFP should include the baseline showing where the student is functioning now so the goal can be built from that.
- There MUST be a direct correlation between the annual goal(s) and the PLAAFP.

The "present levels" statement must include a description of how the child's disability affects his or her involvement and progress in the general education curriculum. This information will be useful to the IEP team in developing annual goals that are mindful of the child's participation in general education. Think of the PLAAFP and the Goals as being connected (use the graphic as an illustration of how the PLAAFP and Goals are connected together).

Alignment of Needs/Deficits and Goals…

PLAAFP/NEEDS

- R. has difficulty interacting with peers. His verbal interactions are negative 85% of the time as measured by teacher charted data on a 5-point rubric.

- V. is unable to maintain attention to complete a task longer than 2-3 minutes as measured by teacher charted data.
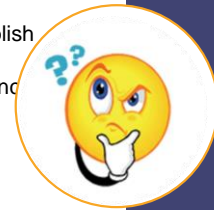
GOALS

- Given 10 minutes of free play, R. will engage in 3 verbal interactions with peers using 4-word positive or neutral sentences in 14 out of 20 occasions over a 4-week period as measured by teacher charted data.

- Given a task or direction, V. will begin the task within 1 minute and remain on task for at least 10 minutes independently with no more than 2 prompts on 8 out of 10 independent tasks as measured by teacher charted data.

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Talking points: In the examples above, a need is expressed in the PLAAFP that is directly connected to the goal that is developed. Notice the first indicates difficulty with verbal interactions and the goal is targeted to increase the positive verbal interactions. The PLAAFP shows the starting point and the goal shows the desired end point.

Points to Consider When Developing Goals

- Will the goal(s) enable the student to progress?
- Can the goal(s) be monitored and there be a clear understanding of what it would mean for the goal(s) to be mastered?
- Will the goal(s) lead to a corresponding special education service?
    - Specially Designed Instruction (SDI) relates directly to the goals that a student is working toward partnered with the services needed to accomplish those goals.
- What resources will be needed to accomplish the expected level of performance?
    - Occupational Therapy
    - Small group instruction
    - Use of a computer
    - Graphic organizer
- Using stock or prewritten goals that are not individualized does not meet the requirements of IDEA.
- For students with the most significant cognitive disabilities who take alternate assessments, IEP goals should be aligned with the state's grade-level content standards. However, it is essential that IEP Teams also consider the individual needs of the student when developing the annual goals.

The connection between the Present levels and goals is not the only connection that should be included in the IEP. Goals and Objectives are critical in determining the Specially Designed Instruction (SDI) needed for a student. You should clearly be able to see the SDI needed after reading the present level and the goals. Use the questions to help guide if the goals are not only built upon the foundation of the Present Levels, but also are reaching toward the needed SDI.

More Points to Consider When Developing the Goals

- Answering a prompting question such as "What does the child need to learn or do *academically*?" indicates what goals might be appropriate for that child.
- Another area for goals might be what the child needs to learn or be able to do *functionally*.
  - These type of goals don't come under a typical "academic" curriculum.
  - If a child has functional needs that impact participation in the educational environment, then goals to meet these needs would be important to include in the IEP.
    - Examples of functional skills: learning to eat independently, use public transportation, communicate with an augmentative communication device, or address social or emotional needs including impulse control, anger management, or appropriate behavioral alternatives

Endrew F. Standard for FAPE

- "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances"

- "Every child should have the chance to meet challenging objectives."

- LEAs should be able to provide "a **cogent and responsive explanation** for their decisions that shows the IEP is reasonably calculated to enable the child to make progress appropriate in light of [the child's] circumstances."

In the Supreme Court decision of Endrew F. , the Court held that to meet its substantive obligation under IDEA, a LEA must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances. The Court remanded the case to consider the student's IEP under the new legal standard (which had previously been a "de minimus" standard in that Circuit). The Endrew F case has and is expected to continue to impact the rise in the number of formal complaints and law suits filed related to the development and implementation of IEPs.   In the Endrew F. case, the court rejected the "more than de minimis" standard and said IDEA demands more.

"For children with disabilities, receiving instruction that aims so low would be tantamount to 'sitting idly…waiting the time when they were old enough to "drop out." U.S. Supreme Court Chief Justice John G. Roberts Jr. (2017)-- This increases the obligation of the IEP to develop goals that are *ambitious* and *challenging* to meet the *Endrew* substantive standard.

Critical Elements for Measurable Annual Goals

*Often these elements are described and refined in terms of S.M.A.R.T. goals.

Target Behavior: What skill does the student need to demonstrate?

Condition: In what context does the student need to demonstrate that skill? (Conditions may also integrate a related service or assistive technology.)

Criterion for Acceptable Performance: How will we know the student has achieved the goal?

Time: By when can the student be expected to achieve the goal?

All goals MUST have these components. Discuss these components and check for understanding.

SMART

- Specific
- Measurable
- Activity phrased
- Realistic
- Time

S: Clearly stated description

M: Quantifiable by a defined standard that can be observed in data in a way that any amount of change can be identified

A: Clearly observable rather than implied - using action words

R: Practical but ambitious and challenging

T: Has a defined time for when mastery is anticipated

...but to really meet the standard set up in *Endrew F*. we also will want to include these criteria in the goal.

Note: There are multiple versions of SMART in which the letters stand for different terms (e.g., ambitious for 'A' or relevant for 'R'). The primary factor to consider when using any of them is to determine whether they will help develop better IEP goals. (The IRIS Center Peabody College Vanderbilt University)

Activity: What's Wrong?

Using the 4 critical elements, as in the chart below, place the parts of the following goals into the chart to determine if the goal truly "measures" up.

Sample: Given 20 double-digit multiplication problems, J will correctly calculate the problems with 85% accuracy by May 15, 2019.

Condition	Target Behavior	Performance Criterion	Time
Given 20 double-digit multiplication problems	J will correctly calculate the problems	with 85% accuracy	by May 15, 2019

Handout for this slide: Section 4 Standards Based IEP Measurable Goals Activity.pdf Give each person a blank chart (the PDF handout) and use the next slide to provide the goals to be analyzed.

Afterwards discuss: Did you find that any of the goals were missing any of the elements?

Activity: What's Wrong?

- M. will demonstrate an understanding of addition & subtraction problems.
- M. will extend her knowledge of comprehension strategies.
- M. will increase his ability to solve two step math reasoning problems.
- M. will identify the correct operation to solve problems.
- M. will learn decoding skills.
- M. will recognize antonyms, synonyms, and homonyms.

Remember "activity phrased"?

Words that will prevent goals from becoming measurable:

- Demonstrate
- Extend
- Increase
- Identify
- Learn
- Recognize
- Understand
- Show
- Cooperate

These are difficult to observe.

Choose verbs that are precise:

- Write
- Draw
- Name
- Point
- Touch
- Print
- Circle
- Walk

The behavior can be clearly observed.

Refer back to the SMART goal criteria
Handouts to use along with this slide: Insufficient Verb Choice.doc; Behaviors-Verbs.doc

Talking points: General and vague verbs when used within the goal make it difficult to truly measure the goal. Good goals use clearly observable verbs.

Remember "Realistic"

- Although IDEA requires IEP goals to be measurable, courts have ruled that they must also be *ambitious* and *challenging*.

- In order to meet the *Endrew F.* substantive standard, goals should include all four critical elements in addition to being ambitious and challenging.

- Goals should not be so ambitious that there is little chance that a student will achieve them.

Refer back to the SMART goal criteria

Although IDEA requires IEP goals to be measurable, courts have ruled that they must also be *ambitious* and *challenging*.
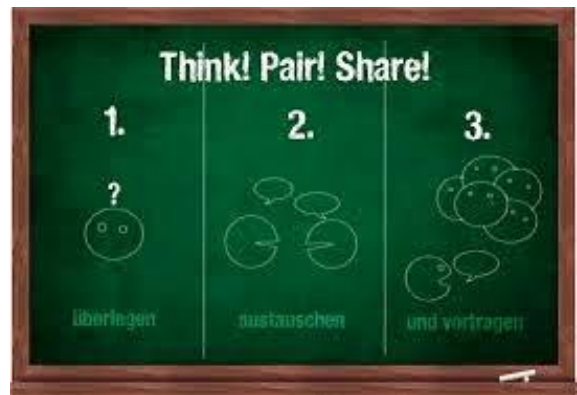
Goals that contain all four elements—target behavior, condition, performance criterion, and timeframe—may be considered "complete" in a technical sense (compliant), but those that are also ambitious and challenging, as described under the Realistic component of the SMART goal criteria, are more likely to meet the *Endrew* substantive standard.

Additionally, goals should be realistic, based on the team's knowledge of the student's unique circumstances, meaning that goals should not be so ambitious that there is little chance that a student will actually achieve them.

Activity: What's Wrong?

With a partner, using the goals from the activity that was just completed, redevelop the goals using the S.M.A.R.T. goal criteria.

Share in group discussion.

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Talking points: The order of the elements in the wording of the goal is not important as long as all are included. For instance the criteria for performance could be broken into a specific performance level over a specific criteria time frame to make it more clear when the goal would be considered mastered, but they would not have to be written together. The timeframe could be written at the end of the goal wording or stated at the beginning. Example: By May 21, 2020, when given multi-syllable words with the following phonemes (sounds) [long and short vowels, consonant blends, diagraphs, and r-controlled vowels], M. will read the words on 5 consecutive sessions at a rate of 30 correct per minute.

Use with previously completed Section 4 Standards Based IEP Measurable Goals Activity handout

Last Word About Goals

- Every **IEP MUST** have measurable goals included.
- For students with a significant cognitive disability who are assessed using the Georgia Alternate Assessment, measurable, intermediate steps or targeted sub-skills to enable the student to reach annual goals (short-term objectives) are also required.
- Short-Term Objectives should be developed to lead to mastery of the annual goal. These are steps needed to achieve the annual goal moving from less to more skilled.

Talking points: Remind participants that there should be goals included in the IEP, but objectives and not required unless the student is assessed through the GAA.

MATH EXAMPLE

MEASURABLE ANNUAL GOAL:
Given a **mixed** math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes over three consecutive sessions.

SHORT TERM OBJECTIVES LEADING TO LONG TERM GOAL:
Given mixed (addition, subtraction, multiplication and division) calculation probes with **two digit** numbers, Charles will complete 10 problems accurately in 5 minutes.

Given mixed (addition, subtraction, multiplication and division) math calculation probes with **one digit** numbers, Charles will complete 10 problems accurately in 5 minutes.

When short term objectives are used, they are the smaller steps that once mastered will contribute to the mastery of the annual goal. This is one example of objectives that build to the annual goal.

What about monitoring the student's progress?

The IEP also needs to make a statement regarding when progress on IEP goals is reported to parents.

Progress updates for the goals and objectives should be sent to the parent at the frequency described within the IEP (Progress Reports).

Just like there is a connection between the PLAAFP and the goals, there should also be a connection to the services (specially designed instruction) and the goals.

Selecting the proper tool to measure the results of instruction is important.

Goals and Objectives should not just be "tested" but should be taught! For each goal, the service (specially designed instruction) and supports needed for that goal should be discussed and identified. Progress Monitoring is NOT instruction, but the measure of how well the instruction is "working."

Why Progress Monitoring?

Monitoring the student's progress is critical to help determine if the student is making adequate progress toward goals as well as receiving FAPE.

Obligation to adjust the IEP if the student is not making progress

How do you know if the IEP needs to be adjusted if not monitoring?

If not monitoring systematically, how do you know WHAT needs to be adjusted if the student is not making progress?
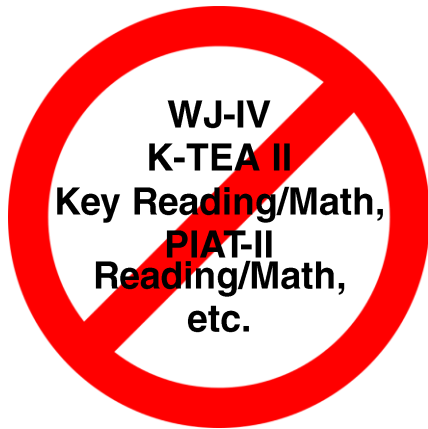
Progress Monitoring is used to

Assess student performance

Evaluate the effectiveness of instruction

Adjust the instructional program as needed

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Selecting the Appropriate Measurement Tool

WJ-IV
K-TEA II
Key Reading/Math,
PIAT-II
Reading/Math,
etc.

• Too broad and global

• Not sensitive to small incremental changes

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Talking points: These are <u>broad, global</u> measures designed to tell us where a student functions at a given point in time.

•They were <u>never designed</u> to measure student progress from year to year or from reporting period to reporting period.

•Because they are broad, global measures, they are <u>not sensitive to the small incremental changes</u> that <u>occur during a school year or even from one year to the next</u>.

Optional handout: NCRI Progress Monitoring Ommisions.pdf

Selecting the Appropriate Measurement Tool

What is sensitive enough....

to document the incremental changes....

from reporting period to reporting period?

Transition slide between what NOT to use as a measurement tool and suggestions for what should be used.

Talking point: Instead of the broad, global measures, look instead for tools that are sensitive enough to capture the smaller growth that should occur during shorter reporting periods.

Selecting the Appropriate Measurement Tools

Curriculum-Based Assessments

- Basic Assumption**: One should assess what is taught.**
- Increase or decrease in reading/math skills within a specific time frame
- Direct, repeated assessment of target behaviors
- Assesses what the student is taught within that time frame
- Probes (1-5-minute samples) are developed for each target

Talking Points: Remember that progress monitoring is the measure of what is being taught. CBMs are generally good tools to measure instruction as they will allow you to measure the increase or decrease in skills within a specific time frame. Multiple short, specific probes should be gathered or developed so repeated assessment within short time periods can be done for the target behavior to capture the small changes in skill development.   Intervene---Assess—Repeat until mastery

Optional handout: CMB Progress Monitoring Brief. pdf

PROGRESS MONITORING
VS.
MONITORING PROGRESS

Progress Monitoring is a **scientifically based practice** that is used to evaluate the effectiveness of the intervention/instruction.

Monitoring Progress is a **core instructional practice** that evaluates what the student has learned over time.

The word order makes a difference! We want to choose the one that will encourage growth.

The Autopsy…
Monitoring Progress

End of Unit,
Chapter,
Section Tests
GMAS EOG
GMAS EOC

Autopsy….
There's nothing
that can be done to bring the
person back to life

Monitoring progress
There's nothing that can be
done to change the
grade/score if you only
monitor progress at the end of
an unit or school year…

Monitoring Progress (from the previous slide) is like conducting an autopsy once the patient has died. Be careful of the Autopsy method of monitoring progress (Ex: I only assess progress once the chapter/ unit is finished and instruction is completed to see how they did and get a grade and I'm moving on to the next chapter/ unit....). When you are monitoring progress only at the end of a unit or school year, with broad measures, there is nothing that can be done if the tool shows the goal is not yet achieved. Highly effective progress monitoring is ongoing and teachers should check for understanding frequently. If you wait until the end, you can't help the student be successful. Hattie suggests monitoring progress at least every 2 weeks.

The Physical…Progress Monitoring

- Progress Monitoring

- Evaluates the student's performance in meeting targets

- Changes instruction based upon performance using data

- Performance improves

The Physical
Problem identified…
Addressed
Life is changed…
Doesn't die

Progress Monitoring
Changes student's performance
Improves grades/scores
Frequent and ongoing

Progress Monitoring (from Progress Monitoring vs. Monitoring Progress slide) is like the annual physical. It allows you to evaluate the performance at more frequent intervals and make changes based upon the data to be able to intervene earlier and have greater chance of achieving the goal.   We want to be conducting the physical so that changes can be made before it's too late to do something about an outcome that is undesirable.

Developing the Monitoring Plan

The most appropriate progress monitoring systems are those in which objective numerical data are:

- Collected frequently, graphed, <u>analyzed</u>, and then used to make instructional decisions.
- Anecdotal data and other subjective procedures are not appropriate for monitoring student progress and should not be the basis of a progress monitoring system.

Choosing the tool to measure is not all there is to the plan. Often the progress monitoring plan allows for how and who will collect the data, but not analyzing and then USING the data for needed changes. These last two elements are critical! If you don't have a plan Progress Monitoring will probably not happen.

Optional handouts: IEP Progress Monitoring Data- Graph blank.xlsx
                                   Progress Monitoring Calculating Rate of Growth IRIS Center.pdf

Tips for Developing the Monitoring Plan

- Do use objective measures

- Plan to measure frequently and systematically on a consistent schedule

- Plan for each relevant setting or context in which data will be collected (know who is responsible for monitoring each goal if there are multiple service providers)

- Use the performance criteria stated in the goal to analyze the data

- Make sure the plan is user-friendly and time-efficient (plans that are burdensome are less likely to be implemented with fidelity)

Objective measures are those in which the data can be reported in numbers rather than words. (Examples: Behavior observation checklists, Progress monitoring probes (e.g., reading, math), Unit or chapter test scores)

Avoid measuring so infrequently that data-based changes to services and supports can't happen, rather plan for a consistent schedule (Example: avoid something like: Monday at the beginning of reading class (9:00 am) and then Wednesday right before recess (10:30 am) in favor of something such as: Tuesdays during reading

Legislation and Litigation

From the New York State Educational Agency during a 2003 hearing.....
- *Although subjective teacher observation provides valuable information, teacher observation is not an adequate method of monitoring student progress*"

Hearing Officer conclusion in Escambia County Public School System (2004)…..
- *"The most glaring deficiency was the absence of a notation as to whether [the student] had mastered any of his benchmarks . . . without the dates of mastery of benchmarks indicated on the IEP a parent cannot determine the progress that the child has been making during the school year… it is crucial that a parent (or other IEP member) be able to examine the IEP document to see if satisfactory progress is being made toward the attainment of the student's annual goals and if not, whether there is a need for adjustments to his program (42 IDELR 248)."*

Endrew F. v. Douglas County School District, 2017, p.11.....
- *"A substantive standard not focused on student progress would do little to remedy the pervasive and tragic academic stagnation that prompted Congress to act."*

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This is important because.... These are just three examples to show what legislation and litigation have to say about student progress and the important role it has.

Legislation and Litigation

Etscheidt, Susan K (2006) case revealed five primary areas of concern:

1. The IEP team fails to develop or implement progress monitoring plans;
2. Responsibilities for progress monitoring are improperly delegated;
3. The IEP team does not plan or implement progress monitoring for behavior intervention plans (BIPs);
4. The team uses inappropriate measures to determine student progress toward graduation;
5. Progress monitoring is not frequent enough to meet the requirements of IDEA or to provide meaningful data to IEP teams.

Courts are unwilling to accept the claims of school LEAs regarding the appropriateness of a student's program without proof in the form of data.
Etscheidt, Susan K (2006)

Keep in mind these 5 sited areas of concern. Plan to avoid these pitfalls.

SUMMARY

- Ensure the PLAAFP is the foundation for your goals.
- Develop the goals to include the 4 critical components as well as to be SMART.
- Have a plan for progress monitoring that includes specific data (analyzing and using the data for instruction not just collecting it).
- Share that progress on the schedule outlined in the IEP.
- Adjust the plan if needed if progress is not being made.

In conclusion.....

- Failing to write challenging, ambitious, and measurable annual IEP Goals

- Goals not written for each area of need

- Failing to monitor student progress

Common Errors

Can You Answer the Learning Targets?

- I can identify and describe the critical components to develop challenging, ambitious, and measurable goals and objectives.

- I can recognize the difference between monitoring progress and progress monitoring.

- I can identify the necessary components for a progress monitoring plan.

Additional IEP Resources

Georgia Online IEP

Parent Information Fact Sheet- IEP

Georgia Department of Education, Division for Special Education Services and Supports

IRIS Center

Module 5: Student Supports

Learning Targets

- I can identify allowable state testing accommodations based on a student's needs.

- I can identify classroom and instructional accommodations and modifications in addition to state testing accommodations based on a student's needs.

- I can identify supplemental aids and services and supports for school personnel based on a student's needs.

Accommodations and Modifications

Accommodations and modifications are two ways that we can assist students in being successful with the instruction that occurs in the classroom. Appropriately identified and implemented accommodations and modifications can assist in helping students to overcome their processing deficits and experience success. So let's spend a little bit of time talking about the definition of Accommodations and modifications. More than ever, school personnel are responsible for providing high-quality instruction to all students. The Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) have increased the expectation that students will participate in the general education classroom to the greatest extent possible. More, all students—including those with disabilities—are expected to take part in state and LEA testing. Despite these heightened expectations, however, students with disabilities often face challenges or *barriers* that inhibit or restrict their ability to access and demonstrate learning.

These barriers to learning can be related to:

- How information is presented (e.g., as text, in a lecture)
- The manner in which students are asked to respond (e.g., in writing, through speech)
- The characteristics of the setting (e.g., the levels of noise and lighting)
- The timing and scheduling of instruction (e.g., the time of day, the length of a given

assignment)

Accommodations

Changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction

Examples of accommodations include but are not limited to:

- Extended time
- Preferential seating
- Shortened Assignments
- Use of calculator
- Large Print/Braille Text
- Audiobooks
- Taped Text
- Use of word processor for written responses

ACCOMMODATIONS change how the content is: taught, made accessible and/or assessed while MODIFICATIONS change what the student is expected to master.

ACCOMMODATIONS **DO NOT** change what the student is expected to master. Accommodations are part of the specially designed instruction that allow the student access to the general curriculum.

Criteria and Caveats

Individual to the Student	• Based on the needs identified in the PLAAFP
Specific to each subject area	• A student with a reading fluency issue won't need a text reader for a math calculation.
Specific to the skills assessed in each subject area	• A student with dyscalculia (math calculation disability) doesn't need extended time for tests involving reading and/or writing.
May change over time	• A student with ADD whose attention improves over time may no longer need double time on test…he/she may only need time and a half.

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Accommodations Must Be Supported With the Following...

- The PLAAFP must include **deficits that support the accommodations selected**.

- **Accommodations** for **state and LEA testing** must also **be aligned with classroom instructional and/or testing accommodations**.

Examples of Instructional Accommodations

Instructional Areas	Accommodations versus Typical Instruction
Provision of instruction	Use of a graphic organizer verses lecture
Student response	Oral response versus written response
Instructional materials	Text Reader versus textbook
Student participation in classroom activities	Communication board versus speech

Think of students you teach. Which ones would benefit from these type of accommodations? Why?
What are some other accommodations associated with these Instructional Areas?
Large print, pencil grip for handwriting errors, point to answer vs say answer, hardcopy of notes with key vocabulary or facts highlighted, partial notes and student completes the notes, computer-based responses, text to speech or speech to text software etc.

Instructional Accommodations vs. Modifications

They provide children with disabilities a variety of ways to access the GSSE so that their disabilities are not barriers to achievement.

Children with accommodations are still expected to meet the same grade level standards as their peers without disabilities.

Modifications are instructional adaptations that allow the student to demonstrate what he/she knows or can do.

Modifications change the target skill and may reduce learning expectations or affect the content in such a way that what is being taught is fundamentally changed.

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For example, a student might listen to portions of a text on tape rather than reading it, answer questions orally or use a computer keyboard instead of writing with a pencil, use large print textbooks, watch video with captions, or participate in a discussion in a biology class with a sign language interpreter. Accommodations should provide access to or promote skill growth, and some accommodations may be used instructionally that will not necessarily be used for assessment. Appropriateness and efficacy of

accommodations should be evaluated on an ongoing basis. Accommodations should not be confused with differentiated instruction.

ACCOMMODATIONS change <u>how</u> the content is: taught, made accessible and/or assessed while MODIFICATIONS change <u>what the student is expected to master.</u>

**Classroom Testing Accommodations
vs.
Modifications**

Accommodations should be individualized, determined by subject area, and be as specific as possible. For example, if a student may require additional time to complete tests, it is recommended that the amount of time is specified such as,"50% more time."

Modifications are test adaptations that allow the student to demonstrate what he knows or can do. Modifications change the target skill and may reduce learning expectations or affect the content in such a way that what is being tested is fundamentally changed.

Other examples of testing accommodations are the use of a text reader or calculator, special seating, etc. Testing accommodations should only be recommended if they are also the student's instructional accommodations.

Remember: Some instructional accommodations may not be appropriate for testing.

Some accommodations are appropriate for instruction but <u>not </u>assessment.

Refer to the Accommodations Manual for appropriate and allowable accommodations as well as eligibility criteria for state assessments

Allowable Accommodations Chart for SWD and EL

This is an additional resource that provides allowable accommodations in a chart form for SWD and EL students. Make sure you are using the most recent updated charts for state assessments.

Allowable Accommodations Chart: SWD & EL
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/General%20Presentations/Accommodations_SW-EL_18-19-Nov_18.pdf
Allowable Accommodations Chart for SWD and EL

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Examples of Testing Accommodations

Group size	Small group versus large group
Location	Quiet location versus typical location
Time frame	Extended time… Time and a half versus typical time frame

When might a student work better in a small group than a larger group?
When would location changes be used for a student?
When might a student need extended time? Or time limits? Or tested in the afternoon vs morning?
Think about the students you teach? Which ones would benefit from some of these accommodations/why?

Accommodations

For an extensive review of accommodations, refer to the **Accommodations Manual** located on the Testing/Assessment page of the GaDOE website.

There…you will find a…
- Five Step Process to thoughtfully consider which accommodations are supported and appropriate.
- Definition and explanation regarding:
    - Standard Accommodations
    - Conditional Accommodations

Make sure you are reviewing the most updated copy of the Accommodations Manual.

Activity 1:
Determining Accommodations & Modifications

- Difficulty reading/decoding text
- Difficulty seeing standard text
- Difficulty comprehending text
- Fatigue
- Attention/focus issues
- Handwriting issues
- Fine motor deficits
- Weak organizational skills

- Oral expression deficits
- Difficulty remembering information
- Difficulty generalizing skills
- Difficulty spelling
- Inability to regulate their own behavior
- Difficulty with math computation
- Weak grammar & punctuation skills

Facilitator Notes:

Activity 1 Instructions:
When given the barriers to learning listed on this slide, provide
potential accommodations and modifications for each barrier.

Use the GaDOE website for state accommodation manual or The IRIS Center. (2010, 2018 rev.). *Accommodations: Instructional and testing supports for students with disabilities.* Retrieved from https://iris.peabody.vanderbilt.edu/acc/   for resources if needed.

Activity 2:
Categorizing Accommodations & Modifications

For the accommodations and modifications you identified in
Activity 1 on the previous slide:

1. Categorize them correctly based on type.
   (Presentation, Response, Setting, or Scheduling)

2. If you did not have at least 3 types of accommodations
   and/or modifications for each barrier, add to your list.

Facilitator Notes:

Activity 2 Instructions:
For the accommodations and modifications you identified in Activity 1 on the
previous slide, categorize them as the correct type of accommodation and/or
modification (Presentation, Response, Setting, or Scheduling). For the
accommodations and modifications you identified in Activity 1 on the previous slide,
categorize them as the correct type of accommodation and/or modification
(Presentation, Response, Setting, or Scheduling).

Teachers can bundle accommodations within the same category (e.g., two
presentation accommodations) or from different categories (e.g., presentation and
setting accommodations) to meet a student's needs. Starting with one
accommodation will allow the teacher to evaluate its effectiveness and determine
whether it is practical for use in the classroom before implementing a second.

Supplemental Aids and Services

Supplemental aids and services should include supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, as well as participate in non-academic or extracurricular settings as decided by the IEP team.

Examples include tutoring, adult assistance, note-taking, peer helper, pre-teaching/re-teaching or reinforcing concepts, behavior intervention plan, point sheet, assigned seating, etc. Some accommodations used for instruction may also be considered a supplemental aid and service.

- Location
  - General Education Classroom
  - Other Education-Related Settings
  - Extracurricular/Nonacademic Settings

- Purpose…To support SWD..
  - As active participants with nondisabled peers
  - As they access the general education curriculum

Support for School Personnel

Training for **LEA staff** regarding a **specific student's** need. Some examples:

- ❑ Assistive technology device/service
- ❑ Alternate Reading/Math Program
- ❑ Follow-up with activities for alternate reading/math instruction
- ❑ Information regarding characteristics of a specific disability area
- ❑ Crisis Prevention Training
- ❑ Behavior management techniques
- ❑ Positive Behavior Intervention Strategies
- ❑ Structuring communication for a child with a language disorder

This relates to directly assisting LEA personnel in **meeting a unique and specific need of the child**, and not simply participating in an in-service training program that is generally available within a public agency.

Note: This is a listing of examples not required for all IEPS.

Related Services

- Related services are required to assist a child with a disability in benefiting from and accessing educational services.

- Related services may be documented in the IEP in several areas, including:
  - the recommended special education and related services section,
  - the supplementary aids and services section, and
  - the instructional accommodations or modifications section.

Services should be based on the unique needs and abilities of the child and help the child advance appropriately toward attaining the annual goals.

Examples of Related Services:

- [Audiological Services](#)
- Psychological Services
- Speech-Language Pathology
- [Occupational Therapy and Physical Therapy](#)
- Social Work Services
- Counseling Services
- [Orientation and Mobility Services](#)
- Interpreting Services
- School Nurse Services
- Transportation
- Parent Counseling and Training
- Other Services

Facilitator Notes: These are examples of related services that may be discussed/documented in various places in the IEP. The need must be documented in the PLAAFP. The specific service could be documented on the Student Supports page and/or on the Services page of the IEP.

Please not that Parent Counseling and training is also listed in IDEA and should be a consideration. Discuss with team incidents where parent training would be recommended.

Failing to provide special education services that address all the student's educational needs.

Failing to provide students with the supports necessary to meet their educational needs.

Common Error

What would be solutions to these common errors? How will you ensure you have met these requirements?

Can You Answer the Learning Targets?

- I can identify allowable state testing accommodations based on a student's needs.

- I can identify classroom and instructional accommodations and modifications in addition to state testing accommodations based on a student's needs.

- I can identify supplemental aids and services and supports for school personnel based on a student's needs.

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Additional IEP Resources

Georgia Online IEP

Parent Information Fact Sheet- IEP

Georgia Department of Education, Division for Special Education Services and Supports

The IRIS Center

Great article to reference for participants. Fuchs, L. S., Fuchs, D., & Capizzzi, A. M. (2005). Identifying appropriate test accommodations for students with learning disabilities. *Focus on Exceptional Children, 37*(3), 1-8.

Module 6:

Consideration of Special Factors

This module will cover Consideration of Special Factors including:

- Behavior
- Limited English Proficiency
- Blindness/Visual Impairment
- Communication Needs
- Deaf/Hard of Hearing
- Assistive Technology Devices/Services
- Alternative format for Instructional Materials
- Continuum of Service Options
- Explanation of Extent in which Student is not included with non-disabled peers
- Summary of Performance
- Parent Consent
- Prior Written Notice

Learning Targets

- I can describe the individual consideration process when determining special factors.
- I can identify all service options (continuum of services) afforded to a student with a disability,
- I can summarize the rationale for why a student's needs cannot be met in the general education classroom.
- I can identify the factors to consider when making an extended school year determination.
- I can list when prior written notice is required.

Behavior

- Does the student have behaviors which interfere with his/her learning or the learning of others?
- If yes, consider conducting a [Functional Behavioral Assessment (FBA)](#)?
- If yes, IDEA requires the consideration of the use of positive behavioral interventions and support strategies [Behavioral Intervention Plan (BIP)](#)?

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*The first question should be answered "yes" if the student has the eligibility category of EBD. If a student has another eligibility area but is exhibiting behaviors that interfere with learning, the answer might also be "yes". **If "yes" the IDEA requires the consideration of the use of positive behavioral interventions and supports or other strategies. This is required by IDEA.**

[FBA/BIP Resource](#)

Facilitator's Notes:

Behavior that interferes should be chronic, intense, pervasive, and documented. Ask for examples of what chronic, intense, pervasive behavior looks like. Provide resources where participants can access data recording sheets from the PBIS Division.

www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/PBIS-in-the-Classroom.aspx

Discuss with participants how this decision is determined. Also, if there already is a BIP in place, is it current, is data being collected, is it relevant, is it working? If the

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answer is "no" to any of these questions, the team needs to further explore steps for achieving a current, data driven, relevant BIP.

As a reminder, Georgia State University (GSU) developed modules on Functional Behavior Assessments/Behavior Intervention Plans for school LEAs in the state of Georgia. Please follow the link below to access the modules and additional resources. https://disability.publichealth.gsu.edu/initiatives/positive-behavior-supports-training/

The modules are also available to access in the SLDS platform: www.ciclt.net/ul/oconee/AccessingGaDOEFBA-BIPOnlineModules.pdf.
In addition, GSU also offers train the trainer workshops on writing FBA/BIPs, please contact Allison O'Hara at aohara@gsu.edu or (404) 413-9324.

Limited English Proficiency

- Does the student have Limited English Proficiency (LEP)?
- If yes, (student is identified as EL), consider the language needs of the student as needs relate to the IEP.
- If yes, explain how their LEP needs will be met.

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Facilitator's Notes:

Have a discussion about seeking other's input if the student is classified as EL. Has contact been made with student's EL case manager?
Do you have Access Scores you can add to the PLAFFPT? If the student is served in the EL program, document the services here.

Additional EL Services for Disabilities Resources:

EL Students with Disabilities Toolkit:https://www.gadoe.org/School-Improvement/Federal
Programs/Documents/Title%20III/English%20Learners%20with%20Disabilites.pdf

ELL Learners with Disabilities Fact Sheet
ahttps://infogram.com/1pg23zmrmqmrz3h93jd0ek0vr1cw9m6kly0?live

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx

**Blindness/
Visual Impairment**

• Is the student blind/visually impaired?

• If yes, is instruction in Braille considered?

• If yes, is instruction in Braille appropriate?

Only answer "yes" if the student has the eligibility of Visually Impaired, Blind, or Deafblind.

If the student is blind or visually impaired, provide for instruction in Braille and the use of Braille **unless** the IEP Team determines, after an evaluation of the child's needs, reading and writing skills, and a determination of the appropriate reading and writing media determine instruction in Braille or the use of Braille is not appropriate. HB492

**The IDEA and State eligibility rules require that IEP teams consider the child's future needs for instruction in Braille as well as current needs.
Should address annually to ensure the need has not changed.**

An Orientation and Mobility evaluation should be completed to determine any need for services (see Related Services Section)

Additional Resources and Guidance can be found on the GaDOE website for Visual Impairments:

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Deaf-Blind.aspx

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Visual-Impairment-and-Blindness.aspx

Deaf or Hearing Impaired

- Is the student deaf or hearing impaired?
- If yes, consider language and communications needs, opportunities for direction communications, academic level, and full-range of needs including either annual goals, provision of related services, supplementary aids and services, assistive technology, or other relevant instruction, services, and supports.

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Only answer "yes" if the student has an eligibility of Deaf/Hard of Hearing or Deafblind. Describe in detail the student's communication needs.

Complete the Expanded Curriculum for Deaf Hard of Hearing and share as part of the IEP.

•The Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing (ECC-DHH) as developed by our colleagues at the Iowa Department of Education

- The Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing
- ECC-DHH Checklist
- ECC-DHH Needs Assessment
- ECC-DHH Worksheet

Communication Needs

Does the student have communication needs?

If yes, describe the specific communication needs of the student.

- Consider the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs including opportunities for direct instruction in the student's language and communication mode.

- Consider the supports the student may need to address their communication needs.

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Facilitator's Notes:
Consider all the communication needs of the student. Communication can be both verbal and non-verbal.

Alternative modes of communicating may include:
- Physical non-verbal communication: facial expression, eye-gaze, body posture, gestures
- Picture symbols
- Sign language
- Augmentative communication devices
- Assistive technology

Supports needed to address communication needs- These supports can be provided via the annual goals, provision of related services, supplementary aids and services, assistive technology, or other

relevant instruction, services, and supports.

Assistive Technology

- Does the student require [assistive technology](#) devices or services to access the general curriculum?
- If yes, describe student's individualized needs and the assistive technology that is required.
- If no, then the student independently accomplishes tasks in all instructional areas using standard classroom tools, materials, accommodations, or modifications?

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Facilitator's Notes:

Visit both websites and discuss the difference between technology devices (low tech and high tech) and assistive technology services. Brainstorm all of the types of technology devices.

Georgia Project for Assistive Technology

Discuss the AT decision making process.

Documenting the need for AT:

The Need for AT

AT Device:
300.5 Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term

does not include a medical device that is surgically implanted, or the replacement of such device

Remember an AT device is used to accomplish an IEP goal. Most students with disabilities will benefit from assistive technology.

Alternate Formats For Instructional Materials

- Does the student require alternative format for instructional materials?
- If yes, specify:
  - Human Reader
  - Embossed Braille
  - Electronic/Digital Text (audio, audio/visual, Braille, enlarged font)
  - Enlarged Font

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Facilitator's Notes:

Visit the websites and discuss

Georgia Instructional Materials Center (GIMC):
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/GIMC/Pages/default.aspx

Human reader – text read aloud to a student by a teacher, paraprofessional, or other adult – a strong case should be made to utilize this option; it should be rare

Embossed Braille – texted converted to Braille and embossed on Braille paper

Electronic/Digital Text – Text produced in electronic file formats that require assistive technology. Files can be accessed auditorily with text (text to speech) or without text (audio file). Files may also be used in conjunction with a number of technologies to meet individual student needs such as refreshable braille and enlarged print on mobile devices.

Large print or Enlarged font-printed with at least a font size of 18 pt. or larger. Large print books are typically the same dimensions of a regular text book, while enlarged text books are typically not.
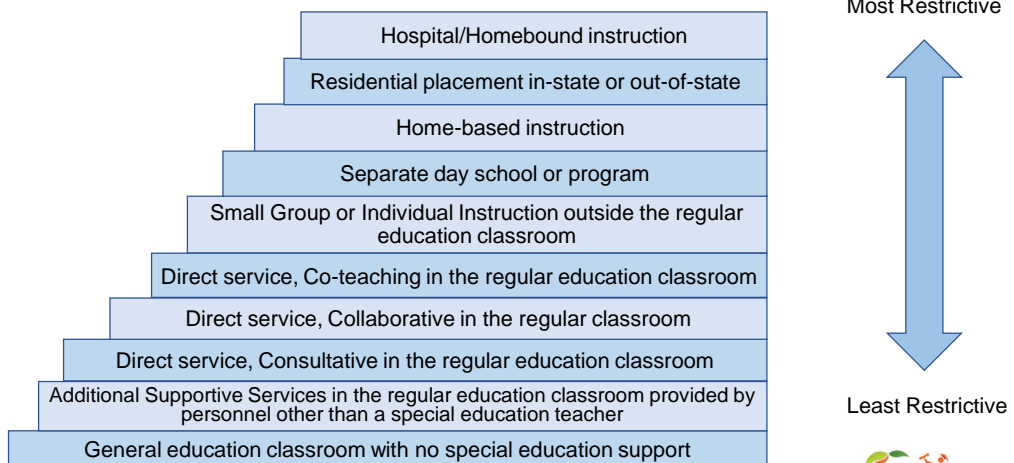
Hold an additional discussion about how to support students with disabilities to be the 'most independent' adult they can be. Should teachers/paraprofessionals be reading to students or should we be providing other avenues for access? How are your students currently accessing printed material if they have a reading disability?

Accessible Educational Material (AEMS):
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/GIMC/Pages/default.aspx

If a student requires the accommodation of oral reading of test questions or oral reading of reading passages in the State Required Testing/Student Supports section of the IEP, then this should also be considered in the Consideration of Special Factors section under Alternate Formats for Human Reader/ and/or Electronic/Digital Text. Do your IEPs (PLAAFPs, accommodations, impact of disability, etc.) support the need for alternate formats?

Continuum of Services

| Hospital/Homebound instruction |
| Residential placement in-state or out-of-state |
| Home-based instruction |
| Separate day school or program |
| Small Group or Individual Instruction outside the regular education classroom |
| Direct service, Co-teaching in the regular education classroom |
| Direct service, Collaborative in the regular classroom |
| Direct service, Consultative in the regular education classroom |
| Additional Supportive Services in the regular education classroom provided by personnel other than a special education teacher |
| General education classroom with no special education support |

Most Restrictive

Least Restrictive

What does Least Restrictive Environment mean? Is this the same for all students? Do your placement decisions align with the student's individual needs as indicated in the PLAAFP and Impact section? Are all options on the continuum considered or is the "schedule/available personnel" driving the decisions made for services? Discuss.

Service Options

Services in Regular Education Settings:

- **Supportive Service -** Students with disabilities (SWD) receive Special Education services from the following personnel: paraprofessional, interpreter, job coach, other assistive personnel, or other certified teacher, in addition to the regular education content area teacher. The personnel providing this inclusion service is NOT a special education teacher.

- **Consultative -** A special education teacher provides direct services to identified SWD within the general education classroom as appropriate and consults with the general education teacher to address concerns. FTE requires a minimum of one segment a month.

- **Collaborative -** A special education teacher works with the SWD student within the general education classroom for less than a full segment.

- **Co-Teaching -** Instruction in the general education setting with support from a special education teacher 100% of the time identified in the service and 100% of the time the student receives instruction in that class for that content area.

Special education is a service, not a place

Least Restrictive Environment (LRE) should be determined by the team to provide a Free and Appropriate Education (FAPE). When determining LRE the following should be considered:

- educational benefits to the disabled student
- non-academic benefits to the disabled student
- the degree of disruption of the education of other students, resulting in the inability to meet the unique needs of the disabled student

These services must be designed to enable a student to make progress in light of his/her circumstances. Supplementary aids and services identified by the IEP team must help the student advance toward achieving his/her annual goals while being involved in and making progress in the general education curriculum. In addition, the IEP team must clearly document the frequency, duration, and location of the services.

https://www.wrightslaw.com/info/lre.osers.memo.idea.htm

Service Options (continued)

Support Outside Regular Education Settings:

- **Small Group -** Instruction outside of the general education setting provided by a special education teacher 100% of the time identified in the service.
- **Special Schools -** Instruction provided in a school with only students with disabilities such as a GNETs Center.
- **Private Schools**
- **Home-Based Instruction -** Instruction provided in the home setting by the special education teacher for 100% of the time identified in the service.
- **Hospital/Homebound-**services are designed to provide continuity of educational services between the classroom and home or hospital for students in Georgia public schools whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time.
- **Residential Services**

PreK Students with disabilities may often be served in the home setting.

Direct participants to follow the guidance provided in the Special Education Services and LRE section of the Implementation Manual for specific guidelines related to Hospital/Homebound and Home-based Services

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Implementation%20Manual%202018-19/Least%20Restrictive%20Environment.pdf

Link to Hospital Homebound Guidance:

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Hospital-Homebound-Services.aspx

Extent to Which Students will not Participate with Non-Disabled Peers

If the student is removed from the general education environment, explain reasons why the student will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities.

Facilitator's Notes

Discuss how this decision is made by the team (consider the range of supplementary aids and services to determine LRE). This is about environment NOT service.

The written explanation must Include:

- Information about the characteristics of the disability (more than just naming the exceptionality), this should relate to your Impact section
- Specific information on how this impacts performance in the general education classroom
- Type of instruction that will be provided in the separate classroom (be specific, not just indicate a small group setting)
- Rationale for why the student's needs cannot be met in the general education classroom

Extent of Non-Participation:

Example:

- Due to J's significant decoding deficit, he will receive specialized instruction one segment a day outside the general education setting in addition to his ELA segment in general education to address his reading deficits. His auditory processing deficits negatively impact all reading assignments, oral directions, and independent work completion.

Non-Examples:

- The team feels a resource setting will best meet J's needs due to his eligibility in SLD for reading.
- J. needs a self-contained setting due to her intellectual disability.

Have participants turn the non-examples into examples and share. Discuss what makes a good "Extent of Non-participation" statement.

Extended School Year

- This is special education and/or related services provided to a student beyond the normal school year for the purpose of providing FAPE in accordance with the IEP.
- Remember to consider the following when making this decision:
  - Significant regression of critical skills caused by the normal school break and a failure to recover those skills within a reasonable time
  - Demonstrating less than expected progress related to critical skills
  - A presence of emerging skills or breakthrough opportunities which require ongoing instruction
  - Significant interfering behaviors
  - Nature and severity of the disability
  - Other special circumstances

Each LEA must provide ESY(Extended School Year) services to children who need such services to receive FAPE(Free Appropriate Public Education).
ESY Services are those services a child requires beyond the normal school year of the LEA, are not limited to only summer months or other breaks and are provided at NO cost to the parents.

The IEP Team makes the determination regarding whether a child needs ESY and if so what services will be provided. This includes determining the details of ESY such as , what services, goals, and when and where the services will be provided.

Any services provided as ESY must meet the requirements of FAPE. An LEA may not state that ESY is ONLY for a certain group of students.

Extended School Year (ESY)

Even if the answer to one of the six items is yes, the team must make a determination of ESY.

If Extended School Year is recommended:

- The IEP must include at least one service listed for ESY and at least one goal listed for ESY
- This service should have a start and end duration separately than those provided during the regular school year

If Extended School Year Services is NOT recommended:

- Justify the final decision

If the need for ESY is determined the IEP Team must identify which goal(s) in the current IEP are being extended or modified. ESY is NOT the same as summer school. ESY can occur anytime throughout the school year and summer break.

Summary of Performance (SOP)

Required under IDEA 2004 for all students whose eligibility terminates due to graduation with a regular diploma or to exceeding the age requirements.

Not required, but best practice to provide the SOP for students who graduate with a certificate of attendance or a special education diploma.

LEA must provide a summary of the student's academic achievements and functional performance including recommendations on how to assist the student in meeting postsecondary goals.

IDEA 2004 Section 614(c)(5)(B)(ii) The SOP with accompanying documentation is a critical document to assist students in transitioning from high school to higher education, post secondary training, and /or employment. This information is necessary to establish a student's eligibility for reasonable accommodations and supports in postsecondary settings under section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

The SOP is most useful with coordinated with the Georgia Performance Standards, Georgia Graduation Requirements, Course of Study and the IEP/Transition Plan.

Summary of Performance (SOP)

- Must be completed during the student's final year of high school or when appropriate to meet the student's desired postsecondary goals.

- Student must actively participate.

- Other IEP Team members, family members, or other agency representatives may be involved.

The SOP becomes the student's resume as he or she transitions to postsecondary settings.

Summary of Performance (SOP)

- **Student Information:** This section also asks for you to include copies of the most recent formal and informal assessment reports that document the student's disability.
- **Student's Postsecondary Goals:** The goals indicate the post-school environment. These goals should address education, employment, independent living, and community access, as appropriate.
- **Present Level of Performance Summary:** Includes Academic and Functional Levels of Performance. Also include the accommodations used for each area and the rationale for why. Also include any assistive technology used.
- **Recommendations to Assist the Student in Meeting Postsecondary Goals:** Suggestions for accommodations, adaptive devices, assistive devices, compensatory strategies, modifications, or general areas of need that a student will require to be successful post high school.
- **Student Perspective:** This may be completed individually by the student or through interview.
- **Postsecondary Community Agency Contacts, team members, and supports:** The transition team should provide all contact information to help the student as he/she transitions.

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Location of SOP and Resources in the GaDOE Special Education Implementation Manual
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Implementation%20Manual%202018-19/IEP.pdf

- Summary of Performance Word | PDF
- Summary of Performance Directions Word | PDF

Consensus

- Consensus is defined as general agreement by at least most members of the IEP team.
- Consensus has an overarching goal of building group relationships through shared decision making.
- Consensus is not a majority vote.
- Consensus is achieved when all members can support the decisions that are reached and are willing to implement those decisions

Ways to ensure consensus could include the checking for agreement throughout the meeting by asking: Can everyone agree with this? Or Can everyone implement and support this plan?

If the team can not reach consensus the LEA must provide the parent with Prior Written Notice.

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Parental Consent

Parental consent is not required on an IEP for it to be implemented. If the parent disagrees with the IEP, they should inform the LEA and try to resolve the concerns. The parent may decide to file a due process hearing, at which point the student would "stay put" and continue to receive services from the previous IEP that was not contested.

The meeting can be held, after multiple attempts, using multiple formats, have been made and documented to ensure parental participation. If the parents do not attend the IEP meeting, the IEP LEA or designee must ensure the parent has an opportunity to respond to any concerns or disagreements of the IEP. A copy of the IEP should be given to the parents in a timely manner.

Parent Consent (Georgia Rule 160-4-.09, 34 C.F.R. § 300.300)
The district is required to obtain informed written consent for each action requested[JP1] [ONE2] . Parental consent is voluntary and may be revoked at any time. Consent is required for each of the following actions:
- to conduct an initial evaluation;
- to conduct a reevaluation;
- for the initial provision of special education and related services on the IEP; and
- before disclosure of personally identifiable information that is subject to confidentiality.

If a parent has questions any proposed actions or changes to the IEP, it is recommended that he or she request an IEP meeting for further discussion. Consent for the initial evaluation does not provide consent for initial placement.

A parent may revoke consent for the receipt of special education and related services once the child is initially provided special education and related services. This revocation of consent must be made in writing and is for all special education and related services, not for individual services. When a parent revokes consent for special education and related services, the local district must provide the parent prior written notice explaining why they recommend the provision of special education and related services.

Prior Written Notice

- Prior Written Notice is a response to parents from the LEA that includes a description of an action, either proposed or refused, by the LEA and an explanation of why the LEA proposes or refuses.
- It must include a description of each evaluation, assessment, record, or report that the LEA used as a basis for the proposed or refused action.
- Any other relevant facts should be included as well as other actions considered.
- The parents also must be informed of their protections of IDEA and be provided sources of assistance for parents to help them understand the procedural safeguards.

34 C.F.R. 300.503 160-4-7-.09

Refer participants to explore local procedures on notification, timelines, and prior notice.

- Failing to adhere to the continuum of alternative placements

- Offering an inappropriate placement

- Placing student for reasons unrelated to their individual needs

- No explanation of extent that the student would not be included with nondisabled peers or the explanation is poorly written

I uploaded two Activity documents into the Handouts section

Activity:
****Choose examples and non-examples from the list of statements for Extent of Nonparticipation

Can You Answer the Learning Targets?

- I can describe the individual consideration process when determining special factors.
- I can identify all service options (continuum of services) afforded to a student with a disability,
- I can summarize the rationale for why a student's needs cannot be met in the general education classroom.
- I can identify the factors to consider when making an extended school year determination.
- I can list when prior written notice is required.

Additional IEP Resources

Georgia Online IEP

Parent Information Fact Sheet- IEP

Georgia Department of Education, Division for Special Education Services and Supports

The IRIS Center

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IRIS Center
IEP: Developing High Quality Individualized Education Programs

This module details the process of developing high-quality individualized education programs (IEPs) for students with disabilities. The module discusses the requirements for IEPs as outlined in the Individuals with Disabilities Education Act (IDEA) with implications of the Supreme Court's ruling in *Endrew F. v. Douglas County School LEA* * (est. completion time: 3 hours).

*The content addressed in this module is based on federal law and regulations. State and local education agencies may have additional requirements. The information in this document is not intended to be a replacement for careful study of the Individuals with Disabilities Education Act and its implementing regulations.
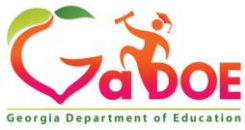
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Thank You to Our Contributing Members

- Sean Cooper, Director West GA GLRS
- Kim Simmons, Director Metro West GLRS
- Evelyn Dixon, Program Specialist GaDOE
- Phoebe Atkins, Program Specialist GO-IEP
- Julie Youngblood, Program Specialist GO-IEP
- Dana Robbins, Director South Central GLRS

This presentation was developed by the Georgia Department of Education Division for Special Education Services and Supports (GaDOE) in conjunction with the Georgia Learning Resource Centers (GLRS).