

IEP 101



2015-2016

IEP Compliance Requirements

User Manual – this button is in the top right hand corner. If you have questions, click on that button and scroll down to the area where assistance is needed.

Demographic Data – confirm with parents that data is correct.

Move-ins – Contact Carol Snyder/ Student Records to inform her and have her attempt to get records. Then contact your school psych to inform them of the move in. You might also check with the office secretary or your school counselor as they may have copies of records for you as well.

IEP Team Participation

- Before the Draft becomes final, enter the IEP date, type of the meeting, who participated and how they participated in the meeting.

Dates/ED Status

- Comp Eval – If IEP and eval are due in close proximity, it is nice to work with school psych and see if the two meetings can be combined into one.
- Initiation Date - typically should be the same as the new IEP date.
- Vision – Make sure this is current.
- Hearing – Make sure this is current.
- Ed Status – If information is inaccurate, contact Carol Snyder so that she can change it.

Strengths of the Child/ Concerns of the Parent

- Indicate 3-5 positive things about the child
- You **MUST** note parent concerns. If a parent has no concerns, then indicate that in this section.

Present Level: Health/Physical

- Vision
 - K-3 Students need screened yearly, 4th -12th every 2 years. Make sure you include the date of the student's last screening and that it is current.
 - Note if student passed or failed and if referred for further screening by qualified individual (school nurse, county health nurse, doctor's office).
 - Note if student needs to wear glasses or contacts.
 - Note if vision specialist is involved (if services provided put in SPED and Related Services)
 - Functional Vision Report information noted.
- Hearing
 - Screenings need done every 3 years. Include date of screening
 - Note if student passed or failed and if student was referred for further screening.
 - Note if audiologist or hearing impaired specialist is involved (if services

- provided put in SPED & Related Services)
- TeleMed services description (if services provided put in SPED & Related Services)
- School nurse services description (if service provided put in SPED & Related Services)
- Address fine or gross motor skills
 - Possible Adaptive PE, Occupational Therapy or Physical therapy (if services put in SPED & Related Services)
- Address mental health issues (if services provided put in SPED and Related Services, or Other Agencies if an outside agency)
- Address mobility issues such as wheelchair, cane, walker
- Other areas might include, asthma, medications, heart conditions, diabetic, seizures, ADHD, etc.
- If student has IHP (Individualized Health Plan) note where it might be located.
 - An IHP is a plan for students with severe health care needs.
- If student has particular medical diagnosis put a general description of the diagnosis as well as note if consulting with medical specialist. (Example 2)

Note: **Do** list the name of medications prescribed to the student if this information is available. (Example 1)

Example 1: Student takes medication (Concerta, Adderal, etc.) for ADHD.

Example 2: Student has epilepsy that can result in seizures and is consulting with a neurologist for continued care.

Present Level: Social/Emotional

- Peer interaction
- Teacher/Authority figure interaction
- Home Interactions
- Vocational Interactions

Present Level: General Intelligence

- This data should come from the school psychologist and will be typed in by the school psychologist. Please notify them to get this area completed.

Present Level: Academic

- Student's reading fluency rate, comprehension rate and grade equivalency.
- Student's writing fluency rate, grammar skills.
- Student's math achievement should be noted by listing skills mastered and skills that need reinforcement/remediation
- State Assessment results
- Any other assessment results
- Peer Comparison
- Other strengths or areas of concern
- School attendance

- If old data needs to be left in there, put a date at the end of it. (2009 IEP)

Example 1: Johnny is a 3rd grader who reads 54 wcpm when reading grade level material. Johnny responds correctly to 5/10 comprehension questions when reading grade level text. Johnny reads 67 wcpm when reading 2nd grade level text with 6/10 comprehension questions correct. Johnny reads 94 wcpm at 1st grade level with 9/10 comprehension questions correct.

Johnny's writing fluency rate is 8 wpm – significantly below grade level. Johnny spells 5/10 random grade level vocabulary words correctly. Johnny correctly capitalizes names in 8/10 trials. Johnny uses correct end punctuation in 6/10 trials.

Johnny has mastered counting by 1s, 2s, 5s, and 10s to 100. Johnny can add two single digit numbers correctly in 9/10 trials. Johnny can add two digit and single digit number correctly in 8/10 trials. Johnny can subtract one digit numbers correctly in 9/10 trials. Johnny can regroup from tens to ones to subtract correctly in 8/10 trials.

Johnny enjoys math and works well with manipulatives. Johnny shows deficits in reading and written expression.

Star Reading:

Star Math:

AIMSweb Scores: RCBM, MAZE, MCOMP, MCAP

KS Assessment Scores

Example 2: Suzie is a sophomore who reads 84 wcpm when reading grade level material/text. Suzie responds correctly to 5/10 comprehension questions when reading grade level text. Suzie reads 87 wcpm when reading 9th grade level text with 6/10 comprehension questions correct. She reads 94 wcpm at 8th grade level with 7/10 comprehension questions correct. Suzie reads 123 wcpm at 7th grade level with 9/10 comprehension questions correct.

Suzie's writing fluency rate is 15 wpm – significantly below grade level. Suzie spells 5/10 random grade level vocabulary words correctly. She correctly capitalizes names in 9/10 trials. Suzie uses correct end punctuation in 8/10 trials.

Suzie has mastered math concepts including multiplication and division, addition/subtraction of fractions, multiplication/division of fractions, expressing fractions as decimals. Suzie has not mastered equations with one or more unknown quantities (variables) solving these equations correctly in 6/10 trials. Suzie struggles with math questions that require problems solving strategies. When presented with these types of questions Suzie was only correct in 6/10 trials.

Suzie enjoys math and works well with manipulatives. She is succeeding in the regular education classroom. Suzie shows deficits in reading and written expression and specific goals are provided for these deficits.

Star Reading:

Star Math:

AIMSweb Scores: RCBM, MAZE, MCOMP, MCAP

Communication

- Verbal

Example 1: Student does not have problems communicating with peers or teachers.

Example 2: Student needs additional time to verbalize their thoughts or replies.

- Written

Example 1: Student has beautiful handwriting and is able to get thoughts down on paper with few convention errors.

Example 2: Student needs to make improvement in readability of written work.

Example 3: Student has great difficulty transferring verbal thoughts to paper and often needs assistance restating the thoughts as they write.

- Other (Braille, electronic devices, sign language)

Example: Student is deaf and needs a sign language interpreter (or hearing device) in order to communicate effectively.

Transition – must be included if student is 14 or older or will turn 14 during the IEP year with the exception of gifted students. The transition areas do not have to be addressed if student has a gifted only IEP. Speech only IEPs are not excluded and must have these areas addressed if 14 or older or will turn 14 during the IEP term.

Transition Assessment

A transition assessment with the results listed must be documented in the IEP. The results of these assessments should drive the Post Secondary Goals and be addressed on a yearly basis.

Transition assessment indicates the following strengths and aptitudes:

Example 1: Johnny is interested in attending a vocational school or receiving hands on training in the area of heavy machinery operations.

Example 2: Through student and family interviews, the desired outcome for student is to transition to a sheltered workshop situation where student will be trained and participate in a sheltered group living arrangement.

Post Secondary Goals: Education, Employment and Independent living must be addressed. The results of the Assessments/Interview section should drive the goals and be realistic for the student.

The following are examples:

- **Education/Training:**

- After Graduation, Student will attend a 4 yr. institution to complete a degree program in _____.
- After Graduation, Student will attend vocational school to complete a program in _____.
- After Graduation, Student will work as an apprentice in the _____ occupation.
- After Graduation, Student will receive training in the military in the _____ career field.
- After Graduation, Student will receive independent living skills instruction at AWI.

- **Employment:**

- After the completion of _____, Student will be employed in the food service area.
- After the completion of _____, Student will be in supported employment _____
- After the completion of _____, Student will work part-time as a(n) _____
- After the completion of _____, Student will work full time as an _____

- **Independent Living:** Not needed for this student

Student will live in a group housing facility where they will have assistance for daily living, financial and transportation skills.

Student will live independently with assistance from guardian for financial and transportation issues.

Note: Do not use the words “hopes to, plans to, wishes to, wants to” instead of the word “will” that is underlined.

TRANSITION SERVICES CHART

Transition: Instruction

Example 1: Transition instruction will be included in the student’s general education, resource room, and vocational classes as well as any Community Based Training that the student may be enrolled in.

Example 2: Student will consult with his parents, Resource Room teachers, and school counselor regarding enrolling in high school classes that would be advantageous for him to make a transition from high school to a post high school setting.

Example 3: Student will be involved in many daily living skills necessary to make the transition from a high school to a post high school setting in classes in the Resource Room, vocational classes and general education classes.

Other activities:

- Take part in activities preparing for college or other training
- Enroll in parenting classes
- Learn about time management
- Research scholarship or funding opportunities
- Take the ASVAB
- Take the PLAN test a Pre-ACT assessment

Transition: Related Services

This area is not for the Special Education related services like Adaptive PE, OT, or PT.

This area should be used to help students and parents identify, discuss and plan for related service needs or agencies that could be accessed and would assist with the transition to a post school setting.

Do not use language that would implicate the district or Keystone to provide those services.

Do not invite or include these on the IEP Meeting Notification of a student 14 and above without parent permission. Verbal permission can be given when IEP is scheduled, note that on meeting notification, and then have parents sign Consent to Invite Outside Agencies at the IEP meeting.

Transition Related Services might include:

- Post-school providers such as a disability advocate at a college/trade school.
- County or state support program providers (SRS, Social Security, and Supplemental Security Income (SSI).
- Mobility/orientation community trainers
- Caseworkers from adult service agencies who will be helping with transition to post school environment.

If student currently does not have any related services see the following:

Example: There are no related services in place at the current time, however as student gets closer to a graduation date related services will need to be considered that will assist the student in making a transition to a post high school setting.

(Teacher could list some of the above services that might be considered at a later time.)

Transition: Community Experiences

This area is for experiences that are generally provided outside of the school building and prepare the student for participating in community life.

- Special Olympics
- Shop for food, clothing, etc.
- Visit restaurants and order food

- Learn street safety
- Learn stranger dangers
- Recognize law enforcement or other community safety personnel
- Learn about public transportation
- Apply for a state identification card
- Participation in church, clubs, organization
- Tour apartments for rent
- Register to vote
- Register with the Selective Service
- Observe a courtroom process
- Tour county or city agencies
- Open a savings account
- Visit a post office
- Visit community medical and health service facilities
- Obtain driver's license

Transition: Employment & Post School Outcomes

- List any employment the student may have had and their job duties, including Community Based Training (CBT) work sites.
- A short narrative of what vocational area a student sees himself or herself being employed in following high school, completion of a trade school or college.
- Career exploration
- Practice completing job applications
- Complete a resume
- Practice job interviews
- Obtain a part-time job
- Memorize their Social Security number
- Participate in job shadowing

Transition: Daily Living Skills

This area does not have to be addressed if the student is above the functional level.

Example 1: This area is not applicable to this student as they have the ability to acquire necessary daily living skills.

Example 2: Any of the following (or others) can be stated as having the skills, learning the skills, or knowing the skills:

- Table manners
- Kitchen safety
- Care of clothing
- Operate washer/dryer
- Purchase foods
- Prepare meals
- Toileting skills
- Dressing themselves

- Personal hygiene
- Housing needs
- Money management
- Explore insurance needs
- Simple home repairs
- Consumer skills, rights, responsibilities
- Personal health care and medications
- Choosing appropriate clothing for situation
- Accessing medical services

Transition: Functional (Vocational Evaluation)

This area does not have to be addressed if the student is above the functional level. This is an assessment process that provides information about job or career interest, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed and can include observations, formal or informal measures and should be practical.

Example 1: This area is not applicable to this student as they have the ability to acquire necessary vocational employment.

Example 2: Any of the following (or others)

- Formal assessment with outcomes listed
- Informal assessment
- Interview information regarding the student's vocational interest or abilities.
- Person centered plan for post school transition
- Vocational profile

Vocational Rehabilitation and Other Agencies

- The default question will automatically give an option to check yes or no if student could benefit from those services.

If no is checked, document that the team agreed that those service are not needed.

Example 1: Student's functional capabilities and present levels of academic achievement make them capable of seeking, procuring and retaining employment without KVR assistance - notification is not necessary.

If yes is checked, but student is not yet 16:

Example 1: Student is not yet 16, this will be addressed at that time.

If student is 16, and yes has been checked, have parents sign referral form and forward it to KRS. Also make sure that parent signs Consent to Invite Outside agencies to the next IEP. If consent is given, invite the KRS to student's next IEP:

Example 1: Referral has been signed and submitted to KRS. This is only a notification, not a referral for services. Once the notification is forwarded to KRS they send an application for referral directly to the parent. All responsibility for coordination of KRS services then becomes the parent or guardians.

Course of Study

Course of Study (KS SPED Process Handbook Pg. 85) Each IEP for a student with a disability, who will be or is 14 during the IEP year, must contain a description of the course of study.

This area must contain a minimum of 2 years of proposed classes for junior high students and 4 years for high school students.

Put in the school year date in the appropriate box. In the “Classes” box it would be beneficial to tell the name of the school where those classes are proposed. If the classes have been completed and student has progressed past that year do not delete that information, as it will be helpful for future transition planning. If student transfers in and has earned credits from another high school, it is helpful for transition planning to list the classes, if credits were earned.

Example:

2012-13 9 th grade	Lerado High School English, Math, Science, Social Studies, Music, PE, FACS
2013-14 10 th grade	Preston High School English, Math, Science, Social Studies, Music, Computer
2014-15 11 th grade	Proposed Preston High School Literature, Pre-Algebra, American History, Environmental Science, 2 electives possibly Technology and Lifetime Sports
2015-16 12 th grade	Proposed Preston High School Technical English, Consumer Math, Government, Work Study 3 hours daily. Student is on track to graduate with his class in May of 2014.

Be sure to check how the student will graduate (either by earning required credits or meeting IEP goals and objectives).

Also complete the box for the anticipated month and year of graduation for the student.

Do not forget that if transition information is necessary on an IEP, **there must also be a goal in the Goals section of the IEP** regarding transition activities. This is in addition to the Post Secondary Goals.

This could be a goal addressing college visits, mentoring, working on transition portfolio, job applications, etc.

End of transition part of IEP

Goals – Must include:

- **Time frame** (By November 1st, 2016,)
-
- **Conditions** (given a 4th grade reading level)
- **Behavior** (student will read and comprehend)
- **Criterion** (with a 70% accuracy)

Example: By November 1st, 2015, when given a library book on the 4th grade level, student will read and demonstrate comprehension with 70% accuracy.

- Progress Measured – What is being used to get the grade? Daily work, tests, special projects, labs, participation, etc.
- Baseline – Where are they currently performing? A percent works good, however it can be a formal or informal assessment, teacher observation, or other data gathering method.
- If student is in Resource Room for reading and/or math the IEP should contains goals for these subject areas.
- If a student is taking a DLM for math then the student must have a goal for math. If the student is taking a DLM for reading then the student must have a goal for reading. If taking DLM, for either math or reading, the math or reading goals must have a State Standards that they are tied to.
- If a student is participating in the DLM the goal must include a minimum of 4 benchmarks.
- It is not recommended to combine behaviors or skills.
- Must have at least one goal on an IEP that is in effect at all times. If a student has met all goals then a new IEP must be written with new goals.
- If student participates in Community Based Training they must have a goal related to the training on the IEP.

Examples for goal with benchmarks

Goal

By November 1st, 2015, student will acknowledge the presence of a peer with a gesture, change in body position, or vocalization 50% of the time.

Benchmark

1. By the end of the first 9 weeks of the 2012-13 school year, when approached by a peer, student will use a gesture to indicate the peers presence 50% of the time

2. By the end of the second 9 weeks of the 2012-13 school year, when approached by a peer, student will raise their hand to acknowledge the peers presence 25% of the time.
3. By the end of the third 9 weeks of the 2012-13 school year, when approached by a peer, student will raise their hand to acknowledge the peers presence 50% of the time.
4. By the end of the fourth 9 weeks of the 2012-13 school year, when approached by a peer, student will have a vocalization 50% of the time.

Educational Placement and Special Education Services

All services must indicate the projected date for the beginning of the services and the anticipated frequency, location, duration of those services (K.S.A. 72-987(c)(7). It is possible that the service dates may vary throughout the year and should be indicated as such on the IEP. (Kansas SPED Process Handbook Page 89)

- A list of the classes, related services, or Community Based Training including where the service is provided in the general education, resource room, or other setting. Also include if Para support is provided for that class. Transportation also needs addressed in this area.
 - Complete the drop down menus for each of the services that are being provided. Do Not Combine Subject Areas or Classes.
 - Mark whether or not the student will receive special transportation
 - Describe to what extent the student will not participate in general education classes.
 - Describe the student's participate in school-related extracurricular activities.
 - Describe the potential harmful effects identified by the team.
 - Mark whether the student's special education services will be provided in the student's neighborhood building or not.

Do not use the wording "one on one Para support".

Do not include any after school tutoring time.

When receiving classes through a self-paced computer curriculum, must state where those services will be received (gen. ed., resource room).

Related Services – must also have projected beginning date, frequency, location, and duration.

Related Services should include services provided by the district or Keystone and could be:

- Adaptive PE
- Assistive technology services
- Audiology
- Autism
- Behavior
- Hearing impaired
- Interpreting services
- Occupational therapy
- Orientation or mobility services
- Physical therapy
- School counseling

- School health services
- School psychological services
- School social work services
- Speech/language
- Telemedicine
- Vision
- Other developmental, corrective or supportive services

If the students get other services from an outside agency list those in Voc. Rehab. and Other Agencies.

Once all service providers have entered data this area needs to be copied and pasted onto the Consent for Placement form in the first box labeled “DESCRIPTION OF THE ACTION PROPOSED” for an initial IEP. If the services are changing, then copy the changes to the “DESCRIPTION OF THE ACTION PROPOSED” section.

Supplementary Aids

Each IEP shall include the projected beginning date and the anticipated frequency, location, and duration for the special education and related services, supplementary aids and services, and modifications. (KS SPED Process Handbook pg. 113)

- Supplementary Aids might be able to be included in Program Modifications and if so say: See Program Modifications

Program Modifications

The program modifications and/or supports for school personnel in the IEP must indicate the projected date for the beginning of the services or supports, including frequency, location, and duration (KS SPED Process Handbook pg. 111)

Beginning (date of IEP) and lasting one IEP year, on a daily basis student will have the opportunity to have significant accommodations and modifications in order to be successful in general education classes.

Students with disabilities may require and be entitled to substantial curriculum changes to be sure they benefit from being in the general education class. (KS SPED Process Handbook pg. 133)

Examples of general modification or accommodations:

- eye contact, teacher proximity, and visual cues to help student stay on task
- test or quiz study guides two days in advance
- extended time on daily assignments, projects or tests
- tests, assignments, or other materials read aloud
- tests or assignments completed in the Resource Room

- all necessary assignments, quizzes & tests returned that are needed to study for a test returned to the student two days in advance of test
- use of a Franklin Speller
- use of a computer for word processing
- selective seating arrangement
- assignment modifications
- extended time on assignments or projects
- calculator
- notes printed on board or given to student after class
- note taker if notes given orally
- written material in printed form rather than cursive
- a Para or teacher to record answers
- visual and oral clues given along with written materials
- highlighting key words or phrases on assignments, tests, or other written work
- frequent breaks
- word banks for fill in the blank assignments or tests
- simplified, rephrased or clarified instructions for any assignments, projects, tests
- Keyboard covers not used.
- Tests will be provided to Resource Teacher or Para, with a key, at least two days in advance in order to modify.
- Simplified or clarified instructions will be allowed.
- Specific one on one instruction and assistance provided by Resource Room Para or teacher in general education classroom.
- Student not removed from classroom due to lack of materials.

Participation with Regular Education Peers

Example 1: The IEP team has determined that for the student to have opportunities to participate with non-identified peers in extracurricular and nonacademic activities, regularly-scheduled special education and related services may not occur when their delivery would prevent the child from participating in field trips, assemblies, special events for the general education classroom or school, state or district-wide assessments, or other such activities.

The student will participate with non-identified students in general education classes, the general education curriculum, extracurricular activities and other nonacademic activities except while receiving special education and related services outside of the regular classroom (specified under “Special Education and Related Service”).

- This is also a good place to list any clubs, organizations, sports, etc. in which a student has participated, including non-school activities such as church, scouts, 4-H, youth league sports, recreational hobbies or interest, if you not already mentioned in the transition area.

District Assessments

Example: Will take district assessments with modifications or accommodations as noted in Program Modifications.

- Could list results of any district assessments.
- If student is a senior (or any student who may be exempt) say there are no state assessments for this student and state the reason.

Extended School Year

- If ESY is necessary, it should be marked with a Y on the Demographic Screen.
- Must consider, then mark the appropriate box indicating if needed or not.
- If ESY is determined to be necessary, then the type and amount of services needs included as well as frequency, duration and location.
- This can be postponed until later in the year and an IEP Amendment completed at that time.

Behavior Plan

- Behavior plan screen only appears if Y is marked on the Demographic Page

Example 1: Considered, not needed at this time

Example 2: See attached Behavior Plan (If ED must either have a BP or a behavior goal.)

Assistive Technology

- This can also be included in Program Modifications for technology such as calculator, spell checkers, computers, or other academic technology.
- If student needs physical technology devices, such as prone stander, bikes, adaptive PE devices, occupational therapy devices then list.

Anticipated Service Chart

If IEP date and initiation dates are correct, when the building is selected the correct start and end dates will automatically appear when save is clicked. It will not correct them if they are entered incorrectly.

Put Resource Room time in as "G" setting.

If a Para or special education teacher is in a gen. ed. classroom with a student put that time in as "C" setting.

Signature Page

- Required team members are parent, special education teacher, principal or designee, and at least one general education teacher.
- Have all in attendance to the IEP meeting sign the signature page.
- If general education teachers attend for a short time and have input for their class have them sign before they leave.
- Must have an excusal from the IEP meeting if any of the required IEP team members do not attend.

Note: If a member of the IEP team does not agree with part of the IEP, they have the right to write a minority report and have it attached to the IEP (KS SPED Process Handbook P. 93).

Completion

Upon completion of the IEP click the General Verifications button and the MIS Verification button at the top of the page. Review the errors that are missing on both verifications. At this time correct or complete any section that is listed with an error. Do your due diligence to find the dates and information to update as thoroughly as possible.

Exiting – If exiting a student, let Carol Snyder know the last date of attendance and she will exit the student from your caseload.

Developed by Anita Twiner/Andy Ewing last revised by Lindsey Graf 06/2015 Reference: Kansas Special Education Process Handbook June 2011

IEP Resources



Does My IEP Have.....

Initial Each Line:

- _____ At least 3-5 Strengths about the student
- _____ Parent Concerns noted or state "Parents expressed no concerns at this time."
- _____ Evaluation test results from School Psych under **General Intelligence** if this is an initial/reeval year
- _____ I have **PEER COMPARISON** in **Academic/Comm/Social Emotional** sections (appropriate section for student)
- _____ **Frequency/Location/Duration** for ALL services, accommodations/modifications, and assistive technology
 - _____ **Frequency** - when this accommodation/modification will be effective. EX: all test, all quizzes, writing assignments longer than half page, reading text longer than 1 page, etc...
 - _____ **Location** - what class(es) this accommodation/modification will occur
 - _____ **Duration** - how long this accommodation/modification will be effective
- _____ **Goals** are measurable, use statement of what the student **will do**, contain 4 Benchmarks (the 4th will be the annual goal repeated), aligned with a KCCRS standard, contains a baseline, and tells how it will be measured
- _____ Stated what **subject areas** the student will have accommodations on **District Assessments**
- _____ Stated **General Assessment, General Assessment with accommodations, Alternate Assessment** has been chosen for state assessments

If **Alternate Assessment/DLM** it is stated why appropriate - Student should be 1st %tile or lower on standardized test (School Psych will have this information)

Accommodations/Modifications for all of the following assessments and used all year: Teacher test, Local, District and State Assessments match and are used all school year

- _____ Special Education Services, written out, **MATCH** the Service Chart

Notice of Meeting Has...

- _____ Been **Completed in WebKIDSS**
- _____ Date sent home
- _____ Day, Time, Location (school and room)
- _____ Purpose of meeting checked
- _____ Printed **2** copies (1 to send home and 1 to keep for the meeting date for parents to sign)
- _____ **IF** there is not 10 day notice, Parents checked "Consent to waive 10 day notice" box AND signed the Notice of Meeting. *****KSDE does NOT want the Waiving to be a standard practice, districts have been dinged when percent of these become TOO HIGH*****

Placement Form Has...

- _____ Been **Completed in WebKIDSS**
- _____ Date of meeting
- _____ Parent/student address
- _____ Reason for meeting marked
- _____ Box "**C**" checked if any change in service and appropriate box underneath - Change in Service <25% or Material Change in Service >25% of the total school day
- _____ Box "**D**" checked if any change in placement and appropriate box underneath - Change in Placement <25% or Material Change in Placement >25% of the total school day
- _____ Box "**E**" when all services stay the same and only PLAFFP and goals are updated (Boxes A-D will not need to be checked). State under #1 - "Update annual Academic Performance/or appropriate areas) and annual goals to reflect the current demonstrated needs of the student."
- _____ Parents checked "**Give Consent**" or "**Do Not Give Consent**" and **signed**

Staffing Notes Contain...

- _____ Been **Completed in WebKIDSS**
- _____ Parent, LEA, General Education Teacher, Special Education Teacher, and other participants **NAMES**
- _____ Box checked for: **Parent Rights Offered, Accepted/Declined**
- _____ Notes typed in WebKIDSS
- _____ Document **SAVED**
- _____ Document **FILED**

IEP CHECKLIST

Considerations by the IEP team that must be documented (but not necessarily on the IEP):

- € Strengths of the Child (KSA 72-987(d)(1))
- € Concerns of the Parents for enhancing the education of their child (KSA 72-987(d)(1))
- € Results of the Initial Evaluation or most recent Reevaluation (KSA 72-987(d)(2))
- € Academic, Developmental and Functional Needs of the Child (KSA 72-987(d)(3))
- € Behavioral Concerns (KSA 72-987(d)(4))
- € Limited English Proficiency (KSA 72-987(d)(5))
- € Braille (for children with disabilities) (KSA 72-987(d)(6))
- € Communication Needs of all Children with Exceptionalities (KSA 72-987(d)(7))
- € Communication Needs of Children who are Deaf/Hard of Hearing (KSA 72-987(d)(7))
- € Assistive Technology (for children with disabilities) (KSA 72-987(d)(8))
- € Extended School Year (for children with disabilities) (KAR 91-40-3(e))
- € Notification to Kansas Rehabilitation Services (for children with disabilities) (KSA 75-53, 101)
- € Physical Education Needs (for children with disabilities) (KAR 91-40-3(c))
- € Placement Determined Annually (KAR 91-40-21(e))
- € Potential Harmful Effects (for children with disabilities) (KAR 91-40-21(g))

Content of IEP

- € Present Level of Academic Achievement and Functional Performance including how the child's exceptionality affects involvement and progress in the general education curriculum: (KSA 72-987(c)(1))
- € Measurable Annual Goal(s) (KSA 72-987(c)(2))
- € Short-Term Objectives/Benchmarks – only for children participating in Kansas Alternate Assessment (KAA) (for children with disabilities) (KSA 72-987(c)(1)(C))
- € How progress toward measurable annual goals will be measured (if goals are written correctly it will contain this information) (KSA 72-987(c)(3))
- € When progress reports will be provided to parents (KSA 72-987(c)(3))
- € Which State and District Assessments the student will participate in for each content area (for children with disabilities only)
 - Accommodations that are necessary on State and District-Wide Assessments (KSA 72-987(c)(6)(A))
 - If the child participates in the KAMM, KAA or not assessed: (KSA 72-987(c)(6)(B))
 - Which assessment the child will participate in
 - Why the child cannot participate in the regular assessment and
 - Why the particular assessment selected is appropriate for the child € Measurable Postsecondary Goals (for children with disabilities age 14+) addressing education/training, employment and where appropriate independent living (KSA 72-987(c)(8)(A))
- € Courses of Study (for children with disabilities age 14+) (KSA 72-987(c)(8)(B))

- € Age 16 Transition Services (for children with disabilities age 16+) (KSA 72-987(c)(8)(C))
- € Transfer of Rights at Age of Majority (KSA 72-987(c)(9))
- € Statement of Special Education, Related Services, Supplementary Aids and Services, Program Modifications and Supports for School Personnel (KSA 72-987(c)(4))
- € Projected date for beginning of each of the services (KSA 72-987(c)(7))
- € Frequency/Location/Duration of each of the services (KSA 72-987(c)(7))
- € Explanation of the extent the child will not participate with non-exceptional children in the regular class (KSA 72-987(c)(5))
- € Gifted children shall be permitted to test out, or work at an individual rate, and receive credit for required or prerequisite courses, or both, at all grade levels, if so specified in the child's IEP. (KAR 91-40-3(g))

December 20, 2007, Special Education Services Kansas State Department of Education Page 1

Indicator 13 Checklist

Instructions: This checklist includes the Indicator 13 compliance requirements. Please use this form to check your IEPs before they are sent to the reviewer. If any question is answered “No”, the IEP is out of compliance.

Student Invitation & Participation

1. If the purpose of the meeting was the consideration of the postsecondary goals for the student and the transitions services needed to assist the student in reaching those goals, did the school invite the student?	__Yes __No
2. Did the student attend the IEP meeting? (Not a Requirement)	__Yes __No
3. If the student did not attend the IEP meeting, did the public agency take other steps to ensure that the student’s strengths, preferences and interest were considered?	__Yes __No

Agency Invitation & Participation

4. Will this student need involvement from any outside agency in order to make a successful transition? Look at the desired measurable postsecondary goals, present levels of academic achievement & functional performance and the student’s strengths, preferences, and interests and ask yourself: “For the current IEP year, will this student need to be linked to post school services, supports, or programs in order to successfully achieve his/her measurable postsecondary goals?” Check N/A if it is too early to determine if this student will require outside agency involvement.)	__Yes __No __N/A (If yes, go to 5) (If no go to 8) (If n/a go to 8)
5. For transition services that are likely to be provided or paid for by other agencies with parent (or child one the age of majority is reached) consent, is there evidence that representative of the agency (ies) were invited to the IEP meeting?	__Yes __No __N/A (If no or n/a check 6 n/a)
6. Did a participating agency, other than the public agency, fail to provide the transition services described in the IEP? (Not a requirement)	__Yes __No (If no or n/a, go to 8)
7. Did the public agency reconvene the IEP team to identify alternative strategies to meet the transition objective for the student set out in the IEP?	__Yes __No

Parent Invitation

8. Was a parent notice provided?	__Yes __No (If no, go to 12)
9. Does the parent notice indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services of the student?	__Yes __No
10. Does the parent notice indicate that the agency invited the student?	__Yes __No
11. Does the parent notice identify any other agency that will be invited to send a representative?	__Yes __No

Contents of the IEP

12. Does the IEP include a statement of the student's present levels of academic achievement and functional performance?	__Yes __No
<p>13. Is there a measurable postsecondary goal or goal that covers education or training, employment, and as needed independent living? (Check all that apply). ("Yes" means there is a measurable postsecondary goal in the given area of the postsecondary goal can be measured. "No" means there is a postsecondary goal in the area, but it cannot be measured. "NG" (No Goals) means there is no postsecondary goal in that area. "N/A" applies only to independent living skills where a measurable postsecondary goal may not be appropriate or applicable.</p> <p style="text-align: right;">Education/training Employment Where appropriate, independent living skills.</p> <p>Note: There could be ONE measurable postsecondary goal that indicates both education/training and employment. If there is ONE measurable postsecondary goal that addresses education/training AND employment and the goal is measurable then check "Yes" for both areas. If yes or no for education/training, employment and independent living skills then go to 14. If "NG" for Both education/training and employment and "N/A" for independent living skills then go to 20.</p>	<p style="text-align: right;">__Yes __No __ng __Yes __No __ng __Yes __No __N/A</p>
14. Is (are) there annual IEP goals that will reasonably enable the child to meet the postsecondary goal?	__Yes __No
15. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?	__Yes __No
<p>16. Are there transition services in the IEP that focus on improving the academic & functional achievement of the child to facilitate their movement from school to post-school? (Requirement to all that apply)</p> <p>Check all that apply:</p> <p style="text-align: right;">Instruction Related Services Community experiences Employment and other post-school adult living objectives When appropriate, acquisition of daily living skills? When appropriate, functional vocational evaluation?</p>	<p style="text-align: right;">__Yes __No __n/a __Yes __No __n/a __Yes __No __n/a __Yes __No __n/a __Yes __No __n/a __Yes __No __n/a</p>
17. Are the transition services based on the individual student's needs, taking into account the student's strengths, preferences, and interests?	__Yes __No
18. Are the transition services designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitation the student's movement for school to post-school activities?	__Yes __No
19. For the measurable postsecondary goal(s), is there evidence of coordination between the LEA and other postsecondary services?	__Yes __No __n/a
20. Do the transition services include a course of study that focuses on improving the academic and functional achievement of the child to facilitate their movement form school to post-school?	__Yes __No __n/a
21. Overall, does the IEP include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student o meet their postsecondary goals?	__Yes __No __n/a

Transfer of Rights at the Age of Majority

<p>22. Beginning not later than one year before the student reaches the age of majority under State law, does the IEP include a statement that the student has been informed of the student's rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority?</p>	<p>__Yes __No __n/a</p>
--	-------------------------

Summary of Performance

<p>23. For the current school year, will the student terminate eligibility by graduating from secondary school with a regular diploma or exceed the age eligibility for a free and appropriate public education under State law.</p>	<p>__Yes __No (If yes, answer question 24, if no, stop)</p>
<p>24. Has the public agency developed and provided the student with a summary of academic achievement and functional performance including recommendations to assist the student in meeting the student's postsecondary goals?</p>	<p>__Yes __n/a (not yet developed, but will be developed later this year) If yes, answer questions 25 & 26</p>
<p>25. Does the summary of performance provide the student with a summary of his/her academic achievement and functional performance?</p>	<p>__Yes __No __n/a</p>
<p>26. Does the summary of performance include recommendations on how to assist the student in meeting his/her postsecondary goals?</p>	<p>__Yes __No __n/a</p>

Present Levels of Academic Achievement and Functional Performance (PLAAFP) Development

The Purpose of the PLAAFP is to identify and prioritize the specific needs of a child and establish baseline performance in the general education curriculum so that an individualized and meaningful plan can be developed. Statements of PLAAFP include current information about the student’s academic achievement and functional performance. The PLAAFPs provide a description of the degree of match between the student’s current skill levels and the expectations of the student’s learning environment.

Component	Characteristics
<p>Describe Current Performance: The description of current performance should be in relationship to where the student currently is and where the student is headed (next setting, next transition, post-school outcomes, etc.).</p>	<ul style="list-style-type: none"> • This describes the unique needs of the child, relevant performance and other non-curricular issues that help clarify student needs. • Includes information such as learning strengths, absenteeism, standardized assessments, etc. • Includes information from a variety of sources such as parent(s), general and special education teachers of the child.
<p>Describe Performance in General Education Curriculum: This includes an explanation of how the disability or giftedness affects the child’s participation and progress in the general curriculum.</p>	<ul style="list-style-type: none"> • Statement of how the exceptionality affects involvement and progress in the general education curriculum. • Includes information from a variety of sources such as classroom quizzes, tests, state and district assessments, the most recent evaluation of the child and other assessments that are linked directly to the curriculum. • Describes the degree of match between the student’s performance and the expectations of the general curriculum standards.
<p>Provide Baseline Data: The PLEP needs to contain baseline data that is in specific, measurable and objective terms for each identified need addressed by a measurable annual goal.</p>	<ul style="list-style-type: none"> • • Provides the starting point for each goal written in the IEP & is how progress is shown. • • Sets the measurement method that will be used in each goal. • • Specific • • Objective • • • Measurable • • • Able to be collected frequently – must be able to be collected as frequently as progress reports are sent.

Steps to Developing a Measurable Annual Goal

Steps	Key Elements to Consider
1. Select a need from the PLEP that will be addressed by a goal.	<ul style="list-style-type: none"> • What are the needs? • Will they be addressed through a goal, related service, accommodation, other?
2. Consider the general education standards and curriculum for the student's grade level, age or expectations for other performance skills	<ul style="list-style-type: none"> • What are the local district and/or state standards or outcomes? • Should extended standards be used? • What skills are required to demonstrate proficiency on assessed state indicators? • What are the prerequisite skills required (including job and adult world skills) • Are there other unique needs such as behavior or communication.
3. Identify the performance which will be monitored. (behavior)	<ul style="list-style-type: none"> • How will the learned skills be exhibited? • Is the behavior being asked related to appropriate curriculum or standards?
4. Specify how progress toward the goal will be measured. (condition)	<ul style="list-style-type: none"> • What materials will be used? • What is the setting? • With how much support or assistance?
5. Determine to what level the behavior must occur. (criterion)	<ul style="list-style-type: none"> • Where do you want the student to be a year from now? • How does the student respond to new material or instruction? • Is the criterion challenging but realistic? • Have you considered the criterion in relationship to the grade level outcomes? • Where do the state standards expect the student to be one year from now?
6. Specify the amount of time needed to reach the criterion. (timeframe)	<ul style="list-style-type: none"> • The maximum length of a goal is one year. • There is no minimum length. • Goal should be anticipated growth to occur within one year.

USEFUL EXAMPLES OF F/L/D DOCUMENTATION FOR ACCOMMODATIONS

Accommodation	Location	Frequency	Duration
Extended Time	General education classrooms	For in-class assignments and classroom assessments	Extended time provided not to exceed the end of the next period for the same class
Extended time for assignments	In all core classes (social studies, science, math, and language arts)	Whenever written assignments are given	Todd will receive a time extension of 1 1/2 of the required assignment time to complete the assignment
Extended time for tests	In all core classes	Whenever written assignments are given	Todd will receive a time extension of 15 minutes for every hour of test time required to complete the assessment
Clarification of Directions	In all core, elective, and vocational classes	Whenever oral directions are given	Todd will be given initial directions with all students, and then asked for understanding. If he does not understand, directions will be restated for him individually, not to exceed three times
Separate quiet setting	In all settings, both general and special education	For all state, district, and classroom assessments	For the length of the assessment
Text read aloud via human or electronic reader	In all settings, both general and special education	When given material above a second grade level	Until reading of assigned text is completed
Text read aloud via human or electronic reader	For general education math class	Every math class period when text is assigned to be read	Until reading of the assigned text is completed
Use of calculator	In general education math class	Whenever assignment requires math calculation	For duration of math class
Provide copy of notes, study guide, or cloze activity to be used for review for tests	Across all general education classrooms	For each chapter or unit of study	Notes, study guide, or cloze activity provided at least 4 days before any chapter or unit test
Essay responses limited to lists or 3 sentences	Across all settings, both general and special education	For all classroom assignments and assessments	For the length of the essay test or essay assignment

Examples of F/L/D Documentation for Modifications

Modification	Location	Frequency	Duration
Jolinda will be provided with fewer answer options for all classroom multiple choice tests (e.g., 3 answer options instead of 4).	In all core classes	Whenever multiple choice assessments are given	For the multiple choice portion of all classroom assessments
During her general education math class, Linda will be asked to complete multiplication and division problems with no more than two digits.	In core math class	Whenever a math assignment or classroom math assessment is given that involves multiplication or division.	For the duration of all math assignments and classroom math assessments.
During general education science class, Leander will complete assignments and assessments for only the first half of the learning objectives for each unit, when the objectives are listed from simplest to most complex.	In core science class	Whenever assignments or assessments are given for each unit in core science class.	For all assignments and assessments for all instructional units in core science class.
Talisha will be graded on a modified grading system of credit/no credit for all core classes (English, math, science, and social studies).	In all core classes	Whenever grades are assigned for all classroom projects, assignments, and assessments.	For all four grading periods of the school year.
Corinne will be provided modified social studies curriculum in the resource room that includes instruction in half of the learning objectives covered in the general education social studies class.	In the special education resource room.	During instruction in social studies.	For one year of social studies coursework.
Jeremy will be provided with a spelling list of 10 words each week, instead of the class list of 20 words.	In language arts class	Whenever spelling assignments and assessments are given.	For the duration of spelling instruction, practice, and assessment each week.
Kendra will be provided with written materials at her instructional level (currently two years below grade level) during reading class.	In reading class	Whenever written materials are provided for reading instruction.	For the duration of reading class.

Useful Websites

Keystone Website www.keystonelearning.org

- Parent's Rights Handbook
- Kansas State Process Handbook
- Accommodation and Modification information
- IEP Decision Flow Chart

KSDE Website www.ksde.org

- Kansas State Process Handbook
- Gifted Education Resources
- Career Interest Inventories
- Kansas College and Career Ready Standards
- Emergency Safety Intervention Information
- Early Childhood Information
- MTSS Information
- Eligibility and Evaluation Resources

TASN Website www.ksdetasn.org

- IEP Training and Coaching Resources
- MTSS Information
- Eligibility and Evaluation Resources
- College and Career Ready Standards
- Early Childhood Information
- Transition Information
- Gifted Education Information
- Emergency Safety Intervention Information

OTHER WEBSITES to help with PROGRESS MONITORING

www.easycbm.com

www.interventioncentral.org

Aimsweb

Dibels

Edcheckup Standard Reading Passages

FAST CBM Reading

FAST earlyMath

FAST earlyReading

Scholastic Math Inventory

Scholastic Reading Inventory

STAR

Yearly ProgressPro

Cbmreading.com

www.rtinetwork.org

www.cbmbasic.com

www.npsd.org