

DIVISION OF SPECIALIZED EDUCATION (DSE)

POLICY IN PRACTICE WEBINAR SERIES:

**Individualized Education Program
(IEP) Process**





Agenda

- A. Individualized Education Program (IEP) Process**
 - i. Individualized Education Program (IEP)**
 - ii. IEP Team Composition and Permitted Excusal**
 - iii. IEP Team Decision-making (Consensus)**
 - iv. Participation versus Parent Consent**
 - v. Annual IEP Review Requirement**
- B. Procedural Documentation in SEDS**
- C. IEP Programmatic Development**
- D. State-Level Policy and Resources**

OSSE State-Level Policy

Individualized Education Program (IEP) Process Policy:

The Office of the State Superintendent of Education (OSSE) issued the *Individualized Education Program (IEP) Process Policy* on August 30, 2011 to establish state-level standards and criteria for the IEP process that are consistent with the Individuals with Disabilities Education Act (IDEA) requirement to provide a free appropriate public education (FAPE) to all children with disabilities.

<http://osse.dc.gov/service/policies-and-regulations>



INDIVIDUALIZED EDUCATION PROGRAM (IEP) PROCESS

IEP: Federal Definition

What is an IEP?

Individualized education program or IEP is a written statement for a child with a disability that is developed, reviewed, and revised in accordance with §§300.320 through 300.324.

34 C.F.R. §300.22

❖ *No two IEPs are the same. Every student with a disability who receives services must have an IEP that is tailored to meet the student's individualized needs.*

IEP: Regulatory Requirements

Individual with Disabilities Education Act (IDEA):

- ❖ **300.320 Definition of individualized education program.**
- ❖ **300.321 IEP Team.**
- ❖ **300.322 Parent participation.**
- ❖ **300.323 When IEPs must be in effect.**
- ❖ **300.324 Development, review, and revision of IEP.**

Online Source: <http://idea.ed.gov>

IEP Team Composition

IEP Process Flow in SEDS

Notify parents
and schedule
IEP meeting

Convene the
IEP Team

Develop the
IEP

IEP Team Composition

Who participates in IEP development?

- ❖ ***Mandatory participants*** are individuals whom LEAs shall ensure are members of the IEP team because they fulfill a team role explicitly identified by the IDEA:
 - Parents/guardians of the student
 - General education teacher of the student
 - Special education teacher of the student
 - LEA representative
 - Individual who can interpret the instructional implications of evaluation results

IEP Team Composition

Who participates in IEP development?

- ❖ ***Additional participants*** are individuals who do not fulfill a team role explicitly identified by the IDEA, but become mandatory participants due to individual student factors or specific circumstances:
 - Student
 - Early childhood transition participant
 - Secondary transition participant
 - Related Service Provider
 - Individual with knowledge and special expertise regarding the student

IEP Team Composition

Ensuring Parent Participation

❖ LEA Responsibilities

- **Parent notification of IEP Team meeting**
 - **Indicate purpose, time, location, and attendance**
 - **Inform parents about additional participants**
- **Schedule IEP Team meeting at mutually agreed time and place**
- **Make alternative arrangements if parents cannot attend (e.g. conference call), including consideration of rescheduling the meeting**

IEP Team Composition

Documenting Reasonable Efforts to Include Parents

- ❖ **If parents cannot attend, LEAs must keep a record of the attempts to schedule a mutually agreeable meeting.**
- ❖ **Reasonable efforts to contacts parents include:**
 - **Minimum of 3 attempts to contact**
 - **Use of multiple modalities (phone, mailed correspondence, etc.)**
 - **On 3 different dates**
- ❖ **If parents do not respond to an LEA's attempts to schedule a meeting, the LEA has the responsibility to proceed with an annual IEP review without the parent present.**

IEP Team Composition

Permitted Excusal of Mandatory Participants

- ❖ **Mandatory participants may be excused if:**
 - **The parent and LEA agree in writing that attendance is not necessary because the participant's area of the curriculum or related services is not being modified or discussed in the meeting.**
- OR**
- **When the meeting involves discussion of a mandatory participant's area, the parent and LEA consent to the excusal in writing and the participant submits written input prior to the IEP Team meeting.**

IEP Team Decision-making (Consensus)

IEP Team Consensus

- ❖ **Decisions regarding eligibility or designation of special education and related services under Part B shall be made through IEP Team consensus.**
- ❖ **The term *consensus* refers to broad agreement and group decision-making that takes the opinions of all IEP Team members into consideration.**
- ❖ **No one team member can prevent the IEP Team from proceeding as a whole if there is general consensus.**

IEP Team Decision-making (Consensus)

Keys to IEP Team Building and Consensus

- ❖ Provide parents with appropriate information (e.g. procedural safeguard notice and LEA-level policies/procedures);
- ❖ Enhance relationships between school personnel, parents, and student; and
- ❖ Foster communication and keep parents informed.

Roadblocks to IEP Team Building and Consensus

- ❖ Lack of information, such as student-level data (including assessment reports), provided to parents in a timely manner;
- ❖ Lack of preparation or team member participation; and
- ❖ Predetermining outcome before IEP meeting.

IEP Team Decision-making (Consensus)

IEP Team Member Participation in Decision-making

- ❖ **Participation:** Team members (including the parent) demonstrate their participation in the development of the IEP by signing the IEP Meeting Participants Section of the IEP document.

SIGNATURES OF IEP TEAM PARTICIPANTS			
IEP MEETING PARTICIPANTS			
<i>The list below documents the individuals who participated (attended and had opportunity to provide input) in the development of this IEP; signatures do not constitute agreement or disagreement with the content of this IEP, or authorize consent for Part B services. Parents indicate consent for service implementation by signing the Consent for Initial Provision of Services Form when the student is initially deemed eligible for IDEA, Part B services.</i>			
Participant Role	Name	Attended Meeting?	Signature
Parent	██████████	Attended by phone	
Student	██████████████████	Did not attend	
Special Education Teacher	██████████	Attended in person	
Evaluator/ Individual who can interpret assessment results	██████████	Attended in person	
LEA/School Representative	██████████	Attended in person	
General Education Teacher	██████████	Attended in person	

Participation vs. Consent

Documenting Participation in Decision-making

- ❖ **A Team Member's signature in the participant section of the IEP does not constitute his/her agreement or disagreement with the content of the IEP.**
- ❖ **Parent signature in the participant section of the IEP does not constitute parent agreement or disagreement with the content of the IEP, nor does it constitute parent consent to the initial provision of services.**
- ❖ **A parent's signature in the participant section of the IEP does not have any bearing on a parent's right to exercise procedural safeguards.**

Participation vs. Consent

Parent Consent for the Initial Provision of Services

- ❖ **Parents must provide consent to the initial provision of services before LEAs may begin to provide special education and related services.**
 - **This form is separate from the IEP.**
 - **This form only needs to be signed once upon the initial development of the IEP, not annually.**

Participation vs. Consent

Parent Consent for the Initial Provision of Services

- ❖ **Parents may revoke services at any time.**
- ❖ **A parent who revokes consent for Part B services does so for all special education and related services listed on the student's IEP.**
 - **No partial revocation of consent for services.**
 - **LEAs do not have the right to challenge a parent revocation.**
 - **LEAs must provide notice (PWN) before ceasing services.**
 - **LEAs no longer has the obligation to provide special education and related services to the student.**

Participation vs. Consent

Resolution of Disagreements

- ❖ LEAs and parents should try to reach agreement through consistent communication of any concerns that arise throughout the IEP Process and school year.
- ❖ A parent who disagrees with an IEP decision may contact the LEA to propose amending (i.e. changing) the IEP.
- ❖ If a parent and LEA cannot resolve the concern, a parent who disagrees with an IEP Team decision may reach resolution through:
 - State complaint process
 - Due process complaint
 - Impartial mediation

Annual IEP Review Requirement

Subsequent to the development of the initial IEP...

- ❖ **Each public agency must ensure that, subject to paragraphs (b)(2) and (b)(3) of this section, the IEP Team –**
 - **(i) Reviews the child’s IEP *periodically, but not less than annually*, to determine whether the annual goals for the child are being achieved...**

Annual IEP Review Requirement

IEP Process Overview

Child-determined eligible for special education & related services.

IEP meeting to develop initial IEP must be held within 30 days of initial eligibility determination.

Special education and related services implemented as soon as possible after receiving parental consent to initiate service delivery.

Annual review of student's IEP.



PROCEDURAL DOCUMENTATION IN THE SPECIAL EDUCATION DATA SYSTEM (SEDS)

Procedural Documentation (in SEDS)

IEP Process Flow in SEDS

Notify parents
and schedule
IEP meeting

Convene the
IEP Team

Develop the
IEP

Procedural Documentation (in SEDS)

IEP Process Section List

Parent Information Notifications Log	Eligibility Process IEP Process	Old Eligibility Process IEP Amendment	FBA Process BIP Process	Discipline Process Documents	Manual Events Update Provider
IEP Process for Steven Sutphin					
	IEP Team				
	Meeting Invitation/Notice				
	Special Considerations				
	Present Levels of Performance				
	Goals				
	Services and Supplemental Aids				
	Least Restrictive Environment				
	Special Education Transportation				
	Extended School Year				
	Classroom Accommodations and Testing Participation ✓				
	Post-Secondary Transition Plan				
	Graduation Planning				
	Create IEP Document				

SEDS outlines the IEP Process.

It is important to complete this process in the order shown here.

Procedural Documentation (in SEDS)

Establish IEP Team Membership

IEP Team for Chad Changes1296

Student Information				
Student Name: Chad Changes1296	Local ID:	State USI: CHADCHANGES1296	Date of Birth: 06/01/1999	Student Grade:
Last Eligibility Meeting Date: 05/01/2011		Last IEP Annual Review Meeting Date: 06/15/2011		
LEA / School Information				
LEA of Enrollment: Docs Demo	School / Site: Academy 810		Case Manager: Administrator 1296	
Page Instructions				
Review the members currently on the IEP team for this student and modify as appropriate to the eligibility process. To add or remove individuals on the IEP team, hit the "Change IEP Team" button. For guidance on the composition of an IEP team, refer to section §300.321 of the federal regulations.				

Current Case Manager:

Name	Relationship
Sheila Speech	Speech and Language Therapist
Mom Changes1296	Mother

The first step in the IEP Process is to identify and select members of the student's IEP Team.

Procedural Documentation (in SEDS)

IEP Meeting Type

Meeting Invitation/Notice for Chad Changes1296

Student Information							
Student Name:	Chad Changes1296	Local ID:	State USI: CHADCHANGES1296	Date of Birth:	06/01/1999	Student Grade:	
Last Eligibility Meeting Date:	05/01/2011	Last IEP Annual Review Meeting Date:	06/15/2011				
LEA / School Information							
LEA of Enrollment:	Docs Demo	School / Site:	Academy 810	Case Manager:	Administrator 1296		

Meeting Type*: Initial IEP Annual Review IEP Team Meeting to discuss Amendment

Meeting Type: Will Early Childhood Transition or Secondary Transition be discussed at the meeting?*: Yes - Secondary transition will be discussed

Please note: The student must be invited to the IEP meeting if secondary transition goals are being discussed.

Other topics to be discussed (optional):

The second step in the IEP Process is for the IEP Team to determine the type of meeting that will be held.

- Initial IEP
- Annual IEP Review
- IEP Team Meeting to Discuss Amendment

The IEP Team should also specify if early childhood transition or secondary transition will be discussed during the meeting.

Procedural Documentation (in SEDS)

Mandatory IEP Team Meeting Participants

Participant Role	Expected Attendance*	Is Written Input Needed? (if excused)* <small>If the excused participant's area of curriculum or related services will be discussed or modified, written input is needed.</small>
Parent	<input type="radio"/> Will Attend	
Student	<input type="radio"/> Excused	
<i>The student must be invited to any meeting where secondary transition goals are being discussed</i>		
Special Education Teacher	<input type="radio"/> Will Attend	
	<input type="radio"/> Excused	
General Education Teacher	<input type="radio"/> Will Attend	
	<input type="radio"/> Excused	
LEA/School Representative	<input type="radio"/> Will Attend	
	<input type="radio"/> Excused	
Evaluator/ Individual who can interpret assessment results	<input type="radio"/> Will Attend	
	<input type="radio"/> Excused	

These are the mandatory IEP Team participant attendees.

The LEA must specify who will attend the meeting and who is excused.

If a mandatory participant is excused from attending the IEP Team meeting, then he or she must provide written input.

General Education Teacher	<input type="radio"/> Will Attend	
	<input checked="" type="radio"/> Excused	<input type="text"/> Written input needed Written input not needed
LEA/School Representative	<input checked="" type="radio"/> Will Attend	
	<input type="radio"/> Excused	

Procedural Documentation (in SEDS)

Excused IEP Team Participant Written Input Form

Docs Demo
810 First St, NE
Washington, DC 20001

Excused IEP Meeting Participant Written Input Form

Student Information

Student: Chad Changes1296	Local ID:	State USE: CHADCHANGES1296	DOB: 06/01/1999	Grade:
Last Eligibility Meeting Date: 05/01/2011		Last IEP Annual Review Meeting Date: 06/15/2011		

LEA/School Information

LEA of Enrollment: Docs Demo	Case Manager: Administrator 1296
School/Site: Academy 810	School Phone:
School Address: 810 1st Street NE, Washington, DC 22222	

Participant Name	Title	Participant's Mandatory IEP Team Role
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Recommendations regarding the student's present level of performance as it relates to any area of curriculum or expertise that the excused team member is qualified to speak to (include areas of concern, present levels of performance as demonstrated by student data, needs of the student, and impact on the student):

Recommendations regarding the student's annual goals as the goals relate to any area of curriculum or expertise that the excused team member is qualified to speak to (include goals, baseline, anticipated date of achievement, and evaluation procedures and schedules):

Recommendations regarding Least Restrictive Environment (LRE):

Recommendations regarding special education services and/or related services (include service setting, begin and end date, and time/frequency):

Any other recommendations:

When appropriate, the excused team member must make recommendations in his or her content or practice area of expertise, including but not limited to information regarding:

- Student's present levels of performance;
- Student's annual goals;
- Student's designated special education and related services; and
- Student's LRE and placement.

Procedural Documentation (in SEDS)

Creating the Parent Letter of Invitation

Create Letter of Invitation for Parent

Select reason for creating letter*:

- The meeting date and time indicated on this invitation are anticipated and have not yet been confirmed.
- The meeting date and time indicated on this invitation have been agreed upon by the parent and the LEA.
- The meeting date and time indicated on this invitation has been set by the LEA because attempts to contact the parent have been unsuccessful.

Address Letter of Invitation to Parent *:

- Mom Changes1296

Create Draft Parent Letter of Invitation

Create Final Parent Letter of Invitation

Date Generated	Document Type	Type	EasyFax	Fax Received	Date Sent	Method
07/08/2013	Parent Letter of Invitation - IEP Meeting (for Mom Changes1296)	Final			07/08/2013	E-mail

Select the reason for creating the letter from the list provided.

Address the letter of invitation to the parent/guardian or adult student.

Create the letter and note the date the letter was sent to the parent/guardian or adult student. Also note the method used to send the letter.

Procedural Documentation (in SEDS)

Parent Letter of Invitation

Purpose of meeting

Date/ time

IEP Team meeting participants

Parent acknowledgment

Point of contact

Parent/Guardian Letter of Invitation				
Student Information				
Student: Chad Changes1296	Local ID:	State USI: CHADCHANGES1296	DOB: 06/01/1999	Grade:
Last Eligibility Meeting Date: 05/01/2011		Last IEP Annual Review Meeting Date: 06/15/2011		
LEA/School Information				
LEA of Enrollment: Does Demo	Case Manager: Administrator 1296			
School Site: Academy 810	School Phone:			
School Address: 810 1st Street NE, Washington, 22222				
Dear Mom Changes1296				Date: 07/08/2013
You are invited to attend a meeting to discuss the educational needs of the student. Please review the information below and respond at your earliest convenience.				
The purpose of this meeting is to: Develop an initial Individualized Education Program (IEP).				
Additional Meeting Topics: • Discuss secondary transition needs.				
Meeting Details:				
Meeting Date: 08/20/2013	Meeting Time: 10:15 AM	Meeting Location: At the school		
Participation by Other IEP Team Members				
The following IEP Team Members will participate in the meeting unless otherwise excused in writing by you and the LEA:				
Special Education Teacher	LEA/School Representative			
General Education Teacher	Evaluator/Individual who can interpret assessment results			
Acknowledgement of Parent Invitation to Participate				
The meeting date and time indicated on this invitation have been agreed upon by you and the case manager. If this meeting date is no longer convenient for you, please use the contact information provided at the end of this form to reschedule or discuss other ways you can participate.				
<input type="checkbox"/>	I plan to attend the meeting as scheduled in person.			
<input type="checkbox"/>	I am unable to attend the meeting as scheduled and would like to suggest the following dates and times to hold the meeting: _____			
<input type="checkbox"/>	I am unable to attend the meeting in person, but I would like to participate in the meeting by telephone (please provide telephone number to call) or as described below: _____			
Parent Signature: _____		Date: _____		
As the parent, you have the right to invite additional participants who have knowledge or special expertise regarding the student to the IEP Team meeting. Please let me know if you need any accommodations for language access, so that I may arrange for an interpreter to participate in the meeting. Please contact me if you have any questions				
Sincerely, Administrator 1296 867-5309 admin.1296@changes.net				
Please return this form by mailing or dropping off the form to: 111 Heart Road, Washington, DC				

1.866.610.8030
EASYFAX
Document Created on '07/08/2013'
10/- .001AB7BE

Procedural Documentation (in SEDS)

Student Letter of Invitation

Create Letter of Invitation for Student 

Address Letter of Invitation to Student: Chad Changes1296

The student must be invited to any IEP meeting where transition goals are being discussed. A Student Input form will be created along with the Letter of Invitation. When faxed in, the Student Input form will appear in the Student Input section of the Transition page.

No Parent Letter of Invitation - IEP Meeting Documents have been generated for this student.

A student must be invited to the IEP meeting if transition goals will be discussed or if educational rights have transferred from the parent to the student (age of majority is 18 years old).

Procedural Documentation (in SEDS)

Sample Student Letter of Invitation

Student Letter of Invitation-IEP Meeting

Student Information

Student: Chad Changes1296 **Local ID:** **State USE:** CHADCHANGES1296 **DOB:** 06/01/1999 **Grade:**

Last Eligibility Meeting Date: 05/01/2011 **Last IEP Annual Review Meeting Date:** 06/15/2011

LEA/School Information

LEA of Enrollment: Docs Demo **Case Manager:** Administrator 1296
School/Site: Academy 810 **School Phone:**
School Address: 810 1st Street NE, Washington, 22222

Dear Chad Changes1296: Date: 07/08/2013

Your parent, teachers, and school staff are meeting to discuss your needs at school and develop a plan to help improve your educational program. You are invited to this meeting because your comments about your classes and services are very important. You can help make better decisions about how to improve your experience at school.

One purpose of this meeting is to discuss plans for your transition from school to post-school activities. The planning process will include consideration of your preferences and interests in further education, training, employment, and, where appropriate, independent living. Based on transition assessments in each of these areas, the transition planning process will include setting measurable post-school goals and identifying transition services that will assist you in achieving these goals.

Additional Meeting Topics:
• Discuss secondary transition needs.

The meeting will happen on 08/20/2013 at 10:15 AM at At the school

Please let us know if you would like to participate in the IEP Team meeting by checking one of the boxes below

I would like to come to the meeting.
 I do not want to come to the meeting.
 I do not want to come to this meeting, but I want to provide my written comments to my parents, teachers, and school staff.
(Please fill out the next page of this form. If you need help, please ask your parent or a teacher.)

Please sign your name below to show that you have received this letter.

Student Signature: _____ Date: _____

Please contact me if you have any questions about this letter.

Sincerely,

Administrator 1296
867-5309
admin.1296@changes.net

1.866.610.8030
EASYFAX

Document Created on '07/08/2013'


10/- .001AB7CD

Changes1296, Chad State USE: CHADCHANGES1296 Local ID:
Page: 1 Academy 810

This is a copy of the student letter of invitation. The letter provides the student with details regarding the purpose of the meeting.

If the student chooses not to attend the IEP meeting, they are given the opportunity to provide written feedback to the IEP Team.

Procedural Documentation (in SEDS)

Draft IEP vs. Final IEP

Once all the necessary information is documented electronically in the IEP, SEDS will prompt the user to create the final IEP document. This is the final step in the IEP Process.

Click on the button below to create a final IEP. You can create a final IEP only if all the errors have been fixed.

Create Draft IEP

Create Final IEP

The signed IEP must be faxed in within five (5) business days of finalizing the IEP.

No IEP Documents have been generated for this student.

SEDS will alert the user of any identified errors or missing information in the IEP process.

SEDS will only allow the user to create a Final IEP document after all identified errors have been fixed.

SEDS also reminds the user to fax in the signed IEP document within 5 business days of finalizing the student's IEP.

Procedural Documentation (in SEDS)

Prior Written Notice (PWN)

On the PWN page, select “Development of IEP” and enter the following information:

Prior Written Notice Type:
Select the type of prior written notice being created:
Development of IEP

Description of the proposed or refused action(s):

Explanation of reasons for the proposal or refusal of action:

Description of each evaluation procedure, assessment, record, or report used as a basis for the proposed or refused action:

Description of other options considered by the IEP Team, if any, and reason for considering them:

Additional options were considered.
 No additional options considered.

Description of other factors related to the proposal or refusal:

Additional factors related to the proposal were considered.
 No additional factors apply.

Procedural Safeguards Notice

Procedural Safeguards Notice (PSN) given to parent?
Procedural Safeguards Notice (English)
Procedural Safeguards Notice (Spanish)

To which parent will this notice be sent?
Select the parent(s) who will receive the Prior Written Notice.

- A description of the action proposed or refused by the LEA
- An explanation of why the agency proposes or refuses to take the action
- The basis for the proposed or refused action
- A description of other options considered and the reasons for rejecting them
- A description of other factors related to the proposal or refusal
- Description of IDEA Part B procedural safeguards
- Points of contact for parents to seek assistance in understanding the provisions of IDEA Part B



IEP PROGRAMMATIC DEVELOPMENT

IEP Programmatic Development

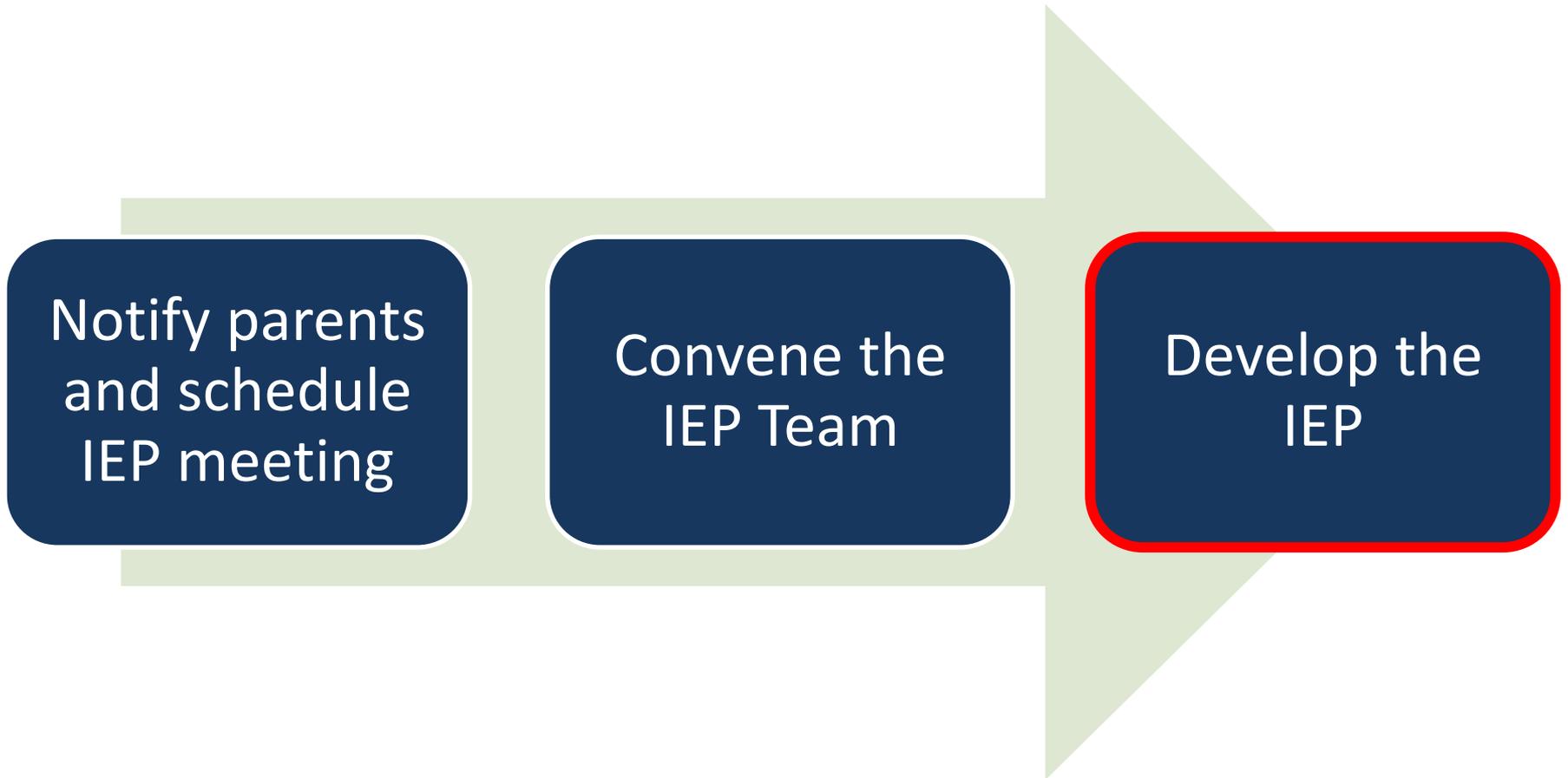
IEP Team Considerations

- ❖ In developing each child's IEP, the IEP team must consider:
 - (i) The strengths of the child;
 - (ii) The concerns of the parents for enhancing the education of their child;
 - (iii) The results of the initial or most recent evaluation of the child; and
 - (iv) The academic, developmental, and functional needs of the child.

34 C.F.R. §300.324(a)(1)

IEP Programmatic Development

IEP Process Flow in SEDS



IEP: Required Elements

The IEP must include:

- ❖ The child's present levels of academic achievement and functional performance;
- ❖ Measurable annual goals, including academic and functional goals;
- ❖ How progress towards annual goals will be measured;
- ❖ When periodic reports of the child's progress will be provided;
- ❖ Statement of the special education, related services, supplementary aids and services, and program modifications or supports that will be provided to the child;

IEP: Required Elements

The IEP must include: (cont'd)

- ❖ An explanation of the extent to which the child will not participate in the general education classroom;
- ❖ Accommodations necessary to measure achievement on state assessments;
- ❖ Any alternate assessments necessary;
- ❖ Projected date for start of services;
- ❖ Frequency, location, and duration of services and modifications;
- ❖ Transition services for students above the age of 16; and
- ❖ Information on the transfer of rights at the age of majority.

IEP Programmatic Development

IEP Content Sections

IEP Process
for Steven Sutphin

-  [IEP Team](#)
-  [Meeting Invitation/Notice](#)
-  [Special Considerations](#)
-  [Present Levels of Performance](#)
-  [Goals](#)
-  [Services and Supplemental Aids](#)
-  [Least Restrictive Environment](#)
-  [Special Education Transportation](#)
-  [Extended School Year](#)
-  [Classroom Accommodations and Testing Participation](#) ✓
-  [Post-Secondary Transition Plan](#)
-  [Graduation Planning](#)
-  [Create IEP Document](#)

IEP Programmatic Development

IEP Team Special Considerations

- ❖ **When appropriate, the IEP team must also consider:**
 - (i) Positive behavioral interventions and supports;**
 - (ii) Language needs of the child;**
 - (iii) Instruction in Braille and the use of Braille for children who are blind or visually impaired;**
 - (iv) For children who are deaf or hard of hearing, language and communication needs, opportunities for direct communications with peers and professional personnel and direct instruction in the child's communication mode; and**
 - (v) Assistive technology devices and services.**

34 C.F.R. §300.324(a)(2)

IEP Programmatic Development

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- ❖ **Comprehensively describe a student's abilities, performance, strength, and needs;**
- ❖ **Examine academic achievement through formal and informal assessments;**
- ❖ **Examine functional performance through skills/activities unrelated to academic achievement (e.g. social skills, behavior, mobility, etc.);**
- ❖ **Describe challenges to student learning; and**
- ❖ **Describe how student's disability affects progress in general education curriculum.**

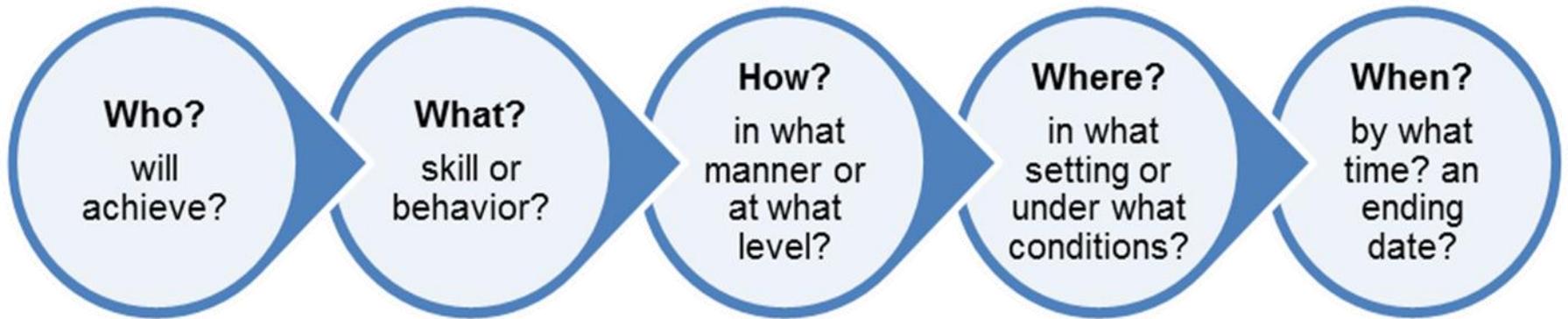
IEP Programmatic Development

PLAAFP Example

Mark can count to 50, count objects to 50, recognize and write numerals 0-9, and group objects in sets. He recognizes a line, square, and circle, but has not yet been taught a rectangle or triangle. He cannot add or subtract 2 digit by 1 digit problems without regrouping, and has not attempted multiplication, due to a lack of prerequisite skills. These difficulties in math inhibit his progress in the general curriculum.

IEP Programmatic Development

Effective Goal Writing



IEP Programmatic Development

Four Components of Effective Goal Writing

TIMEFRAME: Estimated date of completion. Can be expressed in number of weeks, or by a certain date (one year maximum)

CONDITIONS: Specifies circumstances that prompt the performance of an observable behavior

BEHAVIOR: Clearly identifies an action or performance that is observable and measurable

CRITERION: Specifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been reached

IEP Programmatic Development

Annual Goals:

- ❖ **Build from PLAAFPs**
- ❖ **Identify the Common Core or Alternate standard affected by the area of concern**
- ❖ **Is essential to participation in the general education curriculum**
- ❖ **Prioritizes need by severity, frequency, functional/relevance, developmental, readiness, importance to family**
- ❖ **Is SMART – Specific, Measurable, Achievable, Relevant, Time-bound**

IEP Programmatic Development

Effective Goal Writing: Example

Mark's PLAAFP includes: *He cannot add or subtract 2-digit by 1-digit problems without regrouping, and has not attempted multiplication, due to a lack of prerequisite skills.*

Mark's IEP Goal builds on PLAAFP: *In 10 instructional weeks, when presented with a 1-digit by 1-digit multiplication problem, Mark will calculate the correct answer in 80% or more of problems presented.*

Relevant CCSS: *5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.*

IEP Programmatic Development

SMART Goals

- ❖ **S**pecific — based on the student's PLAAFPs
- ❖ **M**easurable — progress is objectively determined at frequent data points
- ❖ **A**chievable — realistic and related to the most critical needs
- ❖ **R**elevant — developed with a standards-based outcome in mind
- ❖ **T**ime-Limited — clearly defined beginning and ending dates

IEP Programmatic Development

SMART Goals Examples



Brittany will ask for help when needed.



When needing assistance from the teacher to complete an assignment, Brittany will raise her hand, ask for assistance, when called on, and wait for the teacher to assist her in 9/10 instances in each class over a 6 week period.

IEP Programmatic Development

Related Services

- ❖ **Help children with disabilities benefit from their special education (specialized instruction) by providing extra help and support in needed areas, such as speaking or moving.**
- ❖ **Examples:**
 - **Speech-language pathology and audiology services**
 - **Interpreting services**
 - **Psychological services**
 - **Physical and occupational therapy**
 - **Recreation, including therapeutic recreation**
 - **Counseling services**
 - **Social work services in school**

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Accommodations vs. Modifications

Accommodations	Modifications
<p data-bbox="247 729 915 1005">Provide access to standards and objectives being taught through the curriculum</p> <p data-bbox="314 1109 848 1239">A change in HOW curriculum is taught</p>	<p data-bbox="1006 729 1694 933">Revised curriculum, assignments, and/or assessment requirements</p> <p data-bbox="1078 1033 1619 1163">A change in WHAT curriculum is taught</p>

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Accommodations

- ❖ Practices and procedures (e.g. auditory, multi-sensory, tactile, visual materials) that provide equitable access during instruction and assessment for eligible students
- ❖ May allow students to complete activities, assignments, and assessments in different ways
- ❖ May solve or organize problems with assistive devices
- ❖ May include a change to the setting (location) or arrangement
- ❖ May increase allowable time or the way time is organized

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Modifications

- ❖ Refers to practices that change what is being taught to or expected from the student
- ❖ May include changes in how the curriculum is being taught
- ❖ Examples:
 - Revise the length or difficulty of an assignment
 - Revise assessments requirements
 - Demonstrate learning through projects instead of tests or writing assignments (competency based performance)
 - Provided guided notes that include key words or phrases bolded or highlighted in the text

IEP Programmatic Development

Assessment

- ❖ **Decide how student will participate**
- ❖ **Document assessment decision in student's IEP**
- ❖ **List any necessary accommodations to allow equitable access to grade-level instruction and assessments**
- ❖ **Note: Some accommodations are allowed for instruction, but not for assessment**
- ❖ **Refer to OSSE's Testing Accommodations Manual as a valuable resource in guiding IEP Team decisions**



ADDITIONAL RESOURCES

Resources: OSSE's State-Level Policy

Topics Covered in OSSE's IEP Process Policy

- ❖ Factors of consideration when reviewing and revising an IEP (p. 2)
- ❖ IEP Team member participation and permitted excusal (p. 2-6)
- ❖ Parental consent, disagreement, and dispute resolution (p. 2-3)
- ❖ IEP amendment (p. 6 – See also: OSSE's IEP Amendment Policy)
- ❖ Notice requirements (p. 6-7)
- ❖ Comprehensive IEP review (p. 7)
- ❖ IEP documentation requirements (p. 7-8)

<http://osse.dc.gov/service/policies-and-regulations>

Additional Resources

- ❖ **Individuals with Disabilities Education Act (IDEA)**
<http://idea.ed.gov>
- ❖ **District of Columbia Municipal Regulations (DCMR)**
<http://dcregs.org>
- ❖ **SEDS Resource Site**
<https://sites.google.com/a/dc.gov/seds-help-resources/>
- ❖ **Special Education Quality Resource Tool (SEQR)**
<http://seqrtool.org>

Thank You

For questions, please contact the
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