Developing Quality IEP’s

NMPED/SEB Technical Assistance Manual
Section I: Introduction
Format

**Tips**: Provide guidance for improving the quality and compliance of the IEP

**Checkpoints**: Key points to ensure IEP is compliant with IDEA regulations and addresses individuality of student

**Asterisks**: Form available in Appendices
Not Eligible?
Have the SAT (Student Assistance Team) consider a 504 Accommodation Plan
What’s the IDEA?

Students receiving special education support and services will be:

• Involved in and progress in the general curriculum with appropriate accommodations, supports and services to address their unique needs

• Parents, students and educators will be involved in the IEP process to ensure student’s success in the LRE
Part II:
Preparing for the IEP meeting

Before, During and After Meeting
Strategies for Effective Meetings
Before Holding an IEP Meeting

- Be sure interventions are identified, implemented, evaluated and documented
- If evaluating, get parent consent*
- Use a variety of assessments, observations and data – target all areas of suspected disability
- Have EDT review data and determine eligibility* and document findings
- Inform school personnel & schedule meeting
- Send written notice to parent of meeting
Setting Up the IEP Meeting

• Parents must be notified in writing* (A conversation is not sufficient)
• Parent must receive a copy of Parent and Child Rights in Special Education once a year
• Schedule meeting at mutually agreeable time/place
• Document date invitation is delivered and method of delivery
• If having meeting without parent, must document all efforts to include them
Involving Parents and Students in the IEP

- Parent Report Questionnaire*
- Parent’s Guide to an IEP*
- Be sure parent/student input is considered and documented
- Invite student to IEP (Mandatory at age 14)
- Self-advocacy
IEP Members

- Parents
- 1+ Regular Ed Teacher
- Child’s Special Ed Teacher
- LEA Rep
- Evaluation Interpreter
- Student
- Part C if applicable
- Service Agency/Post-Sec Rep
- Related Service Providers
- Other teachers
- Principal
- Parent Advocate
During the IEP Meeting

- Person facilitating should be focused, but flexible
- Make sure everyone has the opportunity to participate
- Use an agenda or the IEP format to guide the meeting
After the IEP Meeting

• It is the **beginning** of the implementation of the IEP
• Make sure there is clear communication and commitment to the IEP
• Follow-up to make sure services are being implemented in compliance with the IEP
Characteristics of an Effective IEP Meeting

- Clear measurable goals
- Involved members
- Opinions respected
- Concerns addressed
- Focused on intended purpose and outcome
- Schedule a second meeting if needed
Appendix A: Forms to Use Before the IEP:

- A1: Parent Consent for Evaluation
- A2: Determination of Eligibility
- A3: Determination of a Specific Learning Disability
- A4: Invitation to Educational Program Meeting
- A5: Parent Report Questionnaire
- A6: Parent’s Guide to the IEP
Part III:
Writing the IEP Document
Components of the IEP Document

• Student Profile & Student/Family Vision
• Consideration of Special Factors
• Present Levels of Performance
• Measurable Post-School Goals (Sec)
• Transition Services (Sec)
• Transition Planning (Preschool/Elem)
• Annual Goals/Objectives/Benchmarks
Components of the IEP Document

- Extended School Year
- Participation in Mandated Testing
- Least Restrictive Environment
- Schedule of Services
- Consent for Medicaid
- Levels of Services/Setting
- Accommodations & Modifications
- IEP Progress Documentation
- Prior Written Notice of Proposed Actions
Student Profile and Student/Family Vision

• The IEP team must consider the whole child: strengths, needs, concerns and future plans, not just his or her disability

• Address all domains (Academic, Recreation and Leisure, Community participation/Home/Independent Living, Jobs/Training, Post-Sec Training/Learning, Other Education Areas, Additional Information)

• Student/Family Vision Statement – ensures IEP is Student Centered
Consideration of Special Factors

- Visual Impairment/Blindness*
- Hearing Impairment/Deafness*
- Special Oral/Written Communication needs*
- Limited English Proficiency
- Assistive Technology Needs
- Behavior that Impedes Learning*
Present Levels of Academic Achievement and Functional Performance

• Current
• Relevant
• Specific
• Objective
• Measurable

(Note “Weak and Revised Examples” in TA Manual pgs 11-12)
Transition Services: Secondary

- Transition Plans required at age 14
- Measurable Post-school Goals
- Planned Course of Study
- Age of Majority Statement
- Graduation Options to a Diploma
- Transition Planning Checklist*
Transition Services: Preschool/Elementary

- Development of Learning skills
- Identification of related services
- Career awareness/readiness skills
- Rec/Leisure/Community Activities
- Soc/Emotional behavior skills
- Fine/Gross Motor skills
- Referral of DD Waiver if appropriate
Annual Goals/Objectives/Benchmarks

- Must address the student’s present level
- Measurable
- Obtainable in one year
- Directed toward enabling the student to be involved in and progress in the general curriculum
- Alternate Achievement Standards must have objectives of benchmarks*
Medical/Health, Transportation and ESY

• Note any health issues such as medications, health plan or emergency evacuation plan
• Document need for any special transportation needs*
• Consider possible need for ESY. Document rationale*
State Mandated Testing

- All students must be tested
- IEP determines **how** they will participate
- Accommodations must be allowable or the testing results are invalid
- If using alternative testing, complete form for justification*
Least Restrictive Environment

• Make sure you provide a continuum of services to meet the needs of each student
Schedule of Services

• Services required to enable the student to achieve the goals
• LRE decisions are summarized
• Related services the student must have in order to receive a benefit from special education
• Identify providers by position, not name
• Hold providers accountable*
Consent for Medicaid

• Parental consent required per IDEA
• Not an IEP compliance issue, but an excellent strategy for making sure consent is obtained
Levels of Service/Setting

- Gives guidance in calculating the level of service
- Indicate where the service takes place: regular or special setting
Accommodations and Modifications

• Instructional accommodations required in order for student to be successful
• Must be individual and reflect needs of student
IEP Progress Documentation

• Tips for documenting and reporting student progress toward goals
• Use of forms to assist in documentation*
• Report for every goal
• Next Step examples: suggestions for improvement
IEP Conclusion

- Meeting Participants - IEP Team members sign documenting their participation
- Parent Rights given
- Age of majority – notification (Copy of Student Bill of Rights*, if applicable)
- Case Mgr/IEP Coordinator by signature assumes responsibility for ensuring team implementation of IEP (allow access to IEP team members)
Prior Written Notice

- Parents must be notified before the implementation occurs
- Document decisions accepted or rejected and give the reason
- Be sure to document that parent requests were considered
- PWN should clarify and validate, not contradict the intent of the IEP
When the IEP is Completed…

• Until it is implemented, the IEP is just a plan
• Review at least annually, but more often if:
  – Concerns about effectiveness are raised
  – Services are not being provided as defined
  – Student is falling short of expected progress
  – Change that affects appropriateness of IEP
  – New factors or circumstances arise
  – Parents or student request a review
Section IV: Appendices
Forms to Use Before the IEP: Appendix A

• A1: Parent Consent for Evaluation
• A2: Determination of Eligibility
• A3: Determination of a Specific Learning Disability
• A4: Invitation to Educational Program Meeting
• A5: Parent Report Questionnaire
• A6: Parent’s Guide to the IEP
Appendix B: State Recommended IEP Forms

- Preschool/Elementary IEP
- Secondary IEP
Appendix C: Other

- C-1 Braille Instruction
- C-2 Deaf/Hard of Hearing Communications considerations
- C-3 Guidance for Communications Form
- C-4 FBA – State Recommended
- C-5 BIP – State Recommended
- C-6 Strategies for assessing behaviors
- C-7 Transition Planning Checklist
- C-8 Short-term objective development
Appendix C: con’t

- C-9 Special Transportation
- C-10 ESY Determination
- C-11 Alternate Assessment
- C-12 Teacher Modification Notice
- C-13 Teacher Request for assistance
- C-14 Examples of Instructional accommodations/modifications
- C-15 Student Progress Toward Goals
- C-16 Contact Log – Related Svc. Staff
Appendix D

• D-1 Student Bill of Rights
Questions?
Thank you!

Elizabeth Boggs
Beth.boggs@demingps.org

Theresa Griffin-Golden
Theresa.Golden@rrps.net

Mary Reeve
Reevem@ruidososchools.org

Deming
Rio Rancho
Ruidoso