IEP Compliance Monitoring Training

2023-2024

Don't forget to sign in

Create your name tent to include:

- First and Last Name
- Site(s)

Introduction and Agenda

- Introductions
- Purpose of training today
- Norms

PARKING

Parking Lot
- Name
- Site
- Questions/Need more info about

ADE Guide Steps question #1

Student Form Explained

SSID Number: _____ DOB: _____ Student: _____ Eligibility: _____

Ethnicity: _____ School: _____ Teacher: _____ Monitor: _____

Primary home language indicated by the parent: _____   Language in which the student is most proficient: _____

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description
☐	II.A.1	_____	Current evaluation 60-Day
☐	II.A	_____	Review of existing
☐			Parent request tim
☐			Current informatio

The PEA box is for the special education director/other designee to check or initial to indicate that any noncompliance discovered has been corrected prior to resubmitting to PSM specialist for verification.

The line item refers to the corresponding item in the Guide Steps section of the monitoring manual. Most line items have related components listed below.

All line items must have a call of "I" for In, "O" for Out, and "U" for Unreported. All components under a line item must be in compliance for the line-item call to be marked "I". A "U" has no bearing on the line-item call. A "U" is used when a specific component/line item is not relevant to the file being reviewed.

For reevaluation o reason and right to

Obtained informed parental consent or, for reevaluation only, documented efforts to obtain consent

PEA ✓	Line Item	I-O-U	Description
☐	II.A.4		Eligibility considerations
☐		☐	Student assessed in all areas related to the suspected disability (including academic, behavior, current vision and hearing status) and for preschool, a CDA (indicate areas that have not been assessed) 60-Day

The boxes next to the component are to be marked when it is noncompliant. It is clearer to mark each component with an I, O, or U. For additional clarity, only check or put an "X" in the box for those that are noncompliant. Remember all components must be compliant to mark the line item as "I". If any component is noncompliant, then the line item must be marked "O".

☐ Vision ☐ Social/behavioral
☐ Hearing ☐ Communications
☐ Academics ☐ Assistive tech.
☐ Cognitive ☐ Motor skills
☐ Adaptive ☐ _____

These are only brief description of line items/components. In order to make accurate calls, you must use the Guide Steps.

stud nt to progress in the general curriculum
☐ The impact of any educational disadvantage
☐ The impact of English language learning on progress in the general curriculum
☐ Team determined the student has a specific category of disability 60-Day

There must be an explanation of why a line item/component was called out. The explanation must be specific enough so that those tasked with the correction or verification understand the reason(s) for the noncompliance call.

Comments: _____

ADE provides this example explaining the parts of the Student Form

Student Form Explained 23-24 .pdf (azed.gov)

Coversheet/Participant Signature Page

III.A.1 – Current IEP

IEP Meeting Date = IEP Begin Date

- This is the date the IEP is initiated

IEP End Date = 364 days from IEP Begin Date

Service start dates may be different from IEP Begin Date

60-day

III.A.2 – Review/Revision

Annually – less than 365 days from last IEP Begin Date

Compare current IEP Begin Date to the meeting date of Previous IEP developed

III.A.2 - Participants

5 Roles

- Parents
- General Education Teacher
- Special Education Teacher or Special Education Provider
- A representative of the PEA who …
- An individual who can interpret instructional implications of evaluation

Monitoring the Mock IEP

Use the Guide Steps to review items III.A.1 and III.A.2

Mark each one as IN or OUT based on the information you have been provided

Present Levels of Performance (PLAAFP)

Remove Section 2 ☐ (Check and save to remove Strengths, Needs and Other Evaluation Information below.)

Section 2: Evaluation Information

Linked MET Creation Date:

Note: The prompts below do not print so please write complete sentences when answering the prompts.

List student's academic, functional, and behavioral strengths:

☐ Load data from Most Recent MET E6 or Transfer File Review)

[DO NOT change this information]

[Spell Check] [Save Changes]

List student's academic, functional, and behavioral needs:

☐ Load data from Most Recent MET E6 or Transfer File Review)

[DO NOT change this information]

[Spell Check] [Save Changes]

List student's other evaluation information and/or issues (related service review):

☐ Load data from Most Recent MET E6 or Transfer File Review)

[DO NOT change this information]

[Spell Check] [Save Changes]

Documentation of the impact of educational implications of suspected disability:

☐ Load data from Most Recent MET E6 or Transfer File Review) (see examples)

Carefully consider any proposed changes to information in this section. For example, students currently enrolled and/or transitioning from preschool may require updates to address how their disability impacts performance.

[Spell Check] [Save Changes]

DO NOT select this box as it will remove Strengths, Needs, and Other Evaluation Information

Select each of these boxes to load the *most recent MET data* into each section and click 'save'.

III.A.3 General Required Components of the IEP Are Included	
Statute and Forms	Explanation and Review Method
300.320(a)(1) 300.324(a)(1) SF, SASF, SCSF	The IEP includes the student's present level of academic achievement and functional performance (PLAAFP), which should include strengths and needs and how the disability affects the student's involvement and progress in the general curriculum. Information should relate to the most recent evaluation data as well as include current classroom data.

PLAAFP

The IEP team uses both qualitative and quantitative data to make informed decisions when developing a student's individualized education program (IEP).

Examples include:

- MET information
- Goal data
- Formal and informal assessment
- Teacher data
- Therapist data
- Parent input

Qualitative and Quantitative Data

Qualitative Data

- based on an assessment of characteristics or attributes

- provides information about the *qualities* of someone or something

- addresses questions about the how, what, or why of an occurrence

- often subjective
    - *Ex: Freddy attempts to sound out sight words and has shown improvement.*
    - *Ex: Freddy is kind to his peers when swimming to lunch.*

Quantitative Data

- based on hard evidence

- measurable information

- can be *quantified* using numbers

- addresses 'how much, or 'how many' of an occurrence

- objective
    - *Ex: Freddy reads 47 out of the first 100 high frequency sight words.*
    - *Ex: This quarter, Freddy pushed his peers in 10 unstructured situations.*

Definitions

TYPES OF DATA

Names as John, Patricia, Mary…

Qualitative Data

Smell e.g. aromatic, buttery,….

Colors e.g. green, white, blue….

Quantitative Data

Scores on exams e.g. 85, 67, 90 …

① ② ③

The weight of a person or a subject

Your shoe size
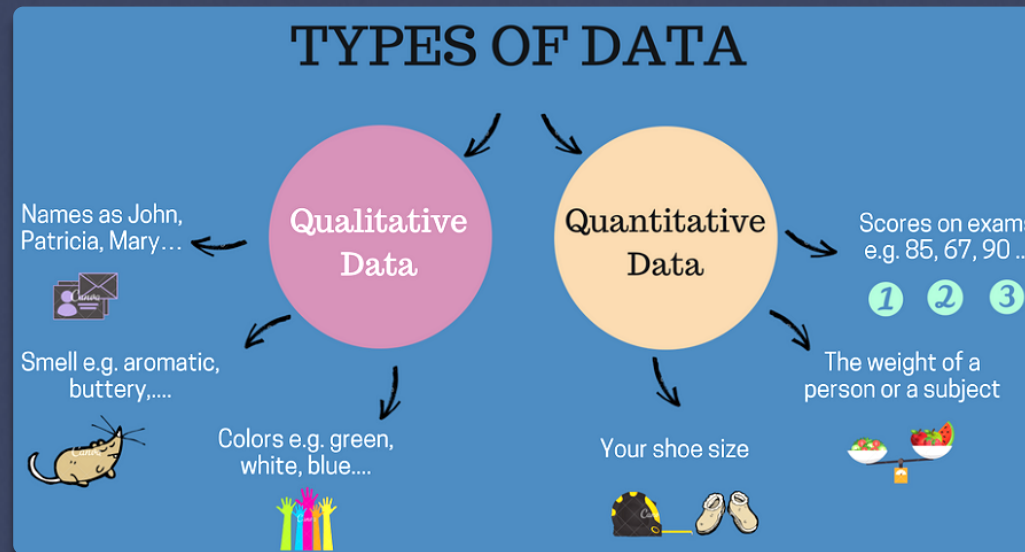
WHAT'S THE DIFFERENCE BETWEEN QUANTITATIVE AND QUALITATIVE DATA?

Quantitative Data

- Countable or measurable, relating to numbers.
- Tells us how many, how much, or how often.
- Fixed and universal, "factual."
- Gathered by measuring and counting things.
- Analyzed using statistical analysis.

Qualitative Data

- Descriptive, relating to words and language.
- Describes certain attributes, and helps us to understand the "why" or "how" behind certain behaviors.
- Dynamic and subjective, open to interpretation.
- Gathered through observations and interviews.
- Analyzed by grouping the data into meaningful themes or categories.

Who provides data?
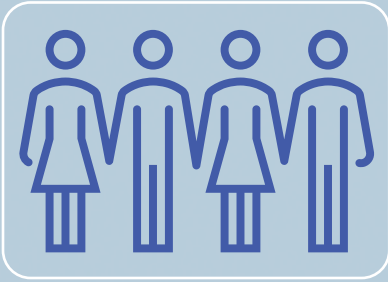
All staff that work directly with the student need to provide data and input for a student's IEP.
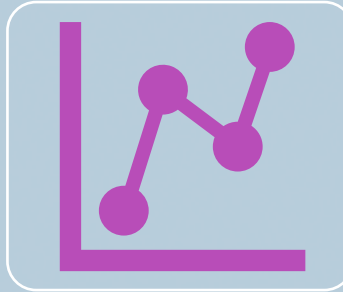
General education teachers need to provide qualitative **and** quantitative data. This can be gathered from our district teacher input forms located on our website.

To **locate** the forms: CUSD Website (Dept) ➡️ Special Education/Student Services ➡️ Staff links ➡️ Forms

PLAAFP (Academic Performance)

Section 3: Present Level of Academic Achievement

How does the child's academic ability impact his/her involvement and progress in the general curriculum?
(Address strengths and needs in **each academic area**; record information that is more extensive than test scores or grade level equivalents; ability to work at grade level)
Note: The prompts below do not print so please write complete sentences when answering the prompts.

READING SKILLS

1. **Detail specific reading strengths.**

   Data, Data, Data!!!

   Spell Check   Save Changes

2. **Detail specific reading needs for improvement.**

   Spell Check   Save Changes

3. **List current reading accommodations/modifications and assistive technologies (if any) and when they are needed to access the general curriculum.** *(Indicate if the student is not receiving any accommodations or modifications in this area).* **Note:** This field can be left blank as long as the accommodations page clearly indicates what is needed in each area.

   Spell Check   Save Changes

Detail Specific Strengths:

- Include specific qualitative and quantitative data on skills the student is demonstrating

- Formal or informal assessment/diagnostic data gathered should be included

CUSD Best Practice: **Do not name specific curriculum or methodology in the PLAAFP.** Instead, describe the components of the curriculum. Example: Jimmy shows progress in basic reading utilizing a multi-sensory structured language program.

PLAAFP (Academic Performance)

Section 3: Present Level of Academic Achievement

How does the child's academic ability impact his/her involvement and progress in the general curriculum?
(Address strengths and needs in **each academic area**; record information that is more extensive than test scores or grade level equivalents; ability to work at grade level)
Note: The prompts below do not print so please write complete sentences when answering the prompts.

READING SKILLS

1. **Detail specific reading strengths.**

   [Spell Check] [Save Changes]

2. **Detail specific reading needs for improvement.**

   Data, Data, Data!!!

   [Spell Check] [Save Changes]

3. **List current reading accommodations/modifications and assistive technologies (if any) and when they are needed to access the general curriculum.** *(Indicate if the student is not receiving any accommodations or modifications in this area).* **Note:** This field can be left blank as long as the accommodations page clearly indicates what is needed in each area.

   [Spell Check] [Save Changes]

Detail Specific Needs For Improvement:

- Include specific qualitative and quantitative data on skills impacting the student's ability to access grade level content.

- Formal or informal assessment/diagnostic data gathered should be included to help guide possible IEP goals

Section 3: Present Level of Academic Achievement

How does the child's academic ability impact his/her involvement and progress in the general curriculum?
(Address strengths and needs in **each academic area**; record information that is more extensive than test scores or grade level equivalents; ability to work at grade level)
Note: The prompts below do not print so please write complete sentences when answering the prompts.

READING SKILLS

1. **Detail specific reading strengths.**

   [Spell Check] [Save Changes]

2. **Detail specific reading needs for improvement.**

   [Spell Check] [Save Changes]

3. **List current reading accommodations/modifications and assistive technologies (if any) and when they are needed to access the general curriculum.** *(Indicate if the student is not receiving any accommodations or modifications in this area).* **Note:** This field can be left blank as long as the accommodations page clearly indicates what is needed in each area.

   Data drives needed accommodations/modifications/AT

   [Spell Check] [Save Changes]

Current Accommodations/Modifications/AT Utilized

- List any current accommodations, modifications, or assistive technology the student is using that are **specific to their individual needs** to access the general education curriculum.

- Accommodations and modifications are *individualized* for the student. This does not include what is provided to all students in the general education classroom.

Accommodations/Modifications/AT are a *need* not a want or benefit to perform better.

PLAAFP (Functional Performance)

How does the student's functional performance impact progress in the general curriculum in the following areas:

Social Emotional and Behavior
- Behavior
- Counseling

Physical
- OT
- PT
- Adaptive PE
- O&M
- Functional ADLs

Communication
- Speech/Language
- ASL (Other)
- Audiology/Hearing Impaired

Detail strengths and weakness (if necessary) in each of the broad categories
- Do not state: No needs noted in this area. (N/A)

PLAAFP (Parent Input)

- Include <u>current</u> information shared by parents regarding their perceptions of their student's academic and functional performance.

- Gather current information from parents about this area ahead of the IEP meeting, or during the IEP meeting (asking parent some questions).

- Do not forget to add this information BEFORE locking the IEP.

  (Note: Best practice for locking IEP is within 5 school days.)

Parent/Adult Student's Input on Student's Current Academic Achievement:

Freddy's mom and dad shared their concern for his reading abilities. They would like to get more information on how to practice reading at home. They say he makes too many bubbles when he reads aloud. Mom said he loves to write with barnacle pens and that may help motivate him to write more in class. Mom and dad have said they are not as concerned in math, but would like to consider more accommodations for his broken fin because it makes it hard to write numbers.

Spell Check | Save Changes

Parent/Adult Student's Input on Student's Current Functional Achievement:

Spell Check | Save Changes

Monitoring the Mock IEP

Use the Guide Steps to review items III.A.3 – IEP has PLAAFP

Mark this item as IN or OUT based on the information provided

General Education Teacher Input Forms Activity

Swap your general education teacher input form with someone else at your table.

1. Does the form ask for the required information?

2. What could be added to the form to ensure you get the information you need?

3. Is there anything you could remove that is not necessary?

4. If a general education teacher reads this form, will they know that you need qualitative and quantitative data?

5. Is it clear that objective information is needed, versus subjective?

Goals: Start With Your Data!

- Measurable goals start with reliable data.

- Reliable data should come from a diagnostic whenever possible.
  - If there is no diagnostic for an area, use current MET evaluation data, curriculum measures, or solid classroom-based data.

- Data collected is first added to the PLAAFP and then used to create goals. Does it pass the "third party test"?
  - If so, everyone who reads the PLAAFP should reasonably know where the goals will lead.

- Be sure you are able to "speak to your data". Where did it come from? How does it support an area of need?

IEP Goal Formula- Use this formula every time you write a new goal to make sure your goals are complete and measurable.

Who?	Will do what?	What is the specific skill?	Under what condition?	How well?	As measured by?	As measured by?
Student's Name	(Verb/Action)	(no more than 1 skill per goal)	(condition)	(quality and/or criteria)	(type of data collection tool)	(Minimum of 6-9 data points per quarter)

VERB/ACTION		CONDITION		QUALITY	CRITERIA	
alphabetize	identify	**LOCATIONS**	**MISC.**	Independently	**FREQUENCY** (# of times it occurs)	**ACCURACY** (#correct/ percentage)
answer	include	in a small group	with typical peers	with prompting (verbal, visual, physical, gestural, limited)	( ) x each day	( ) % of the time
arrange	initiate	in a large group	with two hands	in the correct order	( ) x in ( ) minutes	( ) out of ( ) trails
ask	imitate	during recess	with left or right hand	with correct capitalization	each Day	No more than ( ) errors
bring	label	in a 1 :1 setting	with adults	with correct punctuation of period, question mark, commas...	( ) consecutive days	With ( ) errors
chart	list	during free time	with ( ) grade vocabulary		Fewer than ( ) minutes	
choose	maintain	across environments	through use of ( ) strategy	with a main idea and (#) of supporting documents	each week	**LATENCY/SPEED**
compare	make	during timed reading	with a (#) key hit sequence	legibly (define what legible means)		( ) words per minute
compile	match	in sharing routines	through use of ( ) AT	without assistance	**DURATION** (specific amount of time)	( ) letters per minute in less than ( ) minutes
complete	name	in the community		with minimal assistance (define)		( ) seconds or less
compose	organize			instantly and correctly		Complete work in ( ) minutes
contrast	outline	**GIVENS**		on the first attempt	For ( ) minutes	within ( ) minutes
contribute	paraphrase	given ( )		at a level judged satisfactory by teacher	For ( ) repetitions in ( ) amount of time	of verbal prompt
correct	point	paragraph				
count	pronounce	given unfamiliar( )		with no more than (#) redirections		
create	provide	given a topic		with a score of ( ) from the ( ) grade writing rubric		
decode	read	given CVC words				
define	record	given a model				
demonstrate	retail	given pictures				
describe	say	given words/letters				
determine	select	given a story starter				
differentiate	self-correct	given a calculator				
does not ( )	share	given prompts				
edit	solve					
explain	speak					
follow	spell					
generate	summarize					
give	type					
greet	volunteer					

NON-MEASURABLE: Comprehend, enjoy, feel, increase (from what to what?), know, listen, learn, manipulate (how?), participate (how?), realize, understand

Goals:

All goals should be individualized to the student's specific needs.

This guidance document can help to ensure that all necessary components of a goal are considered and included.

Goals: Basic Guidelines

Measurable goals start with reliable data

Establish reasonable expectations for growth within the term of the IEP (364 days)

Be specific with description of skills and behaviors
- focus on **skill vs. strategy**
- each goal should measure **one skill**
- Determine a level of attainment to demonstrate mastery **(extent or criteria)**
- Determine a measurement tool or assessment strategy **(how it is measured)**

Rely on data to guide goal development
- area of need should align with PLAAFP

BASELINE data reflects what the student knows, or can do, at the time the goal is written.
- What is the starting point for the goal? Indicate a baseline based on **data**

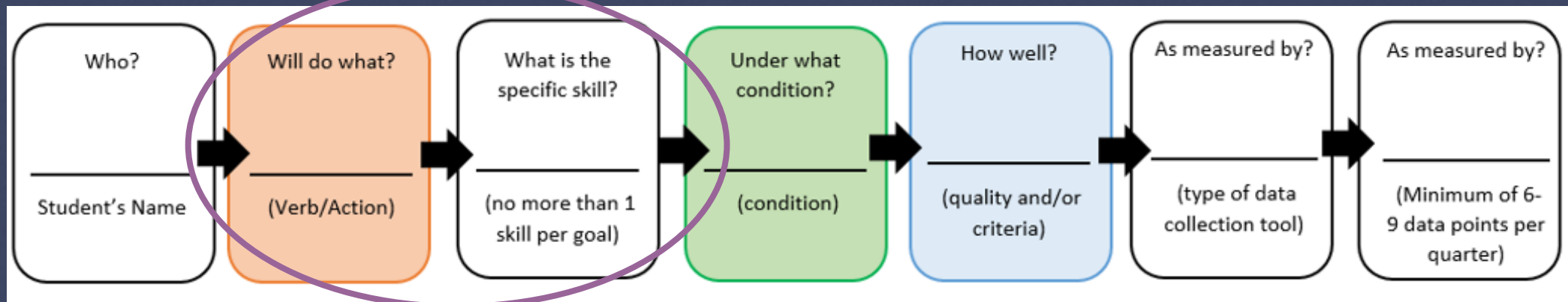Would another Special Education provider unfamiliar with the student know:
- where to start with the student?
- how to measure the goal for the annual review?

Goals: Skill(s)

Be specific in descriptions of skills and behaviors

- What is the verb or action?

- **Goals should be focused on the skill we want the student to acquire, not the non-preferred action/behavior.**

- A skill that can be measured with a valid tool

For example: When given a role play social scenario, John will identify whether a statement is best as a "thought" or "expressed words" with 80% accuracy as measured by teacher created rubric. Data will be collected on a weekly basis and documented on teacher generated data collection forms.

Who?	Will do what?	What is the specific skill?	Under what condition?	How well?	As measured by?	As measured by?
Student's Name	(Verb/Action)	(no more than 1 skill per goal)	(condition)	(quality and/or criteria)	(type of data collection tool)	(Minimum of 6-9 data points per quarter)

Goals: Student Form Completion

III.A.3 ____I____ General required components of IEP are included

☐ I IEP has PLAAFP (refer to Guide Steps)

☐ I Measurable annual goals related to PLAAFP

IN/OUT
Goal 1: ☐ I
Goal 2: ☐ I
Goal 3: ☐ I
Goal 4: ☐ I
Goal 5: ☐
Goal 6: ☐
Goal 7: ☐
Goal 8: ☐
Goal 9: ☐
Goal 10: ☐

III.A.3 ____O____ General required components of IEP are included

☐ I IEP has PLAAFP (refer to Guide Steps)

☐ O Measurable annual goals related to PLAAFP

IN/OUT
Goal 1: ☐ I
Goal 2: ☐ O
Goal 3: ☐ I
Goal 4: ☐ O
Goal 5: ☐
Goal 6: ☐
Goal 7: ☐
Goal 8: ☐
Goal 9: ☐
Goal 10: ☐

Monitoring the Mock IEP

Use the Guide Steps to review items III.A.3 – Measurable annual goals related to PLAAFP

Mark this item as IN or OUT based on the information provided

Goal Activity

- Choose a goal and change it so that it is compliant?

- Questions to consider:
  - Does the goal have too many skills?
  - Is the goal measurable?
  - Does the goal have a condition?

Alternate Assessment   60-day

ASSESSMENT

Rationale: Students with disabilities will participate in usual district assessments unless indicated by this form. Only those accommodations, which are provided for instruction and are required by this IEP, should be provided for assessment. All students will be assessed at grade level, other than the few who must be provided alternate assessments (Eligibility Determination Form (Alt. Assessments)).

Select Appropriate Test --> -- No Test Selected -- <-- Select Appropriate Test

Eligibility Determination Form (Alt. Assessments): ☐ Attached   (Click Attached and Save to create Form)
☐ Will participate without accommodations
☐ Will participate with accommodations consistent with those below

Select appropriate assessment

Check ☐ Attached for Alternate Assessment eligibility form

Consider all alternate assessment options for all ages (see chart) ANNUALLY

Alternate English Language Proficiency Assessment (ELPA) – must be considered for grades K-12

Student Name: PRESCHOOL, POLLY   **District ID:** PS123
SSID: 1234567   **Date of Birth:** 7/2/2019   **Grade:** PS
School: Riggs Elementary   **Service Coordinator:** Arellano, Alicia

Grade	ELA/Math	Science	Alt ELPA
K			X
1			X
2			X
3	X		X
4	X		X
5	X	X	X
6	X		X
7	X		X
8	X	X	X
9			X
10			X
11	X	X	X
12			X

Alternate Assessment Criterion

Significant Cognitive Disability

Review of records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.

- Adaptive behavior is defined as actions essential for an individual to live independently and to function safely in daily life.

- Review Sources of Evidence in Participation Criteria

Learning Content Linked to State Standards

Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level state standards and address knowledge and skills that are appropriate and challenging for this student.

Goals are written to allow for suitable instructional time prior to test administration.

Extensive direct individualized instruction and substantial supports

The student

(a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and

(b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.

If criteria is met, <u>ALL</u> goals must have objectives/benchmarks

Monitoring the Mock IEP

4:59

Use the Guide Steps to review items III.A.3 – Eligibility for Alternate Assessment

For eligible students for alternate assessment, short term objectives/benchmarks

Mark this item as IN or OUT based on the information provided
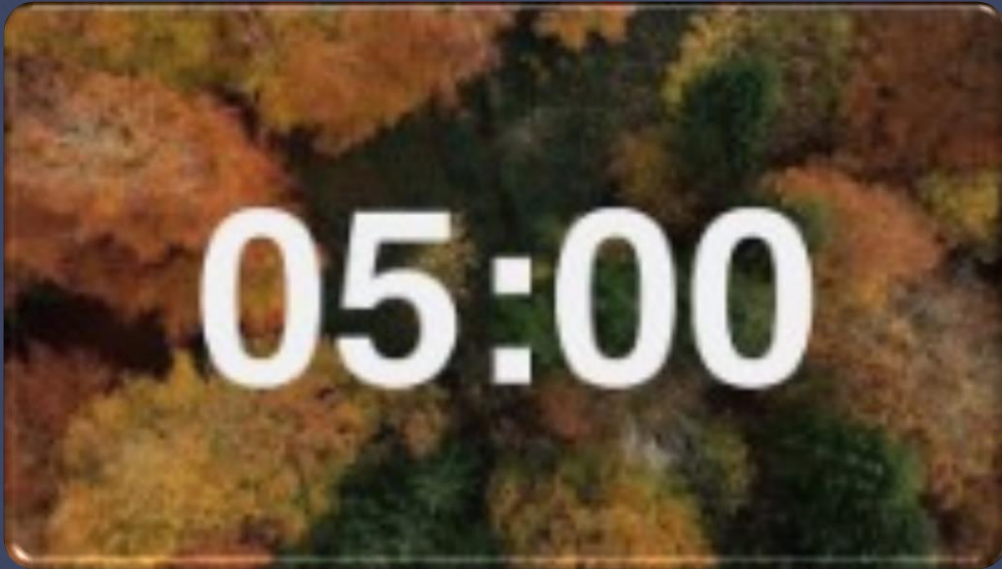
Progress Reporting

- IEP includes when reports on progress will be provided (e.g. quarterly)

- Includes progress toward goals
  - done in accordance with timeline – QPR reports each quarter of progress

- Information is consistent with PLAAFP/Goals – reflective of criteria in goal
  - e.g. Criteria = 4/5; Progress indicates 2/5 (IN)
  - e.g. Criteria = 75%; Progress indicates 2/5 (OUT)

- Goals are measurable

For recently implemented IEPs, progress reporting is still required for new goals even if the student's progress is still at baseline.

Monitoring the Mock IEP

05:00

Use the Guide Steps to review items III.A.3 – Current progress report includes progress toward goals

Mark this item as IN or OUT based on the information provided

Per IDEA: Specially Designed Instruction (SDI)

- The IDEA regulations define special education as **"specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability."** [34 C.F.R. § 300.39(a)(1)] The regulation continues:

  - Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction

  - To address the unique needs of the child that result from the child's disability; and

  - To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

34 C.F.R. § 300.39(a)(1); (3) (i), (ii)

Specially Designed Instruction in Practice

► SDI includes the <u>strategies</u> and <u>methods</u> used by teachers to <u>instruct</u> students with disabilities that are **different** than what is provided by the general education teacher

► SDI is based on the student's unique needs
- Adjustments are made based on quantitative and qualitative data collected on student progress

► SDI provides access to general education curriculum, so that the student can meet the educational standards

III.A.4 Special Education and Related Services	
Statute and Forms	**Explanation and Review Method**
300.18(b) 300.39 300.320(a)(4) ARS 15-763.A ARS 15-183(C)(5) & (E)(5) R7-2-401.G.4 SF, SASF, SCFS	The IEP describes the specially designed instruction (special education services) to be provided. **Specially designed instruction** (SDI) means "adapting, as appropriate, to the needs of a student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability and to ensure access to the general curriculum as identified in the academic standards adopted by the state board of education."

Specially Designed Instruction

- Consider the guiding questions when determining what SDI is needed and who the appropriate person (general education teacher, special education teacher, etc.) is to provide services.
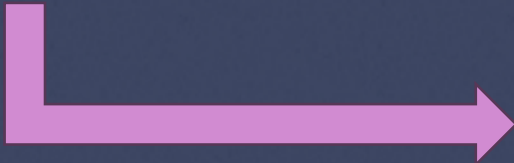
Guiding questions teams can consider when discussing SDI:

- What content is being taught and what instructional practices are in place in the general education classroom?
- What differentiated instructional practices/Multi Tiered systems of support are already in place in the general education classroom?
- What changes to content, delivery or methodology are needed for the student?
- What specially designed instruction is needed?

Who Can Provide SDI? Referencing ADE Guide Steps

- Arizona Senate Bill 1317 enacted updates to Arizona Revised Statutes and states that Specially Designed Instruction:

  ► "Includes instruction that is delivered by a person who is certificated pursuant to section 15-203 and who is determined by a pupil's individualized education program team to be an appropriate provider based on the pupil's individual needs"

Review the following items when general education or other non-special education certified providers are noted in a student's individualized education program (IEP) as the service provider for the specially designed instruction:

- An explanation of why the use of a general education teacher or other non-special education, certificated provider is appropriate to meet the needs of that specific student and to ensure access to the general education curriculum
- An explanation of how certificated special education personnel will be involved in the planning, progress monitoring, or delivery of SDI
- Verify the certification of the special education teacher of the child present at the IEP meeting through the Arizona Department of Education's Online Arizona Certification Information System (OACIS)
- Verify the certification of the individual who is providing SDI, if different from the special education teacher of the child (not applicable for Charter PEAs)

ARS 15-761 (32) (b)

SDI Worksheet

~~ Information can be in the PLAAFP, services, goals, etc. ~~

* Evidence of SDI must address at least one of the following: content, methodology, and delivery of instruction. Adapting any one of these three in isolation, however, may not constitute SDI.

Content (Curriculum based on grade-level standards)	Methodology (Instructional design of content, based on research or best practice)	Delivery (Application and implementation of methodology that are necessary and specified within the IEP)	How is instruction different from what all other students receive?	Is instruction individualized? (Yes or No)	Is SDI evident? (Yes or No)

July 2023

Check ENTIRE IEP for this information

Monitoring the Mock IEP

Use the Guide Steps to review items III.A.4 – Special education services to be provided

Mark this item as IN or OUT based on the information provided

LUNCH BREAK

We will start promptly in 1 hour

Related Services

- Must be considered
  - If not needed, that also must be documented
- Related services are required to benefit from special education

300.34(a) 300.320(a)(4) R7-2-401.G.4 SF, SASF, SCSF	The IEP includes the consideration of related services to be provided. **Student File Review Method:** Determine whether the IEP team considered the need for related services. If there are no related services indicated on the IEP, there must be some notation that the team considered and rejected the need. If the team determined that related services were needed, the services must be clearly specified in the IEP. Transition services may be considered as a related service if they are required to assist a child with a disability to benefit from special education. Examples: • Door-to-door transportation = **I** • Educational interpreter = **I** • Occupational therapy (sensory integration) = **I** • Occupational therapy = **O** • Counseling on stress management strategies = **I** • Speech therapy (expressive language) = **I** • Speech = **O** • Parental counseling and training = **I** • Team considered related services: none were needed = **I** • N/A = **O**

Supplementary Aids/Assistive Technology and Services for **Students**

300.320(a)(4) 300.324(a) (3)(ii) 300.34(a) 300.42 R7-2-401.B. 1,13 SF, SASF, SCSF, SCSEAI	The IEP includes any supplementary aids, services, and program modifications to be provided. **Student File Review Method: Review the entire IEP** to determine if supplementary aids and services are to be provided or if program modifications are to be made. Supplementary aids and services are defined as "aids, services, and other 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." Examples include, but are not limited to, orientation and mobility training, interpreter assistance, assistive technology devices or services, and instructional aides. Program modifications are defined as "substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content, or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities."

Supplementary Aids, Services, and Program Modifications for **Students**

Examples include:
- FM system
- Cane
- Sign language Interpreter
- Activities of Daily Living
  - Toileting
  - Eating/Feeding
  - Mobility
  - Grooming
  - Use of assistive devices
  - Transferring
  - Positioning
  - Safety Monitoring

Examples:
- Instruction in using speech to text for writing assignments = **I**
- Student will use a pencil grip whenever she is working on a written assignment. = **I**
- Student may use a calculator for math problems. = **I**
- Student will utilize a daily communication book (or homework assignment notebook) that will move between home and school with relevant notes for the parent/teacher. = **I**
- To promote student's continued independence, leisure books with page turning adaptations will be available during non-instructional time. = **I**
- Student will require an aide for toileting assistance. = **I**
- A social skills coach will meet with student twice a week during P.E. = **I**

- Student will have a sign language interpreter during classroom discussions. = **I**
- Considered and not required at this time = **I**
- N/A = **O**
- Left blank and not addressed elsewhere in the IEP = **O**

Supports for School Personnel – Supports designed to assist Staff

Examples include
► Consultation between teachers and
related service providers or itinerant staff
► Training
  ► Medical
  ► Adaptive equipment
  ► Tube feeding
  ► FM system
  ► Communication system

The IEP includes a statement of supports that will be provided to school personnel.

Student File Review Method: Determine whether appropriate supports were considered. This area of the IEP should not be left blank but may be incorporated in various locations in the document.

Examples:
- Considered, but not needed at this time = **I**
- In-service training on tube feeding = **I**
- Staff and parent in-service on use of assistive technology device = **I**
- Special education consultation on modifications for weekly tests in spelling = **I**
- Paraprofessional training on positive behavioral supports = **I**
- Special education consultation = **O**
- N/A = **O**
- Teacher training = **O**
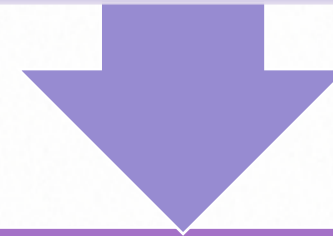- Providing copy of IEP = **O**

Monitoring the Mock IEP

Use the Guide Steps to review items III.A.4 – Consideration of:

Related services	Supplementary aids . . .	Supports for school personnel

Mark this item as IN or OUT based on the information provided

Location/Frequency/Duration

300.320(a)(7) SF, SASF, SCSF	The location, frequency, and duration of each special education service, related service, supplementary aid and service, support for school personnel and modification is included.

Location: type of environment that is appropriate for provision of the service

Frequency: how often a student receives a service (# per day or week)

Duration: how long each session will last (# of minutes per session)

Periodically As needed Daily

SPED Services	Instr. Setting/ Location definition	Start Date	Total Minutes	End Date
(1) Math Problem Solving	Special Education Classroom ▾	06/04/2021	0 per month ▾	06/03/2022

Frequency and Duration:

Provider(s): Special Education Teacher ▾ | -- Please select -- ▾ | -- Please select -- ▾

Specially Designed Instruction: (see examples)

Frequency and duration:
- Pre-teaching vocabulary: Three 30-minute sessions per week = I
- Pre-teaching vocabulary: 90 minutes per week = O
- Receptive language therapy: Four 10-minute sessions per month = I
- Receptive language therapy: 40 minutes/month = O
- Counseling: Two 30-minute sessions per month = I
- Counseling: 3500 minutes/yr. = O
- Consultation for modifying assignments: Once weekly for 30 minutes = I
- Consultation for modifying assignments: as needed = O

Monitoring the Mock IEP


20 MIN UPBEAT COUNTDOWN TIMER
20:00

Use the Guide Steps to review items III.A.4 – Location, frequency, duration of services and modifications

Mark this item as IN or OUT based on the information provided

Services Sort Activity

- Open the envelope on your table
- Review the contents
- Decide which category each of them belong under
  - Special Education Services
  - Related Services
  - Supplementary Aids, Services, Program Modifications
  - Supports for School Personnel
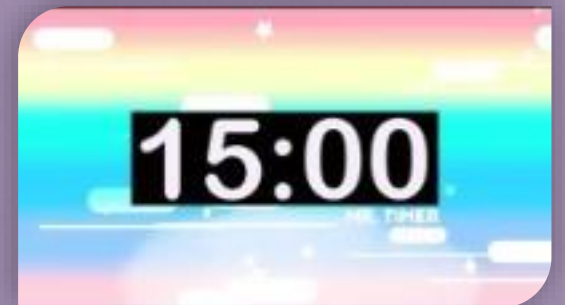
Extended School Year

- **Individually considered and determined**
  - **Definition:** Services <u>required</u> by IDEA to be provided beyond the traditional school year/day for any child with a disability who needs special education services and/or related services in order to receive a free appropriate public education (FAPE), thus maintaining meaningful educational progress.
  - **Purpose:** Ensuring a child's meaningful progress during the regular school year (FAPE). If services are not provided, the child's skills are not recouped in a reasonable time or permanently lost, jeopardizing progress. ESY services are not provided for the purpose of helping children with disabilities advance in relation to their peers.

Extended School Year

Could be offered

- Before and after regular school hours

- During school vacations

- During summer

As long as the IEP Team determines that the child requires ESY services during those time periods in order to receive FAPE

Determined no later than **45 calendar days prior to the last day of the school year**." [A.A.C. R7-2-408(C)]
- When determining services during the summer

Monitoring the Mock IEP

05:00

Use the Guide Steps to review items III.A.4 – Consideration of ESY

Mark this item as IN or OUT based on the information provided

Explaining Least Restrictive Environment

Explanation

Individualized

300.320(a)(5) SF, SASF, SCSF	The extent to which the student **will not participate** with nondisabled peers is explained.
	Student File Review Method: Determine whether the IEP contains an **explanation** of the extent to which the student will not be involved with nondisabled students **and why the instruction cannot be provided in a less restrictive environment.** This could be documented in a variety of ways or places within the IEP. The explanation must be individualized.
	The student's LRE must be determined on an individualized basis dictated by student's strengths/needs and **not** on a certain disability category, disability-driven program, or a PEA's staffing.

Strengths/Needs

Why?

Guiding Questions - LRE

- What is the student's current level of functioning?

- What services does the child need to access and progress in the general curriculum?

- What modifications does the child need to access and progress in the general education curriculum?

- What additional supports does the child need to access and progress in the general education curriculum?

- Can the services, supports and/or modifications be provided in the general education classroom? If not, **why**?

LRE Grid Resources | Arizona Department of Education (azed.gov)

Monitoring the Mock IEP

Use the Guide Steps to review items III.A.4 – Extent to which student will not participate with nondisabled peers

Mark this item as IN or OUT based on the information provided

Sped 72

- IEP must be in-force and locked

- CUSD reports LRE (A, B, C, D, PA1, PD, PS, etc.) to the state through e-IEPPRO

- LRE code reported to the state must match description in IEP

Other Considerations

The Individuals with Disabilities Education Act (IDEA) lists 6 special factors that the IEP team <u>must</u> consider in the development, review, and revision of each child's IEP:

- ❖ Positive Behavior Supports
- ❖ Accommodations for District/State Assessments
- ❖ Communication Needs
- ❖ Assistive Technology
- ❖ English Learners
- ❖ Hearing Impairment – Language/Communication Needs

One size does not fit all

Other Considerations

Individualized Education Program (IEP)

Student Name: PRESCHOOL, POLLY	**Considerations Form (Form C)**	IEP Meeting Date: 2/26/2020
Student ID: PS123	State ID: 1234567		

	Considered Not Needed	Included
For a student whose behavior impedes his/her learning, or that of others, positive behavior interventions, strategies, and supports have been considered.	☐	☐
Statement of Language Needs in the Case of a Child with Limited English Proficiency	☐	☐
Statement of Provision of Instruction in Braille & User of Braille for a Visually Impaired Child	☐	☐
Statement of the Language of Needs, Opportunities for Direct Communication with Peers in the Child's Language and Communication Mode	☐	☐
Statement of Communication Needs for a Child with a Disability	☐	☐
Statement of Required Assistive Technology Devices and Services	☐	☐
Statement of Health Concerns	☐	☐
Other:	☐	☐

The IEP team discusses and considers individualized needs of the special factors:

Do any of the special factors apply to the student?

If the answer is **"YES"** then the IEP team must:

- check the box "Included" that applies,
- address areas in the IEP as evidence (i.e., present levels, annual goals, services, behavior plan, accommodations and/or modifications).**Quantitative and qualitative data is key.**
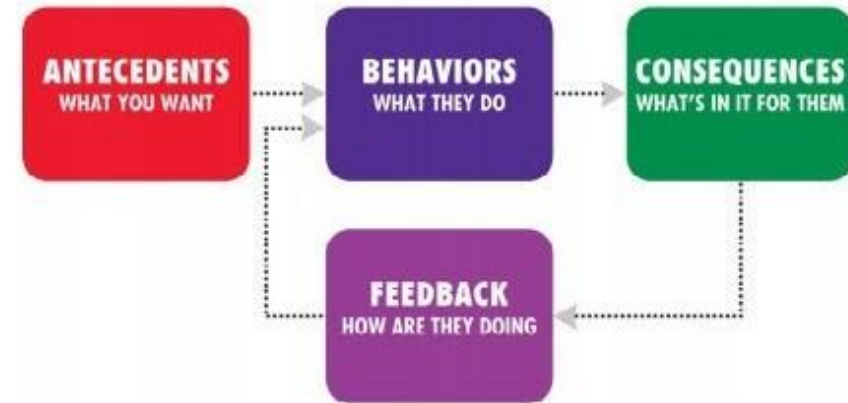
If the answer is **"NO"** then the IEP team marks "Considered Not Needed" for that special factor.

Other Considerations: Behavior

- **Does the student's behavior impede his/her learning or the learning of others?**
  - If so, this area must be addressed in the IEP

- Does the student require a Functional Behavioral Assessment (FBA), Behavioral Intervention Plan (BIP), or both? Does the student already have one or both?
  - If so, are they still currently aligned with the student's needs?
  - Are they being followed with fidelity?

THE BEHAVIORAL MODEL

ANTECEDENTS WHAT YOU WANT → BEHAVIORS WHAT THEY DO → CONSEQUENCES WHAT'S IN IT FOR THEM

FEEDBACK HOW ARE THEY DOING

"What gets measured, gets moved. What gets rewarded, gets repeated"

300.324(a)(2)(i) SF, SASF, SCSF, SCSAI, SCSEAI	The IEP team considered the use of positive behavioral interventions and supports and other strategies to address behaviors that impede the student's learning or the learning of other students. **Student File Review Method:** Determine whether the IEP team considered if the student needs behavioral interventions. If there is documentation that a student has displayed behavior that has impeded the student's learning or that of others, this area must be addressed in the IEP. The term "behavior" includes actions such as consistent tardiness, failure to complete homework, and self-destructive but non-confrontational actions. Evidence may be located throughout the IEP, such as in the annual goals, PLAAFP, accommodations and/or modifications, services to be provided, and behavior plans.

Other Considerations: Accommodations

Accommodations

Accommodations means the provisions made to allow a student to access the general education curriculum and demonstrate learning. Accommodations do not substantially change the instructional level, the content or the performance criteria, but are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. Accommodations shall not alter the content of the curriculum or a test, or provide inappropriate assistance to the student within the context of the test.

Display Recommendations Section (MET Form E6, Sec. J) from the Student's Most Recent MET

Legend for Type and Location Fields

Type:
1 - Class work/assignments   2 = Assessments/tests   3 = Both class work/assignments/assessments.

Location:
A = All Subjects	B = Language Arts/English	C = Reading	D = Spelling	E = Math
F = Science	G = Social Studies	H = Health	I = Electives	J = Physical Education
K = Lunch	L = Transition/Vocation	M = Library	N = Title 1	O = Special/Exploratory

Note: Listed Accommodations should clearly specify what needs to be done for this individual student.

Accommodation	Type	Location	Delete
Read aloud to students	3	CEF	🗑
Allow extra test time	3	BDEFG	🗑

Save Changes

Reminder: Choose or write accommodations that are individualized and that align with specific student needs.

Utilize your resources: When determining appropriate accommodations, consult the MET. Select the link provided to access information from the current MET.

Be Deliberate: Not all settings require an accommodation.

Other Considerations: Accommodations

Select Appropriate Test --> `-- No Test Selected --` **<-- Select Appropriate Test**

Eligibility Determination Form (Alt. Assessments): ☑ Attached (Click Attached and Save to create Form)
☐ Will participate without accommodations
☑ Will participate with accommodations consistent with those below

Standard Accommodations ()
(Accommodations selected here must be on the classroom accommodations form):

* Individual students may take short breaks during testing sessions to rest.   🗑

- PBT - Test Administrator must collect paper test booklet document. This does not apply to the Grade 3 Oral Reading Fluency (ORF) Telephone Test as there is no pause feature using the telephone test.
- CBT students must sign out of TestNav. The Test Administrator will need to resume the student's test session using PearsonAccess Next.

* Read-aloud (text-to-speech or human reader) content of the ELA Writing, Mathematics, and Science assessments   🗑

STANDARD ACCOMMODATIONS BANK

Enter a new standard accommodation *(use ctrl (command key) or shift to select multiple accommodations)*

`Search . . .`

AASA/AzSCI/AZELLA: Universal Test Administration Conditions - Being seated in a specific location within the testin...
AASA/AzSCI/AZELLA: Universal Test Administration Conditions - Each testing session must be completed in the same sc...
AASA/AzSCI/AZELLA: Universal Test Administration Conditions - Having assistance with logging into an online test
AASA/AzSCI/AZELLA: Universal Test Administration Conditions - Having the test administered by a familiar test admin...
AASA/AzSCI/AZELLA: Universal Test Administration Conditions - Individual students may take a stretch break (1 or 2 ...
AASA/AzSCI/AZELLA: Universal Test Administration Conditions - Reading the test quietly to himself/herself/themselve...
AASA/AzSCI/AZELLA: Universal Test Administration Conditions - Repeating the scripted directions from the Test Admin...
AASA/AzSCI/AZELLA: Universal Test Administration Conditions - Signing the scripted directions from the Test Adminis...
AASA/AzSCI/AZELLA: Universal Test Administration Conditions - Students may use the restroom during test (only 1 stu...

[Add New]

Accommodations

Accommodations means the provisions made to allow a student to access the general education curriculum and demonstrate learning. Accommodations do not substantially change the instructional level, the content or the performance criteria, but are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. Accommodations shall not alter the content of the curriculum or a test, or provide inappropriate assistance to the student within the context of the test.

[Display Recommendations Section (MET Form E6, Sec. J) from the Student's Most Recent MET](#)

Legend for Type and Location Fields

Type:
1 - Class work/assignments   2 = Assessments/tests   3 = Both class work/assignments/assessments.

Location:
A = All Subjects	B = Language Arts/English	C = Reading	D = Spelling	E = Math
F = Science	G = Social Studies	H = Health	I = Electives	J = Physical Education
K = Lunch	L = Transition/Vocation	M = Library	N = Title 1	O = Special/Exploratory

Note: Listed Accommodations should clearly specify what needs to be done for this individual student.

Accommodation	Type	Location	Delete
Read aloud to students	3	CEF	🗑
Allow extra test time	3	BDEFG	🗑

[Save Changes]

Ensure that there is a **direct relationship** between the standard/universal accommodations provided during daily instruction and those provided on state assessments.

Only standard accommodations that do not invalidate the test results may be selected.
Nonstandard accommodations may not be used on State and PEA-wide assessments even if the IEP authorizes their use in daily classroom activities.

Other Considerations: Communication Needs

- What communicative demands and opportunities does the student have?

- Does the student have the skills and strategies necessary to meet those communicative demands and take advantage of communicative opportunities?

- Can the student fulfill his or her need to communicate in different settings?

- Does the student communicate appropriately and effectively, and if not, why not?

- How would the deficit in communication be described?

- Should assistive technology be considered?

What are speech, language, and communication needs?

Free SLCN support plan

Examples:
- Student's stuttering increases when speaking before a group without notes. Student should be allowed to read classroom reports at the beginning of the year and gradually reduce dependency on reading as the year goes on. = **I**
- Student uses simple signs to convey basic needs such as toileting and hunger. = **I**
- Student has no needs in the area of communication. = **I**
- N/A = **O**

Other Considerations: Assistive Technology

What is Assistive Technology (AT)?

Device: 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 student with a disability.

- Devices ranging from low-tech options (i.e. pencil grips) to high-tech options (i.e. SMART board, augmentative communication)

Service: Direct assistance needed in the evaluation of the need for and the selection, acquisition, or use of an AT device

- Include training the child (as well as staff who work with the child) to use the device

Build Independence – helps students with disabilities accomplish something that they could **not** do without it

Determined by the individualized needs of the student in all academic areas along with developmental, functional, and learning needs; not determined as "benefit"

Other Considerations: English Learners

- **<u>Identifying English Learners with a Disability:</u>**

- A student may <u>NOT</u> be determined to be a student with a disability <u>if the determinant factor is the students limited English Proficiency</u>, and if the student does not otherwise meet the IDEA's definition of a "child with a disability." 34 C.F.R. § 300.306. (b) (1) (2)

300.324(a)(2)(ii)	For students who are English learners (ELs), language needs were considered.
SF, SASF, SCSF	**Student File Review Method:** Determine whether the team documented their consideration of language (AZELLA or other formal/informal assessments). A student being previously withdrawn from EL due to SPED would not equate to him or her not requiring EL supports, and documentation of impact of language would still be required. If there is evidence that the student is an EL, there must be documentation of the consideration of language needs. AZELLA testing accommodations could be included here if necessary.

Other Considerations: English Learners

NOTE: Information on native and/or preferred language can be found on the Home Language Survey (HLS)

Ensure translation is offered if needed and documented on the IEP and PWN

Examples:

- This is the student's first year in the USA and the primary language is Italian. Student should be taught using simple grammar with picture/graphic assists as much as possible. = **I**
- Student has studied English for several years and has a good command of written language. However, he needs spoken information to be presented in short segments in order to check his understanding until oral proficiency is achieved. = **I**
- Student is identified as an EL and the language needs were not considered. = **O**
- Student is identified as EL (HLS, narrative or other indications including WD due to SPED) and language needs are documented as considered and not needed. (There is no other documentation of needs elsewhere in the IEP.) = **O**

Other Considerations: Hearing Impairment

- What are the student's language levels?
- What is the student's communication mode?
- How does the student directly communicate with peers and staff?
- How is direct instruction provided?

| 300.324(a) (2)(iv) SF, SASF, SCSF | For students who have a **hearing impairment**, the IEP includes consideration of the student's language and communication needs (including opportunities for direct communication with peers and professional personnel and direct instruction in the student's language or mode of communication). |

Monitoring the Mock IEP

10:00

Use the Guide Steps to review items III.A.5 – Other Considerations

Mark items as IN or OUT based on the information provided

III.A.8 – Documentation that IEP Reflects Student Need

60-day

Cohesive

Individualized

300.320(a) (1-2)
SF, SASF, SCSF,
SCSI
 	
60-Day Correction
	Documentation that IEP reflects individual student needs.
	
	This item is looking at the cohesiveness of the IEP as a whole and requires that the IEP reflect the student's individual needs to afford the student a FAPE.
	
	Student File Review Method: There should be a clear alignment between the student needs (as articulated in the evaluation and PLAAFP) and the goals and services identified on the IEP.
	
	Consider all of the following:
	    • Evaluation information (if conducted within the last year)
	    • PLAAFP
	    • IEP goals
	    • Services (including extreme changes in service delivery model from previous IEP)
	    • Secondary transition components
	
	Mark this item **O** if the IEP does not enable the student to receive a FAPE. Record the specific reason(s) for noncompliance on the Student Form.

Clearly aligned needs, goals, and services

Monitoring the Mock IEP

Use the Guide Steps to review items III.A.8 – IEP reflects student educational needs

Mark item as IN or OUT based on the information provided

Procedural Safeguards/Parental Participation 60-day

IV.A.1 Notices Sent at Required Times and in a Language and Form That Is Understandable to Parents

Statute and Forms	Explanation and Review Method
300.504(a) R7-2-401.I.1 SF,SASF, SCSF, SCSI 60-Day Correction	Procedural safeguards notice (PSN) provided to parents within the last 12 months. **Student File Review Method:** If documentation is evident that the parent was given a copy of a (PSN) at least one time during the current year, mark this line-item **I**.
300.503(c) SF, SASF, SCSF, SCSI 60-Day Correction	Required notices are provided in the native language of the parent. **Student File Review Method:** Review the file for copies of the most recent notices (invitations to meetings, PSN, and PWNs) sent to the parents. Compare the language of the notices to the primary language indicated on the HLS. If the notices were provided in a language other than the parent's native language, there must be documentation of the parent's request (as evidenced by the parent) for notices to be provided in English. The language of the **student** must be considered when the student is invited to the IEP meeting.

Meeting Notice
Proc. Safe.
PWN

Provided at required times

Provided in the appropriate language

Monitoring the Mock IEP

Use the Guide Steps to review items IV.A.1 – Notices

Mark items as IN or OUT based on the information provided

Prior Written Notice (PWN)

PEA ✔	Line Item	I-O-U	Description
☐	IV.A.2	_____	PWN provided at required times and contains required components
☐		☐	PWN provided to parents at required times in the last 12 months
☐		☐	For PWN, a description of the action proposed or refused by the PEA
☐		☐	For PWN, explanation of why the agency proposed or refused to take the action
☐		☐	For PWN, description of any options considered and why these options were rejected
☐		☐	For PWN, description of evaluation procedures, tests, and records used as a basis for the decision
☐		☐	For PWN, description of any other relevant factors
☐		☐	For PWN, if the notice is not an initial referral for evaluation, a statement of how a copy of the procedural safeguards can be obtained
☐		☐	For PWN, sources to obtain assistance in understanding the notice

Individualized

- Statements
- Decisions
- Documentations

Evidence-based decisions

Statements related to decisions made

Why statements directly related to decisions

PWN Compliance

Referral	Additional Data	Eligibility	Initial Placement	IEP/FAPE	Suspension/ Expulsion
Implementation Date:	Implementation Date:	Implementation Date:	Implementation Date:	Implementation Date:	Implementation Date:
PWN Provision Date:	PWN Provision Date:	PWN Provision Date:	PWN Provision Date:	PWN Provision Date:	PWN Provision Date:

Enter the date of implementation of decision described by the notice

Enter date each notice was provided (this date should be prior to the implementation date)

Monitoring the Mock IEP

Use the Guide Steps to review items IV.A.2 – PWN

Mark items as IN or OUT based on the information provided

What is your level of comfortability now?

ADE Guide Steps question # 2