Individualized Education Program (IEP) Part 1

Opening slide: The Essential School Age IEP module is presented in three separate parts focusing on the development, writing and implementation of the Individualized Education Program (IEP).

Slide 2

Once a district has determined that a student requires a specialized program based upon the student's response to an evidence-based intervention and subsequent evaluation assessment process, they have 30-calendar days to develop and hold an initial IEP meeting. In section 15 of the IEP, the signature section, the parent must check off 1 of the statements listed. When the the parent chooses option 1 and signs the initial IEP the district will provide the parent with a pr01 and will begin providing services based upon the individual needs of the student.

The IEP is *active* for not more than 364 days from the date the IEP was agreed upon and signed by a qualified IEP team. At least once a year, the IEP team will be required to meet unless the child turns 22 years of age, tests out of services, receives a diploma or the parent revokes consent for services. The IEP is a working document and the IEP team (including the parent, general education teachers and district representative) is encouraged to meet throughout the year, as the child makes progress (or does not make progress) and not wait until the Annual IEP Review to make any necessary changes.

Slide 3: Cover Page

On the cover page of the IEP, it is important to ensure that the district information presented is complete and accurate. Much of the information on the cover page will become part of the Education Management Information System (EMIS) records that districts must submit for annual reporting. Please be attentive to the date of the meeting and the type of meeting being held. One of the most misunderstood areas on the cover page is in the box labeled "IEP Time Lines" where it indicates the date of the next IEP Review.

Again, the IEP is a working document and the IEP team (including the parent, general education teachers and district representative) can meet throughout the year to review and amend if necessary.

An example of using the "Next IEP Review" section might include the date the team will reconvene to determine the need for extended school year services (in which case this date would match the "Date to Reconvene "in Section 4). Another example would be the date the team will meet to determine whether progress monitoring data indicates a need to amend the IEP. Otherwise, use the Annual IEP Review date.

Slide 4: Cover Page

If, during the duration of the IEP, the district needs to amend any section of the IEP, this information would be captured at the bottom of this page as well. The section is for participants to initial if any changes are made to the IEP by way of an amendment. The amendment needs to also be stated in the IEP section(s), not only on the cover page.

Slide 5: Cover Page

The District of Residence (DOR) is the school or district where the student's parents/guardians reside, which is responsible for ensuring that an IEP is developed, implemented and is ultimately responsible for a Free Appropriate Public Education of the student. The District of Service is the school district that is responsible for implementing the services contained within the IEP. Districts of Residence that have students who are educated outside their district have the responsibility for initiating and conducting meetings for the purpose of developing, reviewing and revising the IEP. Districts of Residence must maintain communication with the District of Service in order to ensure compliance and accurate implementation of the IEP.

Community schools are the district of residence. In the case when a community school places a child in a separate facility for their academic and/or functional services, the community school remains the DOR and continues to be responsible for the education of that child.

Slide 6: Future Planning and Special Instructional Factors

The IEP form provides "roll overs" throughout to provide additional information that will assist districts to complete the form.

Section 1 of the IEP asks for Future Planning. Parents, teachers and students provide input on the student's long-term goals, preferences and interests. This input is recorded through a statement or short paragraph in the Future Planning Section.

Section 2 addresses Special Instructional Factors. While these "check boxes" might seem overly simplistic, it is important to remember that if the IEP Team indicates any areas as "yes", it must be addressed in the IEP.

Slide 7: Student Profile

Section 3 contains the student's profile. The IEP team provides background information on the student. Information might include statewide assessment data, data collected through a Reading Improvement and Monitoring Plan (RIMP), if applicable, and other information about the student that the team thinks is necessary and important for all parties involved in the IEP to know. The IEP team should consider strengths of the student, areas of concern and instructional strategies that have been successful.

Do **not** cut and paste all of the assessment data found in the ETR. Only include relevant academic or behavioral information that may have an impact on the student's academic and/or functional

performance. Keep in mind that the language must be understandable to parents and all team members involved.

Slide 8: Extended School Year Services

Section 4 Extended School Year services must be considered for each goal.

Extended School Year services may happen at any time the school is not in session. Extended school year services are provided beyond the normal school year of the district which includes both the days of the school year and the hours of the school day. Extended school year services are not the same as summer school, compensatory services or enrichment programs.

The IEP team should consider extended school year services to prevent significant regression of skills or knowledge retained by the child so as to seriously impede the child's progress toward their educational goals, and whether extended school year services are necessary to avoid something more than adequately recoupable regression of skills or knowledge.

The team needs to determine whether the time the student will need to re-learn the skills lost is excessive, particularly compared to the time it takes nondisabled students to regain skills lost during a school break.

The IEP team may want to collect further data and reconvene later in the school year to determine if extended school year services are needed. The team would then enter the date on the IEP when it plans to reconvene to make the determination based on data collected.

Slide 9: Secondary Transition Planning

In Ohio, all elements for secondary transition planning must be included within the IEP that is in effect when the child turns 14. The IEP transition plan elements can be completed before age 14 if the IEP team determines it to be necessary for the student.

When preparing for the meeting at which this IEP will be drafted, school personnel must
- Invite the student
    - There is no exception to this requirement. In fact, the student <u>must</u> be invited to every IEP meeting when secondary transition is discussed, regardless of age and disability category.

The district must notify the parents of the following:
    - The purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child;
    - The district has invited the child to attend the meeting; and
    - Any other agency representative that will be invited.

Please note that parental consent is required to invite representatives from other agencies that may be responsible for providing or paying for transition services. Remember this consent must be in writing with the parent signature agreeing to the additional outside representatives' participation.

Slide 10: Secondary Transition Planning

The postsecondary transition planning section of the IEP has been considerably reorganized; however, the majority of components remain the same from the previous IEP form. Here you will see the layout of Section 5, Postsecondary Transition.

As always, a postsecondary goal must be written in the area of education/training, employment, and if assessment data supports a need, independent living. Please note the revision of the wording in the employment goal to competitive integrated employment. The Ohio Operating Standards for the Education of Children with Disabilities indicate that competitive integrated employment should be the first consideration for all individuals, including those with the most significant disabilities. As such, IEP transition plans must reflect this employment outcome.

There must be evidence that each measurable postsecondary goal is based on age appropriate transition assessment data. To illustrate the importance of this connection, age appropriate transition assessment is now documented directly under each postsecondary goal. This means that age appropriate transition assessment data related to the education/training goal is written in the education/training area on the form, and so on.

The student's course of study and annual goals from Section 6 of the IEP are included here.

At a minimum, the IEP must include at least one transition service that addresses each postsecondary goal.

The type of evidence that will be used to indicate the transition service has been completed must be indicated.

The anticipated target date on which the student will graduate is entered at the end of Section 5. The student's graduation date is based upon the specific needs of the student not based on the age of the student.

Slide 11: Optional Form – OP-6B Transition Progress Report

The optional form OP-6B Transition Progress Report is available on ODE's website with the other Required and Optional Forms.

The report is to be completed and distributed as frequently as the IEP Progress Report.

Include the Reporting Period (for instance first quarter, second semester) that is covered within the report and the date that the report is completed.

List the transition services and activities from Section 5 of the IEP. The transition services and activities might be pre-populated into the Report in some dynamic versions of the IEP form.

Be sure to summarize the outcome of the transition services/activities at the time of the reporting period.

Finally, indicate the status toward the completion of the transition services and activities. Some questions to think about are: Have they started? Are they in progress? Have they been completed?

Slide 12: Present Levels of Performance

The statement of present levels of performance should be written in language understandable to all, including the parent, and contain sufficient information to establish a baseline from which each annual goal is developed. This information is not to be copied and pasted from the child's profile. It must indicate the child's current academic and functional levels compared to expected grade level standards in order to provide a frame of reference. Most current means child's performance at the time of the writing the IEP. Data should not be more than a year old. If the student is currently receiving special education services information about the child's progress towards his or her goals must be included in the present levels of performance. There must be a direct relationship between the annual goal and the present levels of academic achievement and functional performance. Annual goals are required in areas that are directly affected by the student's disability.

Slide 13: Present Levels of Performance
When writing about a student's present levels of performance, districts should be sure that the focus is on current and specific academic and behavior performance of that student. All performance levels must be described in measurable terms of growth using the same conditions and behaviors as the goal it is aligned with.

Remember: Current refers to the child's performance at the time of the writing of the IEP. Data should not be more than a year old.

Slide 14: Data Points

When data points are used, it is important that the data points selected and presented are related directly to the area or areas of need.

Slide 15: Closing Slides

For more information, visit:

https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance

https://education.ohio.gov/Topics/Special-Education

For further support, contact your State Support Team (SST). To find your SST, please visit: http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-Support-Teams