



IEP POINTS TO REMEMBER 2018-2019

IEP Meetings

- To schedule an IEP meeting, the Meeting Invitation must be sent, given, or mailed to the parent/guardian before the tentative meeting (not the day of the meeting).
- Three different confirmed attempts must be made to hold an IEP meeting without a parent present.
 - Methods of three attempts must be
 - Sent in mail
 - Emailed
 - In person
 - Certified mail
 - Confirmation of Receipt
 - Phone call
 - Email
 - Text
- If the parent does not attend in person or by other means, hold the meeting after the 3rd documented attempt.
- **Document** all attempts to reschedule the meeting and the different methods to contact the parent in the IEP Meeting Invitation in SpedTrack, and in the Meeting Minutes. Documentation on the Meeting Invitation can be done in a completed and saved Meeting Invitation in SpedTrack. This can be done, by going to the Meeting Invitation and double clicking on the parent's name at the bottom of meeting invitation.
- **Scan and attach** the IEP Meeting Minutes, signed Meeting Reply, Prior Written Notice, and any other meeting documents to the Student Record Screen in SpedTrack. Include a description and meeting date in attachment the title. All documents should be attached using the Attachment Tab on the Student Record screen only.

Items Needed for Every IEP Meeting

- Minutes
- Procedural Safeguards
- Meeting Invitation
- Printed copies of the draft IEP (at least 3 copies)
 - Updated Reports of Progress included
- Student's blue IEP folder
- Data
 - Data utilized to develop the IEP
 - New data that will be discussed
- Prior Written Notice
- Excusal Form

Minutes

- State the purpose of the IEP Meeting
- Document whether Procedural Safeguards were presented and explained
- Document concerns discussed and actions determined to rectify the concerns including timelines
- Document decisions made by the committee
- Should not be a transcript of everything stated during the IEP meeting

Demographic Data

- School Year should include both school years the IEP services will be provided. For example: The school years for an IEP developed on January 30, 2018 will be 2017-2018; 2018-2019.
- All demographic data should be verified with information in Powerschool
- The eligibility category and date should be consistent with the information documented on the Determination of Eligibility Form
- At a minimum, the parent's name, street address, and phone number must be documented

Signatures

- Signatures are **required** on the front page of the IEP for an annual or to change the annual IEP date during ESY.

- IEP Committee Participants will sign next to their printed name.
- All committee participants' names must be typed in prior to the meeting and must match names on meeting invitation.
- If there is a change, update the participant(s) before finalizing the IEP.
- Review/Revision - In SpedTrack, enter names on the Amendment Form tab. It will print as the second page of the IEP.
- For any committee member unable to attend:
 - An Excusal of IEP Committee Form must be completed whether an IEP provider is unable to attend or if there is a substitute for a require IEP member.
 - The Agency Representative must approve the absence, he/she must consent and sign, and the parent must also sign approving the absence.
 - For the roles of gen. ed. teacher, sped teacher, and agency rep, a substitute with equal knowledge of area and student must be used to replace the excused member. An "Excusal of IEP Committee Member" form is not required if the parent agrees and there is an equal substitute.
 - Type excused members' names and roles and the name of the member substituting for that role in the "Excused IEP Committee Members" box on participants page of the IEP.
- If the parent attends the IEP meeting but disagrees with the IEP and **refuses to sign**:
 - In the minutes of meeting, state that no signature was obtained because of a disagreement with the IEP.
 - A parent disagreement does not invalidate the IEP.
 - It is the responsibility of the IEP Committee as the professionals to determine and provide appropriate services as reflected in the IEP.
 - The parent is included in the IEP meeting to give input, but the district is legally held accountable for creating and implementing the IEP.
 - Write the parent's name in to document their participation in the IEP meeting.
 - If the parent leaves the meeting prior to the end and does not sign, inform the parent the IEP Meeting will continue to determine FAPE for the student.
- If the **parent disagrees and a consensus cannot be reached**:
 - Note in the minutes AND the parent/student input box the areas of disagreement
 - Ask the parent to submit a written statement of their concerns.
 - Have all participants sign the minutes and give the parent a copy. (Offer and explain the Procedural Safeguards, as the parent does have rights and procedures to follow which addresses a grievance.)

Evaluations

- Indicate plans to conduct additional evaluations (comprehensive evaluation, FBA, AT, related services, etc) once permission has been obtained by the qualified personnel.

Written Parental Permission for Initial Placement

- Signature and date is required by MDE for initial placement and transfer students who are new to the district.

Procedural Safeguards

- Procedural Safeguards **MUST be given and explained** to the parents upon:
 - Initial referral for evaluation or parent request for evaluation
 - Initial IEP Meeting
 - Annual IEP Meeting
 - Registration of a complaint under IDEA to the State Department of Education
 - Upon request by the parent.
 - If there are no circumstances giving rise to the purpose of the parents receiving a copy, then the parents will be provided with a copy at least once on an annual basis.
- An adequate explanation of the Procedural Safeguards should take approximately 5 minutes.
- Obtain the parent's signature for every annual on the front page of the IEP
- Procedural Safeguards must be offered at every IEP Meeting
- For Review/Revision IEP meetings, be prepared to explain Procedural Safeguards if the parent makes a request. Ask the parent to select the appropriate box regarding Procedural Safeguards and obtain the parent's signature.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

STRENGTHS, PREFERENCES, AND INTERESTS (top box)

- Include growth/progress made on assessments such as i-Ready, STAR, LLI, Achieve 3000, Benchmarks, and DRA
- Include reading and/or math skills mastered throughout the school year (on and below

grade level skills mastered)

- o It is not a strength to state student has mastered a skill at a grade level below their current grade level
- o Do not indicate mastery of a skill with performance below 50%
- Include IEP objectives/goals mastered from the most recent IEP
- Consider grade-level content standards for the grade the child is enrolled and connect skills mastered to the appropriate standard. The grade level standard or Essential Element must be referenced (example: RL.4.2) for ELA, Math, and Language/Speech skills
- Include the student's personal attributes and accomplishments
- Include functional skills (speech, motor skills, organization, etc.) and behaviors the student is able to perform
- Include Related Services strengths and growth
- Include interests and preferences related to school (preferred hobbies, activities, and subject areas)
- For students 14 or older, include strengths, interests, and preferences from the transition assessment(s)
- Data from multiple sources must be utilized.
 - o Must be within one calendar year

IMPACT OF DISABILITY AND NEEDS (bottom box)

- Include deficits related to the student's disability that impact their learning in the general education setting
 - o Example #1: Tim's difficulty with expanded comprehension and grade level vocabulary impacts his ability to access grade level reading passages.
 - o Example #2: Tim's deficits in social skills may limit his opportunities to interact with peers in naturally occurring situations.
- Include data from i-Ready, STAR, LLI, Achieve 3000, Benchmarks, and DRA to indicate how the student is performing in relation to grade-level standards when they have not met the grade level expectation
- Include **prioritized** deficits/needs for reading, math, and language/speech and connect them to a grade-level standard
- Include **prioritized** deficits/needs for functional skills
- Include behavior skills for students exhibiting problem behaviors. Behavior must be noted for students with Autism, an Emotional Disability, and Other Health Impairment (ADHD).
- Include statement indicating how the student's disability impacts postsecondary goals/outcomes
- Deficits/needs identified in this section **MUST** be given a baseline (PLAAFP Summary) and addressed through goals and STIOs on the goal page(s)
- Multiple data sources (measurable and observable data) are required for PLAAFP development. List any source used to gain information for PLAAFP. See page 9 of the IEP Guidance Document for a list of sample data sources.
 - o Must be within one calendar year
- Language used in the PLAAFP must be **specific** and not vague or broad.

Parent/Student Input

- **Must** be addressed.
- **Do not** write "Parent does not have any concerns at this time."
- Do not include negative remarks about student, parent, school, etc.
- For students 14 and older, their input must be included
- Medications and diagnoses reported by the parent should be addressed in this section.

Present Levels of Academic Achievement and Functional Performance also known as PLAAFP Performance Summary, located at the very top of each goal page

- Identify the area of concern that is addressed in the goal on each page (i.e. Reading, Math, Communication, Behavioral, etc...)
 - o Must select Academic or Functional
 - o Academic and Functional Performance may apply to students meeting criteria for SCD only
- Does the area impact academic and/or functional performance? Depending on the student and the severity of the deficit, it may be necessary to check yes for both academic and functional performance. (Answer appropriately).
 - o Functional skills impact academic performance (Speech, behavior, adaptive, etc.)
 - o Academic skills impact functional performance for students meeting for SCD
- **PLAAFP Summary/Baseline**
 - o This statement (i.e. baseline for annual goal), should include

- A clear description of the observable target skill or behavior (identified as a need in the PLAAFP)
- The condition under which the target skill can be observed
- The **current** rate of performance
- Include data source
- o This is the “I can” statement. When looking at the annual goal, this is where the student is performing NOW. You must have data to support this baseline.
- o For example, for a student whose annual goal is “Given a 3rd grade reading probe, Tim will read 110 words per minute correctly with 90% accuracy”, the evaluation result (baseline statement) might state “According to LLI and running records, when given a 3rd grade reading probe, Tim **READS** 50 words per minute correctly with 75% accuracy”.
- See pages 13-15 of guidance document for more examples and PLAAFP & Goals powerpoint

Measurable Annual Goals

- Goals **must** address deficits in English Language Arts (ELA), Math, and/or Functional Skills **not** subject areas such as Science, Social Studies, etc.
- When choosing goals to address deficit areas discussed in the PLAAFP, choose the standard that would provide the most benefit once it is mastered by the student. (prioritize)
- Academic goals/objectives must address a specific skill and not a resource or measurement such as LLI, i-Ready or STAR.
- MDE prefers to see goals mastered and IEPs revised rather than goals marked “Not Introduced” in the Report of Progress.
- If a student masters all goals during the school year, **revise** the IEP to add new goals
- **For NON SCD students** (including MOD and non SCD certificate), goals and STIOs must correlate to College and Career Readiness Standards (CCRS) or Early Learning Standards for 3 & 4 year olds.
- **For SCD students**, goals must correlate to either Dynamic Learning Maps (DLM) Essential Elements (EE), Assessment of Basic Language and Learning Skills (ABLLS), or Early Learning Standards for classrooms serving 3 & 4 year old children.
 - o **SCD students must have functional and academics goals.**
- **MUST** include the College and Career Readiness Standard (CCRS) or the Dynamic Learning Maps (DLM) Essential Elements (EE) number as a reference (for annual goals only, do not use objective numbers for STIOs)
- Students with an eligibility of EmD, OHI (ADHD) or Autism **must** have behavior goals. Goals must be consistent with the targeted behaviors for students with a Behavior Intervention Plan. If there is no behavior plan in place, you must identify no more than three observable behaviors identified in the PLAAFP. There must be one behavior goal written for each specific behavior addressed in the student’s behavior plan or identified in the PLAAFP Needs.
 - o Behavior goals are appropriate for students with any disability if inappropriate behaviors exist.
- **Goals and Short Term Instructional Objectives (STIOs)** have four components: (1) condition, (2) behavior, (3) criteria and (4) timeframe.
- The criteria should vary based on the skill and level of difficulty.
 - o 60% should not be a given for all MAGs and STIOs.
- STIOs must show an increase in expected growth
- Students (turning 14 or older) must have at least one measurable annual goal for each postsecondary goal addressed on the transition page (see “Transition Plan Points to Remember & Transition Plan Measurable Postsecondary Goals”) or an academic/functional goal directly related to transition.
- Transition Activity must be checked for students 14 or older with transition related goals
- See pages 25-29 of the IEP Guidance Document for an explanation and examples.

- **The goal is not a copy and paste of the standard.** To unpack the standards, refer to these documents for guidance: 1) Mississippi Scaffolding Document, 2)South Dakota Scaffolding Document, 3)Alabama Standards Unpacked, 4) MS Teacher Resource Guides, and 5)Washington Framework (SCD). (see links under the IEP section on our district’s sped website)

Report of Progress

- See pages 31-33 of the IEP Guidance Document.
- The **Current Level of Performance** requires a written statement describing the student’s current level of performance for each annual goal based on the progress on the STIOs using the identified **Method of Measurement**. (Must have data to support each specific method of measurement listed)
 - o Under Report of Progress, the statement of the student’s Current Level of Performance (CLP) toward his/her measurable annual goal should identify:

- Any STIOs that have been mastered
- The student's current level of performance on any STIOs that have been introduced, but not yet mastered
 - Use the formula on page 31 of the IEP Guidance Document to determine sufficient rate of improvement (ROI).
 - Example: Goal 1 STIO #1 After conducting a running record/fluency assessment each week for four weeks, when presented with a third grade reading probe, Tim reads 54 words correctly per minute with 5 or fewer errors.
Goal 1 STIO #2 He is making adequate progress toward this objective by reading 60 words a minute with 3 or fewer errors.
Goal 2 STIO #1 Tim is able to determine the main idea of a grade level passage with 70% accuracy.
Goal 2 STIO #2 Tim continues to determine the main idea of a grade level passage at 70% accuracy and is able to identify 3 supporting details at 50% accuracy.
 - If the student is making **insufficient progress** on an annual goal, an IEP meeting must be held to consider revisions to the annual goal, objectives, and/or to the supports and services provided to the student.
- You **MUST** be able to provide evidence that reflects documented method of measurement. **Any IEP committee member can request to see data.**
- STAR, LLI, and Achieve 3000 may be used as a Progress Monitoring tool.
- Please make sure you **save** and **"Click" COMPLETE** in the Report of Progress for the report to print in forms, and for SpedTrack to NOT view progress as overdue and incomplete.

Special Considerations - (The only place where N/A is an option)

Communication Considerations

- If the child has a L/S ruling of any kind, you **MUST** answer "yes" to the question, "Is there a special communication need?"
 - This also applies to students with an Autism, Developmentally Delayed (Communication), and Hearing Impaired eligibility ruling since language deficits are associated with each.
- To document basis for decision, describe:
 - What communication demands are made throughout the school?
 - Does the student have skills to meet demands?
 - Can they fulfill the need to communicate in different settings?
 - Can they communicate effectively and appropriately?
 - Describe communication (ie. one-word, point, sign, etc...).
 - Record sources of data.

| SPECIAL CONSIDERATIONS* |
|--|
| Communication (Required) |
| Does the child have special communication needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe the specific needs and document the basis for the decision: Based on the most recent re-evaluation (5-3-13) and reports from the speech therapist, John has a severe articulation disorder. When the topic of conversation is unknown, John can be difficult to understand. He is currently using a language program on his iPad to communicate. John also requires prompting to make eye contact and to answer/ask questions verbally or with his communication device. He works on these skills in class, in the community, and in speech therapy. |

Communication (Required)

Does the child have special communication needs? Yes No

If yes, describe the specific needs and document the basis for the decision:

According to Anthony's comprehensive evaluation completed October 2012 and teacher observation, he has no deficits in articulation, expressive language or receptive language. Anthony's communication skills are consistent with same age peers.

Assistive Technology Considerations

- **Assistive Technology** is any piece of equipment whether bought or customized that is used to increase or maintain functional capabilities of a child with a disability. It does not include medical equipment that has been surgically implanted.

AT includes:

- **Augmentative/Alternative Communication:**
Supports that allow a child who cannot speak, or whose speech is not understood by others, to communicate. This includes picture boards, voice output communication devices, communication software, and computers.
- **Access or environmental controls**
Switches, special keyboards or mice, and remote controls as well as things that help people get around the community, like ramps, automatic door openers, and Braille signs.
- **Aids to Daily Living:**
Special tools for daily activities, like brushing teeth, dressing or eating. This includes adapted utensils, plates and cups, non-skid surfaces, and specially-designed toilet seats and shower stalls.
- **Assistive Listening:**
Supports that help a student who is either deaf or has a hearing loss. This includes hearing aids, amplifiers, captions on TV, and typing telephones
- **Computer-Based Instruction:**
Software to help students with learning difficulties in reading, writing, math and other subject areas.
- **Mobility:**
Equipment that allows a student with a physical or visual disability to move independently and safely through the community. This includes wheelchairs, walkers, and adapted bicycles.
- **Positioning:**
Any support that helps a student with a physical disability remain in a good position for learning without becoming tired. This includes adjustable chairs, tables, standers, wedges, and straps.
- **Visual Aids:**
Supports that give a student with visual difficulties access to information. This includes large-print books, books on tape, magnifiers, talking computer software, and Brailers.

Assistive Technology (Required)

Does the child need assistive technology services or devices to maintain or improve functional capabilities? Yes No

Does the child need assistive technology assessment? Yes No

If yes, describe the specific needs and document the basis for the decision:

Based on an augmentative communication assessment provided by TK Martin in June 2013, the TouchChat app on John's iPad is an appropriate and effective communication device. He uses it daily in school, in the community, and at home.

Assistive Technology (Required)

Does the child need assistive technology services or devices to maintain or improve functional capabilities? Yes No

Does the child need assistive technology assessment? Yes No

If yes, describe the specific needs and document the basis for the decision:

Based on teacher observation and assistive technology checklist, Anthony would not benefit from assistive technology at this time. The IEP committee considered academic and functional skills in this determination.

- Communication and Assistive Technology Considerations are **required**.
- **Must** give the basis for the decision whether “yes” or “no.”

Blind or Visually Impaired

- Service for Children who are blind or Visually Impaired - mark **N/A** if not applicable.
- If the student has a Visually Impaired eligibility ruling, this section must be completed.
- In the basis for decision, describe the student’s visual impairment and needs.
- Access the following link and provide parent/guardian with a copy of the information flyer at each annual IEP meeting: <http://www.msb.k12.ms.us/msb-information-flyer>

Deaf or Hearing Impaired

- Service for Children who are Deaf or Hearing Impaired - mark **N/A** if not applicable.
- If the student has a Hearing Impaired eligibility ruling, this section must be completed.
- In the basis for decision, describe the student’s hearing impairment and needs.
- Access the following link and provide parent/guardian with a copy of the information flyer at each annual IEP meeting: <http://www.msd.k12.ms.us/sites/default/files/DigitalBrochure2.pdf>

Behavior Intervention

- Behavior Intervention - mark **N/A** if the student has no behavior concerns.
- If the student has behavior goals, a FBA and/or BIP, this section must be completed.
- FBA date completed must coincide with the date the assessment was initially conducted or revised (most recent date) by the Behavior Specialist.
- The date developed and implementation date should be the date the IEP Committee adopts the BIP.
- The review date should coincide with the IEP Committee Date for each annual following the date developed.
- The revision date should be the date that any changes are made to the BIP under the direction of the Behavior Specialist.
- In the basis for decision, describe the student’s behaviors that warrant behavior goals and/or intervention.

Limited English Proficiency

- Services for Children with Limited English Proficiency - mark **N/A** if not applicable.
- If the student has limited English needs, consult with your school’s ELL provider to complete this section.

Special Education Services

- Special Education Services **MUST** be included on the IEP.
 - o Specify the services and special education courses the student will participate in.
- Duration/Frequency must be given in **minutes and days per week**.
 - o For services occurring on A/B schedule use “_____ minutes 5 times in a 10 day period.”
 - o For services occurring daily use “_____ minutes 5 times a week or the appropriate frequency if services are not provided daily”
- Document basis for the decision (Justify, in detail, the need for each service based on the student’s individual needs).
 - o In SpedTrack this is at the bottom of the “Services/IEP dates” tab.
- For “Special Education Minutes/Week,” enter “0”.

Related Services

- Duration/Frequency must be given in **minutes and/or days per week/month**.
- Document basis for the decision (Justify, in detail, the need for each service).
 - o In SpedTrack this is at the bottom of the “Services/IEP Dates” tab.

- Transportation is listed under related services (Transportation by District). **IF** student rides mini bus to and/or from his/her home school, document the student's need for these services.

Instructional/Functional Accommodations

- Accommodations are **changes to the instruction and/or environment**. They do not alter or change the expectations of mastery of content and standards.
- State testing accommodations should be described here in addition to the testing page.
 - Do not use only the wording from state testing accommodations. For example, if a student requires test items to be read, use "read test directions and items", not just "read test directions and items (questions and answer choices) to individual students or the group repeating directions/items but NOT paraphrasing".
- Any other instructional/functional accommodations needed in order for the student to participate in instruction should also be described here (see examples below).
- You should not have a student that does not need some sort of instructional/functional accommodation with the exception of Language/Speech Articulation only students
- Accommodations should be based on the student's needs and must be utilized routinely
- Examples of accommodations that are not test-related.
 - Provide student with class notes.
 - Adult to assist student to lunch, recess, restroom.
 - Hand over hand.
 - Break instructions into smaller chunks.
 - Provide a "cool down" location when upset or frustrated (used a lot with Autistic and EMD students).
- Document basis for the decision (justify, in detail, the need for each instructional/functional accommodation).
 - In SpedTrack, this is at the bottom of the "Services/IEP Dates" tab.

Program Modifications

- Modifications **DO alter or change expectations** of mastery of content and standards.
- **Elementary Teachers-** Be cautious of using modifications, especially for non SCD students.
- **Middle School Teachers-** allowing modifications will affect their exit option at the high school level, so you must be cautious of using them for any student who is capable of exiting with a standard high school diploma.
- **High School Teachers-** Modifications **cannot be made** for students exiting with a standard high school diploma.
- Must list curriculum or exit options for students pursuing a Mississippi Alternate Diploma Option or Mississippi Occupational Diploma,
- Document basis for the decision (justify, in detail, the need for each modification).
 - In SpedTrack, this is at the bottom of the "Services/IEP Dates" tab.

Supports for Personnel

- The word "collaboration" may be used as a support for personnel; **however**, this should not be the only support for personnel on the IEP.
- Duration/Frequency must be given in **ANTICIPATED** minutes and days per week/month
- Document basis for the decision (justify, in detail, the need for each support for personnel)
 - In SpedTrack this is at the bottom of the "Services/IEP dates" tab.
- Examples: Train general education teacher on student's disability, Training for appropriate use of AT device, Collaborate with Behavior Specialist, etc.
- See page 42-44 of the IEP Guidance Document

Significant Cognitive Disabilities (SCD)

- Assessment Summary Report must identify academic and functional deficits
- All three (3) statements must be "Yes"
- SCD Determination Checklist must be completed annually
- MAP-A (ELA, Math, Science) (non-graded students ages 8-18) - Select the appropriate grade level for graded and nongraded SCD students participating in Alternate Assessment.
- Direct questions to Lisa Locke

State-Wide Assessments and Accommodations

- MAP (ELA & Math) (3rd- 8th Graders)
- MAP (English II and Algebra I)
- MKAS2 (Kindergarten Readiness Assessment and Third Grade Reading Assessment) – Mark the IEP, use the current accommodations, scan and upload to SpedTrack.
- Las Links - Mark the IEP and use the accommodations on SpedTrack.

- SATP2 Retakes (Algebra 1, English II-for students who took Algebra I and/or English II for the first time prior to 2014/2015 school year and failed, Biology and US History) – Mark the IEP and use the accommodations in SpedTrack.
- SAPT2 (Biology and US History) – Mark the IEP and use the accommodations in SpedTrack.
- MST2 (5th & 8th Grade Science) – Mark the IEP and use the accommodations in SpedTrack.
- ACT (11th Grade) – Mark the IEP and use the accommodation in Sped Track.
- You must document your basis for accommodations in the box on the SpedTrack assessment tab, titled “Assessment accommodations: Basis for Decision”(including MKAS2).

Individual Transition Plan

- Refer to Transition Plan Points to Remember, Individual Transition Plan Postsecondary Goals, Transition Example, and Indicator 13 Checklist

Placement Options Considered

- See page 66 of the IEP Guidance Document for an explanation of any potential current or long – term harmful effects on the student.
- **See page 67-68 of the IEP Guidance Document** for an example of the determination of placement.
- This is not a repeat on “non participation with non-disabled peers” statement. You must write a summary of all placements that have been considered, and if any were tried or considered, and found to be inappropriate placements, you must explain in great detail why they were not appropriate.

Non-Participation with Non – Disabled Peers

- Write a statement for when the student is NOT with non – disabled peers and include duration/frequency.
- For example: “Julie will receive instruction for Math in the Special Education classroom for 60 minutes 5 times weekly and speech therapy for 30 minutes 2 times weekly”

Special Transportation

- Special Transportation is required for students **attending a school other than their “home” school.**
- For example:
 - A student living in one RCSD zone and attending school in another RCSD zone.
 - A RCSD student attending a day treatment facility.

Extended School Year (ESY)

- See detailed information on RCSD website November 2018.