

WRITING AN ANNUAL

CREATING A NEW IEP

1. Open the student
2. Click on the PROGRAMS tab
3. Click on ADD IEP on the top right
4. Select which type of IEP it is then click NEXT
5. If your NOTICE OF MEETING is already made then when the IEP opens you can just select the meeting to attach the IEP to. If it isn't, when you make the IEP it will create a NOTICE OF MEETING but you will need to print it off and send it home to parents

ENROLLMENT

Enter enrollment information

DATES

1. Check to make sure the dates are correct

TYPE OF MEETING

1. Check either ELIGIBILITY or INDIVIDUALIZED EDUCATION PROGRAM-
 - a. use "ELIGIBILITY" if it is an initial or three year re-evaluation.
 - b. Use IEP and select INITIAL if it's the first IEP and REVIEW if it's a review
2. Select yes or no if they need an interpreter

PROCEDURAL SAFEGUARDS

1. Enter the date you have offered the safeguards

PRESENT LEVELS OF PERFORMANCE

1. Student Strengths, Preferences, Interests

- a. Write the student's strengths (must include academic/educational strength), preferences, and interests
- b. Do not include weaknesses in this section
- c. Include input from student and family

2. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE SUMMARY

- a. Include previous evaluation and eligibility info. This can be brief for example: At the last evaluation meeting in May of 1945 the student was eligible for special education services in the area of _____ (if SLD, Speech, Multiple or OHI please include specific categories ie: SLD in basic reading, reading comprehension, and math calculation) You can SUMMARIZE evaluation scores that led to this eligibility.
- b. Include GOALS from previous IEP and progress made towards the goals. If no progress, put info to say what is hindering progress or how programs are going to change to increase progress
- c. Include needs-next steps that need to be taken. This is the information that will determine your goals. Each need should have a corresponding goal/objective

- d. IF SLD-include the gap analysis from their most recent evaluation
 - i. Use STAR, DIBELS, NWEA MAPS, AIMSWEB. All of these will give a benchmark or grade level
 - ii. Divide the benchmark by the student's score and that will give you the gap. (Or if grade level, subtract performance grade level from actual grade level to give a gap
 - iii. Don't make new eligibility decisions based on this new gap information. Just use the data to determine efficacy of intervention.
- e. Include use of accommodations
- f. Include how the student is functioning in the general education environment and what supports are they using to be successful. This info will support your use of test accommodations.
- g. Include any info needed to support goals, services, accommodations
- h. State alternate district assessments if the students is ID and taking alternate assessments
- i. An example of a well written Present Levels is included at the end of this document

3. STUDENT NEEDS AND IMPACT OF DISABILITY

- a. Describe how the student's disability affects learning.
- b. Describe the what the student needs to function in the LRE

4. PARENT STUDENT INPUT

- a. Include anything the parents (or student) want to say. Often this is left empty until the meeting and information is added during the meeting after asking the parents.

5. SPECIAL FACTORS

- a. Check the relevant special factors
- b. **BIP: AUTISM and SED ELIGIBILITY MUST HAVE BIP**
- c. Assistive technology-If the student can't perform the task (writing, communication, reading etc) without the technology then it must be included here.
- d. Special Transportation- Need to justify the need for special transportation here NOT just say the student will have it. Why does he need it?
- e. Health care plan- if the student has one it should be filed in the nurse's office and there should be copies in the classroom, in each gen ed class the student visits, and with the bus driver. At the re-eval the health care plan is reviewed.
- f. Unique communication needs- if the student uses a device, sign, pictures etc. check this box and describe the communication needs.

6. GOALS

- a. Select area of need
 - i. ID ELIGIBILITY:
 - 1. MUST have Reading, Math, and Writing (NOT HANDWRITING) and Adaptive goals (Functional living skills)
 - 2. Must have TWO objectives for EACH goal
 - ii. SLD ELIGIBILITY:

1. MUST have goals in EACH area of eligibility
 2. Can ONLY have goals in EACH area of eligibility
 3. If you want to remove or add goals in an area of eligibility (basic reading skills, reading comprehension, reading fluency, math calculation, math problem solving, written expression, listening comprehension) you MUST do a reeval and change eligibility
 4. You don't have to have objectives, but you can. If you do you need two
- iii. SED ELIGIBILITY:
1. Must have social emotional goals
- iv. SPEECH
1. Must have goals in EACH area of eligibility
 2. Can ONLY have goals in the areas the student is eligible
 3. If you want to remove or add goals in an area of eligibility you must do a reeval and change eligibility
- b. Start date pre-populates
- c. Achievement date pre-populates
- d. Measureable goal:
- i. Goals need to measure specific skills NOT get higher test scores
 - ii. Goals need to be written around observable skills
 - iii. Goals need to be measureable-pay attention to what you are measuring, do you want accuracy, compliance, latency, duration, etc. Don't just put % Can't be measured by mastery of objectives
- e. Objectives-enter if needed or desired. They should scaffold up to the goal. Best practice is to teach separate skills scaffolding up to a goal rather than by mastery (ie: 30% by October, 50% by March, 70% by November) this is not really scaffolding. Look at use of prompts and fading those off to scaffold, or build skill sequences to a higher level task...
- f. Unit of Measurement-write what you are measuring NOT just percent. Percent accuracy, percent opportunities completed, percent compliance, number of requests, number of vocabulary words...etc.
- g. Baseline data-You can put precursor skills if they are working on a new skill, or put where the student is with the skill right now
- h. Evaluation method-select this from drop down menu
- i. Related standard
- i. MUST use grade level standards.
 1. Use the standard of the grade the student is in for the majority of the IEP year. If the IEP is in April, then use the next grade up standards.
 - ii. Click on the subject area (Regular standards are together with Extended evidence outcome standards)
 - iii. Select grade level (students actual grade level)

- iv. Choose extended evidence or Core standards
 - 1. If the student is ID then you must choose extended evidence, if they are not ID then choose Core
- v. Narrow down from there. It takes some trial and error when scaffolding down multiple grade levels
- vi. If you select one you don't like, use the red "X" and delete it
- j. Progress Monitoring
 - i. At the bottom click that you are taking data on the goal level or the objective level (usually when you use objectives you just do objective level so unclick goal)
 - ii. Several boxes will pop up asking for probe type, baseline (not 0-put in baseline for precursor skill), date of baseline, target, and frequency of measurement
 - iii. NOTE: if you use the same probe type for multiple goals/objectives you will get an error message and won't be able to discriminate between your goals/objectives when entering data points. That's why several of them have numbers (ex: percentage accuracy 1, percentage accuracy 2)

7. ACCOMMODATIONS

- a. List accommodations the student ACTUALLY uses in class

8. MODIFICATIONS

- a. You can ONLY modify curriculum if the student has a significant cognitive disability and low adaptive scores (ID eligibility). State: "The student works from extended evidence outcomes and curriculum is modified in all areas"
- b. If not ID say "no"

9. ESY PREDICTIVE FACTORS

- a. Click yes or no to fill out the worksheet
- b. If yes, fill out the regression, recoupment and predictive factor boxes and indicate which goals are to be addressed in ESY in the goal section

10. ESY

- a. Under Criteria/Inquiry answer the questions OR fill out TBD and put in a date if you don't have regression/recoupment data. Under "Additional information needed" state that you need regression and recoupment data

11. ASSESSMENT PARTICIPATION

- a. Complete the alternate assessment worksheet if the student has curriculum modifications they are eligible for alternate assessment
- b. In the comments box you can say what alternative district assessments the student will take.

12. ASSESSMENT ACCOMMODATIONS

- a. DISTRICT ASSESSMENTS
 - i. ID students will take alternate district assessments-these can be spelled out in present levels and in other assessments below.
 - ii. All other students will take regular

- iii. Select accommodations the student is ACTUALLY using in the classroom that are related to the student's eligibility and present level data
- b. STATE ASSESSMENTS
 - i. ID students will take COALT/DLM
 - ii. Select accommodations the student is ACTUALLY using in the classroom
- c. Fill out the questions under the box
 - i. If the student takes alternate district assessments, click "YES" to the question that asks if there are other alternate district assessments and put lower level DIBELS, or curriculum based assessments (ME-Ville to WE-ville)

13. SERVICES

- a. Service Delivery Statement
 - i. Include who is doing what, where for how long
 - ii. AUTISM students MUST have speech services AND social worker services-even if it's only consult
 - iii. SED students MUST have social work/counselor services
 - iv. SPEECH ONLY students who have language eligibility MUST have special education instruction time
 - v. SLD students MUST have special ed instruction time
 - vi. ID students MUST have special ed instruction time
 - vii. Include a statement that services will be provided according to student attendance and school calendar
 - viii. Include a statement that services do or do not need to be provided for extra curricular or non-academic activities
 - ix. If the student requires para support throughout the day for safety monitoring, toileting or any other health related services, that time is listed in the service delivery statement, not the grid. Please include medical necessity, duration and frequency, as well as the scope, in the service delivery statement
- b. Services-to add a service click the button that says "add a service" under the last service listed. To delete a service click the "X" labeled "delete" at the top right of service to be deleted. To move services click "up" or "down" at the top right of the service to be moved
 - i. Choose service
 - ii. Choose service provider
 - iii. Choose category (speech, OT, PT, and social work are related services)
 - iv. Choose direct if working directly with the student, choose indirect if it is consult services
 - v. Choose in gen ed for consult (not pulling the student out of gen ed) or outside gen ed if you are pulling them out
 - vi. Enter start and stop date
 - vii. Enter time per week or month

14. LEAST RESTRICTIVE ENVIRONMENT

- a. Placement Options Considered: Put the options you considered and whether it was chosen or not
 - i. You MUST consider a less restrictive environment. Clearly describe advantages and then disadvantages. Explain why you are over-ruling disadvantages to choose the option
 - ii. Choose the other option in this section choose “add” on the blue arrow below the box and select another option
- b. Under PLACEMENT OPTIONS
 - i. If the student has a shortened day, click “override” and put in actual minutes at school (not for kids with regular days missed for therapy etc. only for days shortened by IEP team decision)
 - ii. ENRICH does not calculate time out of gen ed written into the service delivery statement (Speech para time, para time outside class, time for changing, feeding if away from gen ed)
 - iii. Choose the placement option the team is considering: NOTE: LRE IS A TEAM DECISION AND MUST BE TALKED ABOUT AT THE MEETING, NOT PREDETERMINED...You are only choosing an option as a draft...or you can wait and choose an option in the meeting

15. PRIOR WRITTEN NOTICE

- a. Other Options considered
 - i. Every decision you make as a team should go here
 - ii. What is being proposed or rejected and why
 - iii. Reference procedural safeguards
 - iv. If you did not consider a less restrictive option in PLACEMENT OPTIONS you must consider it here listing advantages and disadvantages
 - v. Anything else you consider (having a 1:1 para, homebound, shortened days, push in rather than pull out, skipping PE etc) and the result of the conversation goes in PRIOR WRITTEN NOTICE.
 - vi. A copy of PRIOR WRITTEN NOTICE goes home with parent at the meeting even if its hand-written.
- b. Other Factors:
 - i. Don't say None. Say something...the student doesn't wear his glasses in class which is affecting his reading, the student has had poor attendance, the student changed districts,
 - ii. You can put any absent team members here and that parents gave permission for them to be absent
- c. Enter the case manager

16. STUDENT PARTICIPATION

- a. Check if they participated, if not fill in how you made sure the students needs were represented

17. PRINTING MEETING PARTICIPANTS

- a. Click the first check box next to the statement that says “Complete this section to print the participants names on the IEP document...” to print names on the signature page
- b. Click the box if the parents were physically absent or not (if they called in they were physically absent)

18. MEETING MINUTES

- a. Put order of events here, also if excusals were presented and approved by parents

TO PRINT THE DOCUMENT TO SEND HOME AS A DRAFT BEFORE THE MEETING OR GIVE TO MEETING PARTICIPANTS:

1. In the left green box next to the bold “DOCUMENTS” click the “print” button and from the pop up menu choose which forms you want to print

Example of well written PRESENT LEVELS OF ACADEMIC ACHIEVEMENT

Evaluation History

On 10/31/2012, the Wechsler Intelligence Scale for Children, Fourth edition. (WISC-IV) was administered to STUDENT. The results were as follows:

Verbal Comprehension: standard score of 63, a Working Memory standard score of 56 with a processing speed score of 75, and a full scale Intelligence Quotient (FSIQ) of 62.

It was noted at the time of the assessment in October of 2012, that STUDENT performed within the Borderline Range on the Perceptual Reasoning tasks, a personal strength. The results of the assessment contributed in the the decision of STUDENT's disability determination of Intellectually Disabled (ID).

According to the ABAS-II, (Adaptive Behavior Assessment System) from 2012, STUDENT was functioning within at-risk ranges for independent adaptive behavior, and was significantly below the culturally imposed expectations of personal and social responsibilities with a practical score of 65 (100 being typical) and conceptual of 59 (100 being typical). As compared to her same-age peers, STUDENT functions in the 1st percentile, (normal range between 35-65%ile).

Academic Performance

August 2016

Reading:

Current Goal: When give a short passage at a 2nd grade level, STUDENT will demonstrate decoding and reading fluency skills by reading the passage orally with at least 90 words read correctly in a one minute timed period.

Progress: According to STUDENT's Quarter 4 progress report she met her goals and objectives. Some scores on the reading comprehension were inconsistent but she made great progress!

Writing:

Current Goal: Given access to a story she has read, an experience or a picture stimulus, and a word bank of possible words to use, STUDENT will use writing skills to write a correctly indented paragraph retelling the story or writing about the experience, consisting of at least 5 complete sentences with 80% accuracy on capitalization, punctuation, grammar, topic maintenance, and spelling of given words on 3 separate data checks.

Progress: STUDENT loves to write and she writes a lot. She still has difficulty adding descriptive words and her sentences are quite simple. Overall she is doing well organizing her thoughts, punctuating, capitalizing, etc. STUDENT struggles still to stay on the correct topic. This goal has been met.

Math:

Current Goal: When given a 4th grade level Math Assessment consisting of data/graph analysis, measurement, number sense, time, money, and story problems, STUDENT will demonstrate improved computation and problem solving skills by completing the math assessment with at least 12 correct responses within an 8 minute times period.

Progress: This goal was also met during 4th quarter. She is a very hard worker and seems to enjoy spending time doing math.

Social Emotional:

Current Goal: STUDENT will demonstrate confidence and independence skills by relaying verbal messages from adult to adult with 100% accuracy of information relayed on 3 consecutive messages as measured by a check in with the receiving adult.

Progress: Progress from 4th quarter shows that STUDENT has met this goal. She has grown in her confidence and is doing well relaying messages.

STAR Assessments

STUDENT took the STAR Math and STAR Reading tests at the end of the school year in 2016. The STAR test is a computer adaptive test which adjusts the difficulty of each question based on the child's previous response. The STAR Assessments calculates a student's scaled score on both the difficulty of questions and the number of correct responses.

The STAR Reading is an assessment of reading comprehension and skills for independent readers through grade 12. It measures a student's understanding of word knowledge, comprehension strategies & constructing meaning, analyzing literary text, understanding author's craft, analyzing argument, and evaluating text. **Spring of 2016- 339**

Scaled Score

When taking a grade level assessment like this STUDENT scored in the 6th percentile, which indicates that she reads at a level greater than 6% of students nationally in the same grade. This test also determined that her instructional reading level is at an intervention level and she is at least 2 grades behind..

STAR Math is an assessment of math achievement for students in grades 1–12. It measures a student's understanding of numbers and operations, algebra, geometry, measurement, data analysis, statistics, and probability.

Spring 2016-Scaled Score was 538.

In math, STUDENT scored in the 11th percentile, which indicates that her math scores are greater than 11% of students nationally in the same grade. This score is at an intervention level.

Teacher Report:

STUDENT's teacher said that she is working on sight words with STUDENT. She also noted that STUDENT is good at multiplication; especially 1s-5s. She was able to get 14 correct answers on an 8 minute timed assessment.

LRE statement examples (Make sure this instruction in Frontline is being followed: Describe the possible advantages and disadvantages of this placement option for the student and the modifications/supplementary aids and services considered to reduce possible disadvantages to the student.)

General education classroom placement at least 80% of the time was considered the best option for STUDENT. This would give him the maximum opportunity to benefit from the general education curriculum and grade-appropriate peer interactions with typical peer models throughout his day.

Speech/language intervention provided in a 1:1 environment will help STUDENT use the strategies he learns in the high school environment. A potential harmful effect could occur when STUDENT works outside the classroom; he could miss important areas of general instruction. The speech/ language pathologist and social worker will do their best to avoid pulling STUDENT out of his class during core instruction.

STUDENT will spend the majority of her day in the general education classroom. This will allow her access to grade-level curriculum and peer models. She will be pulled-out of the classroom to work on speech production skills. The advantage of pulling STUDENT out of the classroom is that it will allow her to practice her target sounds in a quiet, less distracting environment. The disadvantage to pulling her out of the classroom is that she will miss instruction and curricular information. In order to minimize the impact of pulling STUDENT out of the classroom, and to increase generalization of speech/language skills, the SLP will consult with STUDENT's teacher about her target speech sounds, so that the teacher can reinforce those sounds in the classroom.

It is the decision of the IEP team that for the remainder of her senior year, STUDENT will continue to receive specialized instruction from a special educator through the Goal Progression course, that she attend work and community experiences outside the high school, in order to meet her unique learning needs, and still attend general education electives to encourage applying daily living skills in alternate settings. Disadvantages: STUDENT has limited opportunities in the general education setting. Advantages: STUDENT receives work and community experience, life skills instruction and peer interaction, plus the opportunity to interact with general education students in her elective courses. Beginning in August of 2017, STUDENT will be in her first year of transition services and will participate in day programming up to 900 minutes per week. This is considered the general education setting 100 percent of the time since it is a community based program. The advantages of this setting is that she is with her like peers all the time. The disadvantage is that she does not receive direct services from a special education teacher. To minimize this disadvantage the transition teacher checks on her and gives assistance to day program staff to help STUDENT.