IEP Reminders and Footnotes:

Page IEP 1:

Make sure you have parent/guardian double check and verify the address and phone number.

Page IEP 2A:

Mark sure that when you mark the "effect of disability" that you are getting that information from the most up-to-date triennial review, and that all the effects of disability correspond with a goal

Page IEP 2B:

The following present levels must be completed for ALL students: Pre-Academic/Academic/Functional Skills, Vocational, and General Health.

Page 3A:

Reminder: Goals without benchmarks are typically for non-severe students, goals with benchmarks are for more severe students

Page 4:

Designated Supports (Non-embedded)—these are supports that must be implemented by another party (such as the test proctor); for example: simplified test directions

Designated supports (Embedded)—these are supports that can be implemented through the test itself, and its computerized version; for example: color contrast or masking

Accommodations (Non-embedded)—these are accommodations that must be implemented by another party (such as the test administrator or the test proctor or an instructional aide); for example, brailled test or a scribe

Accommodations (Embedded)—these are accommodations that can be implemented trough the test itself, and its computerized version; for example, speech to test or braille on the computer.

Non-Embedded Universal Tools that may be distracting for this student are identified below and should be deactivated: These are tools (such as having a break) that would actually be counter-productive to the students' progress in the test.

Page 5:

IEP—Special Factors: For students with low incidence disabilities (OI, HOH OR VI), also for any student receiving Assistive technology (above and beyond what is available to students within the classroom) and any student who requires any of the following behavioral supports: goals, behavior plan (BIP) and/or an Escalation Cycle Management Plan.

Must answer all questions (yes or no) and generate a response in each box ("not an area of concern at this time")

Page 6A:

Accommodations can be obtained from the drop-down choices or though recommendations from the IEP team—this page is what generates the IEP at a Glance (so a discussion should be occurring regarding this page with all relevant team members and, most importantly, the classroom teachers; consider all the domains).

Modifications is a rare category of discussion and is only for students accessing a classroom setting where curriculum needs to be modified, (such that the four considerations listed need to be discussed); an example would be an SDC student where the team decides that accessing Algebra would be beneficial, but may not necessarily result in a diploma. This discussion should really only be discussed in the presence of an admin or designee, as the implementation of this modification can be complicated.

Page 6C:

For English Only or English Language Learners a 6C MUST be completed:

There are currently 2 forms in the SIRAS system—one for CELDT and one for the ELPAC; The CELDT form should only be used for our ELD students who are new with the District, for the majority of our ELD students we would be using the EPLAC form. The ELPAC (English Language Proficiency Assessment of California) will be given to all English Learners this Spring and the Universal Tools, Designated Supports and Accommodations available for the test have been placed into the testing menus section of the ELD page.

When considering the "Variations", "Accommodations" and "Modifications" getting input and the English Language Arts teachers and ELD teachers are paramount; in addition, "variations" "accommodations" and "Modifications" should mirror the "accommodations" and "designated supports" of the standardized testing.

Page 6D:

Utilize the Transition Service Guidelines for Post-Secondary Transition Plans for calculating the number of minutes per transition goal

Review the "Transfer of Rights" and have ALL students sign and date

If a student is eligible for an agency, such as SARC, then the agency should be listed along with the services provided and the person responsible

Course of study MUST be completed

All IEPs must include a transcript

Be aware that for the "Transition Regulations", if you have created a legally defensible IEP then you should be able to answer in the affirmative to the first 7 questions, for the 8th question the answer should be "yes" or "N/A".

Page 7A-1:

You must list all options discussed and considered by the team, such as "General education, Resource, Co-taught, Special Day Class, etc."

The start date should be the date of the IEP and the end date should be one year from the start date

Check with providers and specialists for other service models (for example, counseling and guidance, Occupational therapy, Vision services, etc.)

Page 7A-2:

Extended School Year services should be considered in each area that a student receives services for the regular school year (for example, an ED student may not experience significant regression without their SAI classes, but does require counseling and guidance during the summer time—therefore, the team may determine that the student receives counseling and guidance during the summer time, but not SAI.

ESY services should begin on the first day of summer school and end on the last day

ESY services should be listed as 1200 minutes weekly for SAI or IAI services (unless the student has an additional adult assistant and then they would have 1280 minutes weekly to cover the time for breaks)

Page 7B:

Under Promotion Criteria—if a student is working toward a diploma you would mark "District" and if they are working toward a certificate of completion you would mark "progress on goals"

Under "Parents will be informed of progress" mark "semester", and under "How?" mark "annotated goals"

Page 8:

If a student requires an additional adult assistant that this supplementary aide would be added to this page

Always check with a student's additional providers to see what additional supplementary aids may need to be provided

Transportation is ONLY for students receiving door-to-door transportation through the Special Education Department

Page 9A:

If Parent agrees, and everything goes well in the IEP, and there is no disagreement, etc. then parent should mark the following boxes:

1. *I have received a copy of the Notice of Procedural Safeguards*
2. *I attended and participated in the IEP team meeting*

6. I have received a copy of the assessment report (s) reviewed in developing this IEP if applicable.

7. I have received a copy of the IEP.

8. Yes or No The School facilitated parent involvement as a means of improving services & results for my child

1. *I agree with the determination of my child's ____eligibility or _____ineligibility for special education*

1. *I understand and consent to the contents of this IEP*

I have received a copy of "Consent to Bill Medi-Cal and Release Information"

Total of 8 boxes should be marked

Signature of parent/adult student required

Page 9B:

Make sure that all participants in the meeting sign their name and role

Page 12: All additional notes are on this page

NC 13:

Submit both sheets for Medi-Cal billing

Have parent authorize or not authorize billing, and sign and date

NC 6A:

For annual, mark the following: Eligibility for special education, development or revision of the IEP, review of student progress, transition planning and services, and program placement/services

For triennial, mark all of the above plus assessment results

Make sure to invite an admin/designee and a general education teacher

Make sure you list all individuals that you anticipate will be attending the IEP meeting

Make sure you invite and list the student on the Notice of IEP Team Meeting

NC 7:

Make sure to list all participants who will not be in attendance are listed and have provided written input

LEA representative and parent must sign (and parent must mark box that they "agree to excuse the IEP team members listed above"

Progress Reports:

Make sure you have a progress report/input from each and every classroom teacher (including yourself)

RE 14:

Once you complete the IEP, almost all of the information should generate in the IEP at a Glance, but the "behavior concerns/goal/triggers and Health Information" will need to be filled in on the document.