A Guide For Writing IEPs

August 2019

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USER MANUAL

COMPLIANCE
⚠
Required!

BEST PRACTICE
👍

Common Errors
❌

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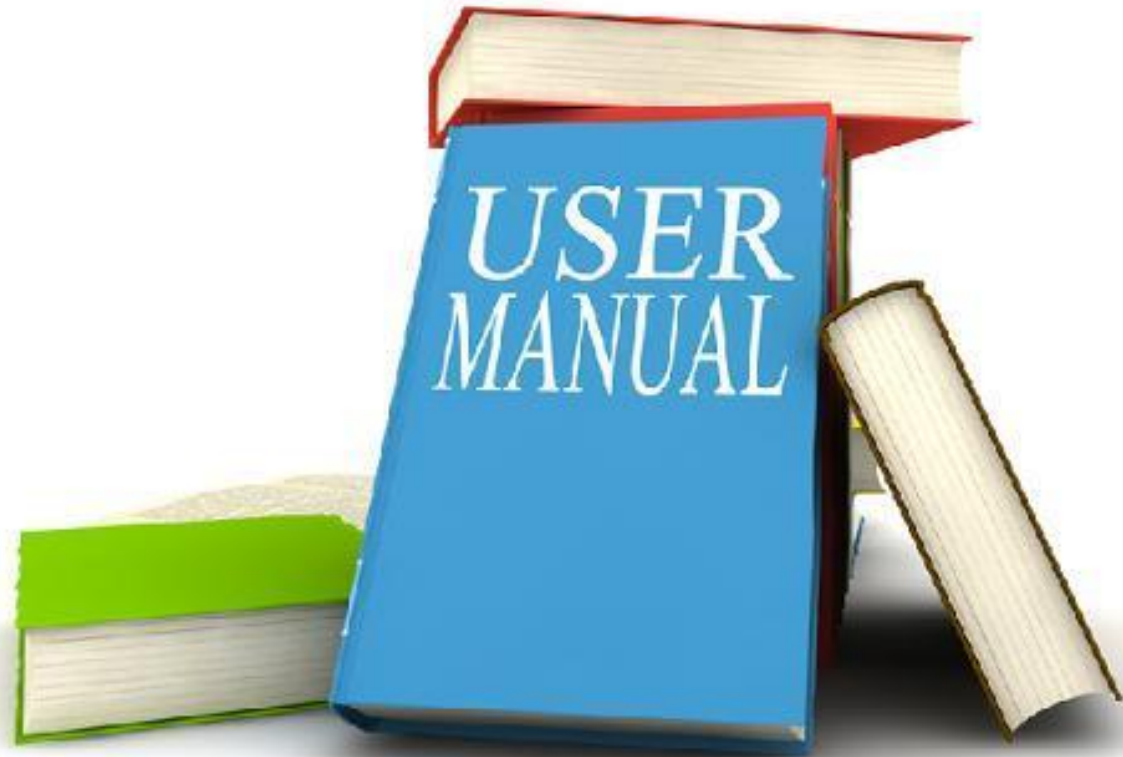
Top 10 Common Errors
(Data collected from the Georgia Department of Education and IRIS Center)

1. Failing to include state and local assessment data in PLAAFP
2. Failing to include all the student's educational needs in the PLAAFP
3. Failing to write challenging, ambitious, and measurable annual IEP goals
4. Goals not written for each area of need
5. Failing to monitor student progress
6. Failing to provide special education services that address all the student's educational needs
7. Lack explanation of extent that the student would not be included with nondisabled peers or the explanation is poorly written
8. Failing to adhere to the continuum of alternative placements
9. Offering an inappropriate placement
10. Placing students for reason unrelated to their individual needs

Guide for Writing the IEP

The Guide for Writing the IEP Series is divided into 6 mini-modules. You can work through the entire module or you may advance to the section of interest.

Module 1: General Information

Module 2: Present Level of Academic Achievement and Functional Performance

Module 3: Transition Services

Module 4: Measurable Goals and Objectives

Module 5: Student Supports

Module 6: Consideration of Special Factors

MODULE 1:

General Information

This module will cover general IEP information including:

- IEP Team Members

- Parent Participation

- Excusal from an IEP Team Meeting

- Amending IEP

- Notice of an IEP Team Meeting

Learning Targets

- I can identify required team members and optional members of an IEP team.

- I can describe how a team member can be excused from an IEP Team meeting and how to properly document the excusal.

- I can identify the parental roles and rights within an IEP Team.

IEP Team

The IEP Team is a group of individuals responsible for developing, reviewing, and/or revising an IEP for a child with a disability.

[34 C.F.R. § 300.23]

Required Members of the IEP Team

The LEA shall ensure that each IEP Team meeting includes the following participants:

(a) The parents of the child;
(b) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
(c) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
(d) A representative of the LEA.

160-4-7-.06 INDIVIDUALIZED EDUCATION PROGRAM (IEP); 34 C.F.R. § 300.321

Who is Considered a Representative of the LEA?

A representative of the LEA who –

1. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

2. Is knowledgeable about the general education curriculum; and

3. Is knowledgeable about the availability of resources of the LEA.

[34 C.F.R. § 300.321(a)(1) – (4)]

160-4-7-.06 INDIVIDUALIZED EDUCATION PROGRAM (IEP).

Who are Additional/Optional IEP Team Members?

(e) An individual who can interpret the instructional implications of evaluation results, [34 C.F.R. § 300.321(a)(5)]

(f) At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; [34 C.F.R. § 300.321(a)(6)] and;

(g) Whenever appropriate, the child with a disability. [34 C.F.R. § 300.321(a)(7)].

160-4-7-.06 INDIVIDUALIZED EDUCATION PROGRAM (IEP).

Parent Participation

The most basic of IDEA's requirements is that parents are full and equal participants with the school LEA personnel on their child's IEP Team.

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Parent Participation Activity

- Review data from Student Record Report SE052 Special Education IEP Information by grade.

- List 5 barriers that are possibly preventing parent participation in the IEP Team meetings within your LEA.

- List 4-5 different ways that could improve parent participation in IEP Team meetings within your LEA.

- Review IEP Parent Information Links.

Student Record Report SE052

Primary Area	Initial IEP and Annual Review Meeting by Primary Area (PK-12)									
	Initial IEP MEETING Event Code 05					IEP ANNUAL REVIEW Event Code 07				
	Total IEP Meetings	Parent		Student		Total Annual Review Meetings	Parent		Student	
		Present	%	Present	%		Present	%	Present	%
P - Mild Intellectual Disability	1	1	100	1	100	27	21	77.78	14	51.85
Q - Moderate Intellectual Disability	2	2	100	2	100	14	14	100	5	35.71
R - Severe Intellectual Disability	0	0	0	0	0	7	6	85.71	0	0
S - Profound Intellectual Disability	0	0	0	0	0	6	4	66.67	2	33.33
T - Emotional / Behavioral Disorder	4	4	100	1	25	42	37	88.10	22	52.38
U - Specific Learning Disability	17	16	94.12	2	11.76	146	118	80.82	68	46.58
V - Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0
W - Hearing Impairment	0	0	0	0	0	3	2	66.67	1	33.33
X - Deaf	0	0	0	0	0	0	0	0	0	0
Y - Other Health Impairment	2	2	100	0	0	53	46	86.79	18	33.96
Z - Visual Impairment	0	0	0	0	0	5	5	100	5	100
1 - Blind	0	0	0	0	0	0	0	0	0	0
2 - Deaf and Blind	0	0	0	0	0	0	0	0	0	0
3 - Speech / Language Impairment	12	12	100	2	16.67	92	81	88.04	10	10.87
6 - Autism	0	0	0	0	0	26	22	84.62	7	26.92
7 - Traumatic Brain Injury	0	0	0	0	0	1	1	100	0	0
8 - Significant Developmental Delay	5	5	100	2	40	87	83	95.40	3	3.45
Total	43	42	97.67	10	23.26	509	440	86.44	155	30.45

Parent Participation Tips

- Notify the parent early enough to ensure he/she will have the opportunity to attend the IEP Team meetings.

- Schedule the meeting on a mutually agreed upon time and location.

- Work schedules, transportation issues, and lack of childcare are just some of the real-world issues that affect parents' ability to take part in IEP Team meetings, and school personnel should not only be aware of them, but they should also make plans to respond when they do occur.

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Parent Participation Tips

- Arrange to have trained translators present to assist parents who are not fluent English speakers

- Arrange for someone to watch children while the parent meets

- Avoid using educational jargon and acronyms that are likely to be unfamiliar to parents

- Fully inform parents about their rights and procedural safeguards. Also, ask if the parents understand their rights or have any questions regarding their procedural safeguards.

Other Tips to Ensure Success

- Clarify through introductions the role of each team member
- Carefully consider room arrangements
- Consider the use of an agenda and visual notes
- Set group norms and desired outcomes
- Share and obtain information from parents and other team members before meeting
- **Avoid any appearance of predetermination**

Excusal from IEP Meeting

Every person on the IEP Team has unique knowledge and expertise relevant to the IEP process.

- A school-based team member may not need to attend an IEP Team meeting at which that person's areas of curriculum or related services are not to be discussed or modified, but the parent and LEA must agree to their absence <u>in writing</u>.

- If the member's area is being discussed, excusal may still be granted by a <u>written agreement</u>, if team member submits written input to the parent and LEA <u>prior</u> to the meeting.

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Amending the IEP

- Once the IEP has been developed, the student's IEP may need to be revised.
- The IEP Team can reconvene to discuss and make changes.
- The parent and the LEA may mutually agree on changes <u>without</u> a meeting.
- The parent always retains the right to request a meeting to discuss any and all changes to the student's IEP.
- Regardless of the method, the LEA must ensure all IEP Team members are informed of any changes and provide the parent with a copy of the amended IEP in a timely manner.

34 C.F.R.300.324(a)(6) Regulation

Can You Answer the Learning Targets?

- I can identify required team members and additional/optional members of an IEP Team.

- I can describe how an IEP Team member can be excused from an IEP Team meeting and how to properly document the excusal.

- I can identify the parental roles and rights within an IEP Team.

Additional IEP Resources

Georgia Online IEP

Parents' Rights – Available in Multiple Languages

Parent Information Fact Sheet- IEP

Georgia Department of Education, Division for Special Education Services and Supports

The IRIS Center

MODULE 2:

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

This module will address present levels of academic achievement and functional performance including:

- Six Components of the PLAAFP

- Examples and Non-examples of Impact Statements

- Common Errors

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Learning Targets

- I can identify and describe the six components of the PLAAFP.

- I can recognize and describe "High Quality PLAAFP Statements."

- I can identify "High Quality Impact Disability Statements."

Let's Chat

What do I already know?

What do I want to know?

PLAAFP

What does the acronym represent?

Present Levels of Academic Achievement and Functional Performance

PLAAFP
The HEART of
the IEP

All other IEP components are based on the PLAAFP.

Required Component of the IEP
- Legislation

The Big Picture

The PLAAFP Identifies a Child's …

| Current Performance | Impact of Disability | Baseline Data for Identified Need |

Identifying Six Components to Developing High Quality, Meaningful PLAAFP Statements

Psychological Evaluation Results	State and/or LEA Assessment Results	Academic/Functional Strengths
Academic/Functional Needs	Impact of Disability Statement	Parental Input

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Components of the PLAAFP

Area 1

Include information regarding results of the initial and/or most recent evaluation of the student and the specific educational impact.

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Components of the PLAAFP

Area 2

Include State and/or LEA Assessment Results

Components of the PLAAFP

Area 3

Include Academic, Developmental and/or Functional Strengths

Components of the PLAAFP

Area 4

Include Academic, Developmental and/or Functional Needs

Components of the PLAAFP

Area 5

How the student's disability affects the student's involvement and progress in the general curriculum
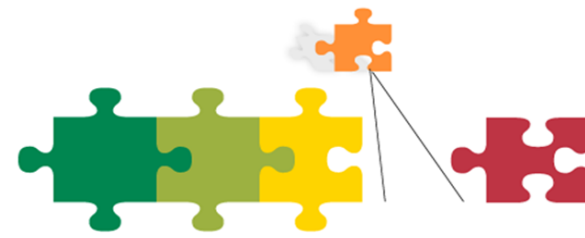
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Components of the PLAAFP

Area 6

Parental concerns regarding their student's education

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What Do You Need to Get Started?

Data Sources

- Most recent psychological, speech and language, OT, PT assistive technology, or other relevant evaluations
- State and/or LEA assessments
- Classroom performance
- Report cards/Progress reports
- Attendance, behavior, health, and/or medical information
- Parent/Student Input

- Student work samples
- Portfolios
- Running records
- Curriculum-based measurements
- Classroom projects/ activities/observations
- Transition plan, if appropriate

Critical Points to Connect

The PLAAFP Addresses the Whole Child

There must be a strong link between the PLAAFP and annual goals

Present Level of Academic Achievement and Functional Performance
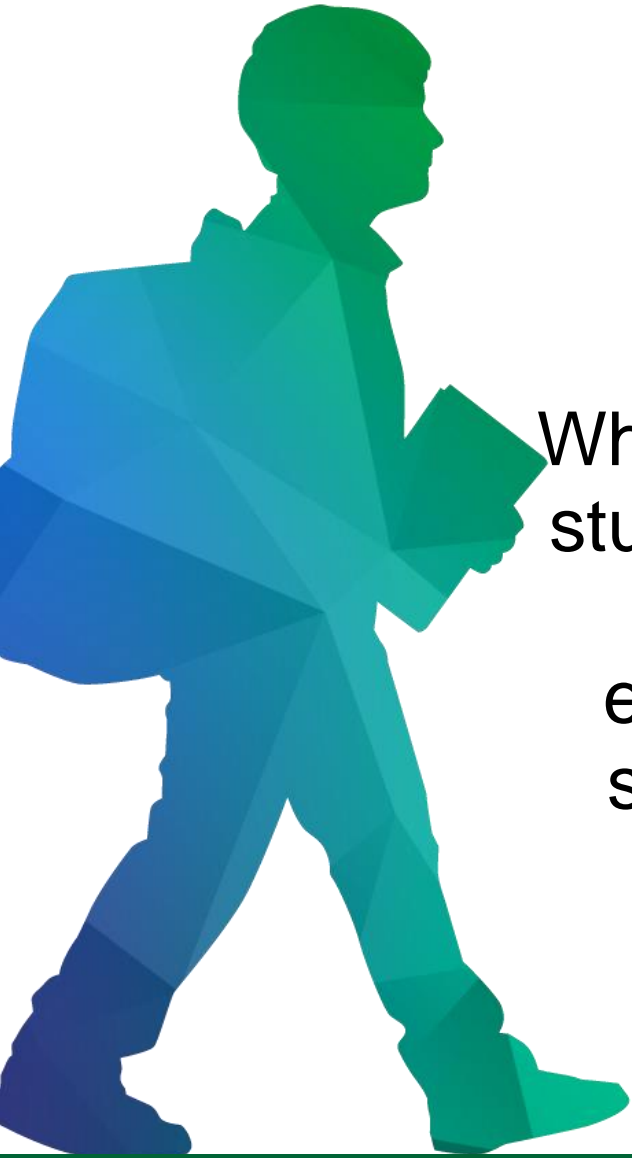
IEP Goals and Objectives

Table Task
Respond in Groups

- Is there enough information in the PLAAFP to develop challenging, ambitious, measurable annual goals? Explain.

- Is there enough information in the PLAAFP to determine what special education services, related services, accommodations, and program modifications are needed? Share why or why not. Explain.

- Can you identify examples of data sources? Are there more you may have included?

Impact of the Disability

Why does the student need special education services?

How do the needs impact the student's achievement?

What are the student's unique needs?

The impact statement should make it easy to develop goals and objectives.

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Impact Statement-Compare the Two

Example:

Timothy has an eligibility of a specific learning disability. Timothy's difficulty with abstract reasoning and short-term memory makes it difficult for him to draw inferences from information shared within the text. This impacts his ability to analyze texts in English Language Arts, reading, social studies, and science.

Non-Example:

Timothy has a hard time with reasoning. He rarely does well on assignments.

What could be potential barriers to developing a high quality PLAAFP? Possible solutions?

Failing to include state and local assessment data in PLAAFP

Failing to include all educational needs in the PLAAFP

Can You Answer the Learning Targets?

- I can identify and describe the six components of the PLAAFP.

- I can identify "High Quality Impact Disability Statements."

- I can recognize and describe "High Quality PLAAFP Statements."

Additional Resources

Georgia Online IEP

Parent Information Fact Sheet- IEP

Georgia Department of Education, Division for Special Education Services and Supports

Iris Center- PLAAFP

MODULE 3:

Transition Service Plans

This module will address transition service plans including:

- Purpose of transition service plan
- Major components of a transition service plan
- Age appropriate transition assessments
- Course of study
- Post-Secondary goals
- Transition services
- Annual IEP transition goals
- Adult service agencies
- Transition meetings

Learning Targets

- I can identify the purpose and components of an effective transition service plan.

- I can determine appropriate assessments that can be utilized to develop a compliant transition service plan.

Transition Service Plan

What is a Transition Service Plan?

A transition service plan is the section of the Individualized Education Program (IEP) that outlines transition goals and services for the student. The transition service plan is based on a student's individual needs, strengths, skills and interests.

Why Do We Develop Transition Service Plans?

The purpose of transition planning is to identify and develop post-secondary goals and the transition goals which need to be accomplished during the current school year to assist the student in meeting his or her post-secondary goals.

Transition Service Plan

(2) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include -

(a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(b) The transition services (including courses of study) needed to assist the student in reaching these goals.

[34 C.F.R 300.320(b)(1) – (2)]

**NOTE: GA adds an additional requirement: Beginning no later than entry into 9th grade, the IEP must include a Transition Service Plan.

Major Components of the Transition Service Plan

1. Age Appropriate Transition Assessments
2. Post-Secondary Goals
3. Annual IEP Goals
4. Transition Services & Activities
5. Course of Study
6. Student participation
7. Adult Service Agencies
8. Parental consent

Age Appropriate Transition Assessments

- Transition assessment leads to the development of measurable post-secondary goals, course of study, transition services, annual IEP goals and agency linkages.

- Transition assessments include aptitude, achievement, behavior, skills and personality evaluations, as well as student interests and preferences.
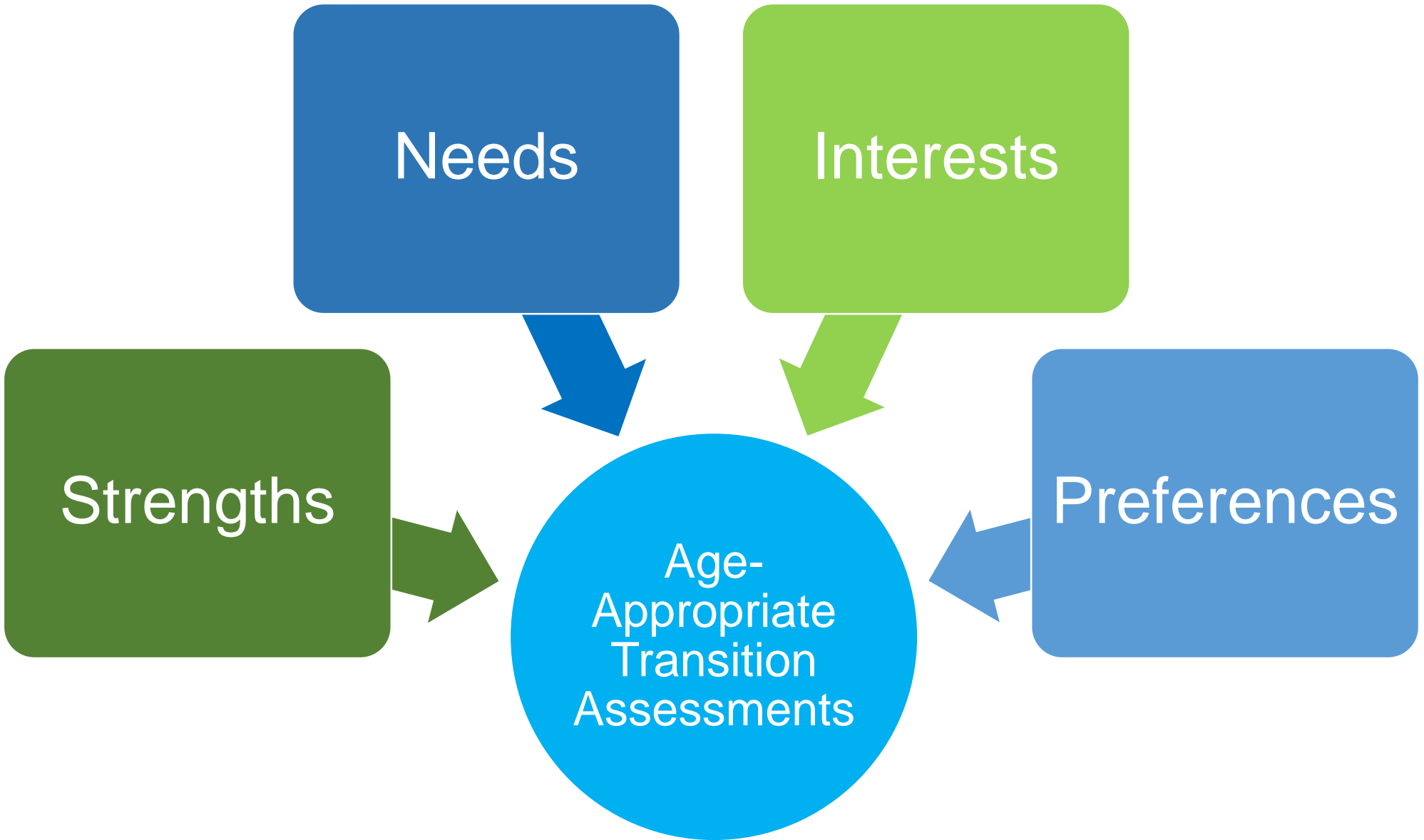
Age Appropriate Transition Assessments

Examples:

- Student Transition Needs and Preference Survey

- Pictorial Inventory of Careers

- Microcomputer Evaluation of Careers & Academics (MECA)

Non-Examples:

- Student Work Samples

- Report Card Grades

- Progress Reports

Tips to Remember when Completing Transition Assessments

- Complete assessments WELL in advance
- Discuss the results with the student
    -Let students decide how they will work towards their goals
- Make sure your assessments data that reflects the student's self-determination skills, vocational interests, independent living skills and strengths of the student
- Utilize results from other assessments (GVRA, ASVAB, CTAE courses, etc.) for multiple perspectives
- Complete every year–ongoing
- Identify needed skills, experiences, connections, and supports
- Be culturally and linguistically relevant

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Course of Study

The Course of Study is based upon present levels of performance and age appropriate transition assessments which includes student preferences, strengths and interests.

- Facilitates movement to Postsecondary Goals
- Begins with the student's Individual Graduation Plan
- Includes one or more of the following:
  - Diploma type
  - Results of transition assessment
  - Career pathway
  - Types of classes
  - List of classes

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Course of Study

Examples:

- Ben's course of study is a college prep diploma with a graphic design pathway, and he is on track to complete graduation requirements in May 2020.

- Student will receive a regular education diploma and has passed all courses to begin the tenth grade.

- Student will complete the Criminal Justice Pathway and graduate with a regular education diploma.

Non-Examples:

- Diploma

- Regular education classes

- Will take all regular education classes in a co-teaching setting

Measurable Post-Secondary Goals

- A post-secondary goal is "**generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e. high school)**" (IDEA 2004 Part B Regulations 300.320 (b), discussion of Final Rule p. 46,668)

- Post-secondary goals must be an actual outcome and not an activity or process. For example, '*seeks, pursues, continues, and applies*' are processes, not outcomes.

- The post-secondary goal should succinctly state what the student will do and be based on findings from transition assessments conducted with the student.

- There should only be one Post-Secondary Goal for each area: Education/Training and Employment, as well as Independent Living, if appropriate.

Measurable Post-Secondary Goals for *Education/Training*

Examples:

- After graduation, Tyler will attend college and obtain a degree in criminal justice.
- After graduation, Keshan will attend technical college and obtain a degree in nursing.
- After graduation, Amy will complete on the job training from an adult agency representative in the area of retail sales.

Non-Examples:

- Zach will pass six out of eight courses this school year.
- Karen wishes to attend college.
- Matthew hopes to join the Army.
- Lisa will begin a degree in nursing.

Measurable Post-Secondary Goals for *Employment*

Examples:

- After graduation, Tom will be employed as a police officer.
- After graduation, Keegan will be employed as an LPN.
- After graduation, Jennifer will be employed as a salesclerk.
- After graduation, John will be employed as a soldier in the military.

Non-Examples:

- Joe will work at McDonalds part-time while in high school.
- Kendra wishes to be employed at the hospital.
- Paul wants to join the Army.

Measurable Post-Secondary Goals for *Independent Living*

Examples:

- After graduation, Kyle will live with his parents.

- After graduation, Derrick will buy a home.

- After graduation, Daisha will live in an apartment with a roommate.

Non-Examples:

- Barbara will live near her friends.

- Holly will live in a dorm.

Post-Secondary Goals and Annual Transition Goals

	Education and Training Transition Goal	Development of Employment Goal	Community Participation Goal	Adult Living & Post School Options	Related Services	Daily Living Skills
Post-Secondary Education/ Training Goal	X					
Post-Secondary Employment Goal		X				
Post-Secondary Independent Living Goal*			X	X	X	X

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Annual Transition Goals

- Each Post-Secondary Goal should have a corresponding Annual Transition Goal.

- The Annual Transition Goals refer to anything that will help prepare the student for education/training, employment, and independent living.

- Each Annual Transition Goal should facilitate movement towards the Post-Secondary Goals, be measurable and attainable within one year.

- Progress on these goals should be reported to the parent under the same requirements as other IEP Goals and Objectives.

I am
the "I"
in IEP

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Annual Transition Goal for Education/Training

- Refers to anything that will prepare the student for education or job training
- Goals based on academics, functional academics, life-centered competencies or career/technical or agricultural training needs and job training

Examples:
- Investigate post school options
- Attend college fairs
- Research colleges/technical schools
- Apply to college
- Organize notebooks
- Attend tutoring sessions
- Participate in CBI

Annual Transition Goal for Employment

- Refers to anything that is related to working while *in school* or will prepare the student for employment
- Goals based on occupational awareness, employment related knowledge and skills, specific career pathway related knowledge and skills

Examples:
- Investigating careers (taking additional assessments)
- Soft skills/employability skills (create calendar, schedule)
- Creating or strengthening work ethic/stamina (remaining at job/task)
- Pre-employment skills (completing job applications, taking pre-employment tests, interviewing skills)
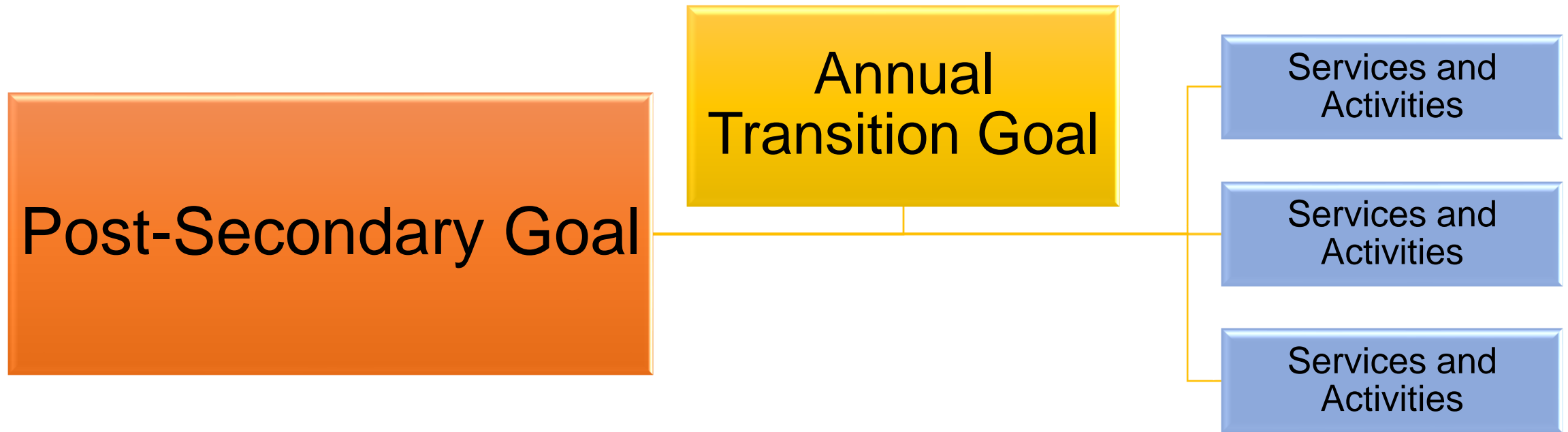
Annual Transition Goal for Independent Living

- Refers to anything that will prepare student for independent living

If the team has determined that the student needs a Postsecondary Goal for Independent Living, then an Annual Transition Goal for Independent Living is required.

Examples:
- **Daily living skills** related to personal care and well-being (brush teeth and comb hair)
- **Adult living skills** and Post School Options such as household maintenance and/or budgeting, health/mental care needs, interpersonal interactions (open a checking and savings account)
- **Participation in community** related activities such as paying taxes, voter registration, leisure activities (register to vote, apply for membership at local YMCA)
- **Related services** such as counseling, therapy, vocational rehabilitation (Meet with counselor at scheduled date/time)

Helping Students Reach Goals

Post-Secondary Goal

Annual Transition Goal

Services and Activities

Services and Activities

Services and Activities

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Transition Services & Activities

Transition services are a "**coordinated set of activities**" supporting the annual goals and demonstrating movement to post-secondary goals

Transition services must be specific and individualized for the student

Must support the annual transition goal and be related to the post-secondary goals

Could be written as a task analysis for the goal – do not repeat goals, list what student needs to do to move towards reaching the goal (step-by-step)

Transition Services and Activities

Examples:

- Meet with an admissions representative and obtain an application

- Request copies of IEP and Summary of Performance for documentation of disability to provide to Student Support Services

- Investigate job opportunities in auto mechanics using the internet

Non-Examples:

- Do a presentation

- Pass college entrance exam

- Complete class assignments to pass class

- Stop by and see counselor

Transition and Adult Services

(b**) To the extent appropriate**, with the consent of the parents or the adult student who has reached the age of 18, in implementing the transition requirements, **the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.** [34 C.F.R. § 300.321(b)(3)]

The IEP Team may provide the active facilitation of linkage and referral to an adult agency, however they may not commit another agency to providing services without the involvement or approval of that agency.

Coordination of Services
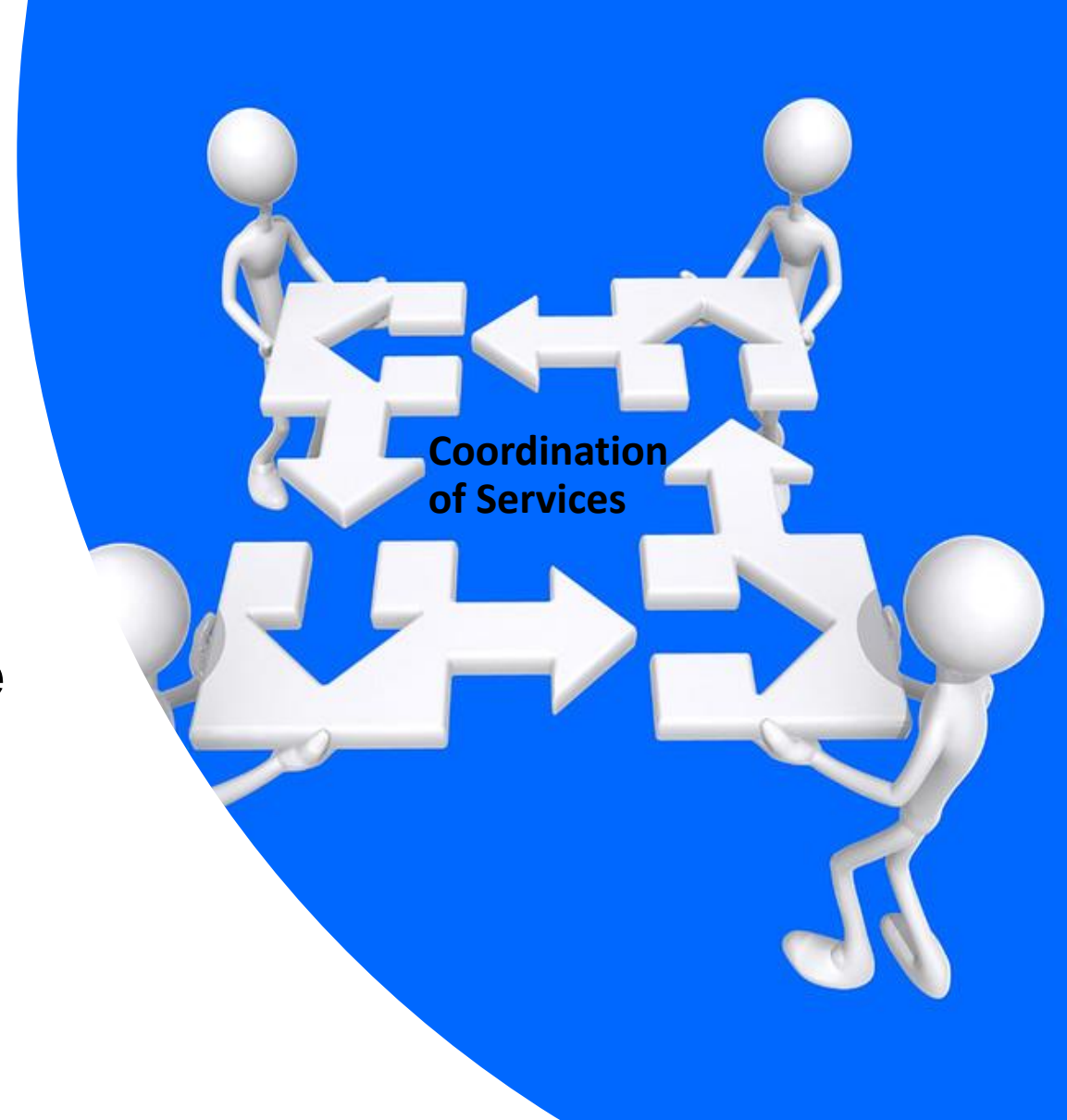
Adult Service Agencies and Representatives

- Agencies or other organization representatives who are likely to provide services and supports to students may include the following:

- Georgia Vocational Rehabilitation Agency
- Roosevelt Warm Springs
- Cave Spring Center
- Youth Challenge
- Job Corp
- DBHDD (Medicaid Waiver)
- College Representative
- Sheltered Workshop Rep

Transition Meeting

DON'T FORGET!

Is there evidence that the student was invited to the IEP Team meeting when the team will be considering postsecondary goals and transition services?

Remember to not only invite, but include the student in the IEP Team meeting when discussing transition.

NOTICE OF SPECIAL EDUCATION IEP/PLACEMENT MEETING

To:_____ DATE _____
Parent and Student (If postsecondary goals and transition services are being considered)

An Individualized Education Program (IEP) Team meeting for your child has been scheduled for
_____ at _____ at _____
      Date   Time   Location

You are invited and strongly encouraged to participate in this meeting. If you are unable to attend on this date or location, you are encouraged to request to reschedule the meeting. You may also request another method of participation (e.g. conference call).

The purpose(s) of this meeting is to:
- ☐ Determine or re-determine eligibility
- ☐ Consider special education placement
- **X** Develop an Individualized Education Program (IEP), if appropriate
- ☐ Review/amend the IEP and/or placement (annual review or other review)
- **X** Consider postsecondary goals and transition services (prior to entry to high school or age 16)
- ☐ Consider the need for reevaluation
- ☐ Review the results of recent evaluation(s)
- ☐ Consider the need for a functional behavior assessment and/or develop/revise a behavior intervention plan
- ☐ Other_____

The following people have been invited to attend the meeting: If transition is being discussed and another agency is likely to be providing or paying for services, a representative from that agency will be invited with the consent of parent or student, if age 18 or older.

Required members: If any required members are unable to attend, the parent will be notified and asked to provide written consent for excusal.

Title	Name (optional)
x ☐ **LEA Representative**	
x ☐ **Special Ed. Teacher**	
x ☐ **General Ed. Teacher**	
x ☐ **Student** (if transition to be discussed)	
X GVRA	

DON'T FORGET TO DISCUSS TRANSFER OF RIGHTS

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Can You Answer the Learning Targets?

- I can identify the purpose and components of an effective transition service plan.

- I can determine appropriate assessments that can be utilized to develop a compliant transition service plan.

Additional Transition Resources

- *Federal Regulation (IDEA):* https://sites.ed.gov/idea/regs/b/a/300.43

- *State Board Rule:* https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/160-4-7-.06%20IEP%206-14-07.pdf

- Division on Career Development and Transition (DCDT): http://community.cec.sped.org/dcdt/home

- National Center on Secondary Education and Transition (NCSET): http://www.ncset.org/

- Transition Coalition, University of Kansas (KU): https://transitioncoalition.org/

- Zarrow Center for Learning Enrichment: http://www.ou.edu/education/centers-and-partnerships/zarrow

- Transition Planning Checklist – http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Transition/Transition Planning Checklist .pdf

- Transition Documentation Checklist – https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Transition/Transition%20Documentation%20Checklist%20%20July%202019.pdf

MODULE 4:

Developing Measurable Goals and Objectives

This module will cover developing measurable goals and objectives including:

- Alignment of Goals to Student Needs
- Development of Measurable Goals
- Progress Monitoring
- Selecting Appropriate Measuring Tools
- Legislation and Litigation

Learning Targets

- I can identify and describe the critical components to develop challenging, ambitious, and measurable goals and objectives.

- I can recognize the difference between monitoring progress and progress monitoring.

- I can identify the necessary components for a progress monitoring plan.

Standards-
The IEP Connection

The content of the IEP should be **tied directly** to providing the student with **access** to the same **challenging standards** that **grade level peers without disabilities** are receiving.

McLaughlin, M., (2009) *The Special Edge*, Vol.23 No. 1.

IEP

Standards

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IDEA

Individuals with Disabilities Education Act

(2)(i) A statement of measurable annual goals, including academic and functional goals designed to—

(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

(B) Meet each of the child's other educational needs that result from the child's disability… [34 C.F.R. § 300.320(a)(2)(i)(A) and (B)]

To begin the process of writing measurable annual goals, the IEP Team should:

- Start with the academic and functional needs identified in the PLAAFP statements

- Identify any relevant state academic standards for the student's grade

- Discuss what the student should be able to achieve during the next 12 months

- Annual goals should link to a content standard, but a content standard is not, by itself, an annual goal

Where Do We Begin?

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So Let's Start at the Very Beginning…

Development of measurable annual goals flows from the content of the "present levels" statement

GOALS

PLAAFP

What needs are identified in the present level statements?

- The PLAAFP should serve as the rationale for all goals being developed.
- The PLAAFP should include the baseline showing where the student is functioning now so the goal can be built from that.
- There MUST be a direct correlation between the annual goal(s) and the PLAAFP.

Alignment of Needs/Deficits and Goals…

PLAAFP/NEEDS

- R. has difficulty interacting with peers. His verbal interactions are negative 85% of the time as measured by teacher charted data on a 5-point rubric.

- V. is unable to maintain attention to complete a task longer than 2-3 minutes as measured by teacher charted data.

GOALS

- Given 10 minutes of free play, R. will engage in 3 verbal interactions with peers using 4-word positive or neutral sentences in 14 out of 20 occasions over a 4-week period as measured by teacher charted data.

- Given a task or direction, V. will begin the task within 1 minute and remain on task for at least 10 minutes independently with no more than 2 prompts on 8 out of 10 independent tasks as measured by teacher charted data.

Points to Consider When Developing Goals

- Will the goal(s) enable the student to progress?

- Can the goal(s) be monitored and there be a clear understanding of what it would mean for the goal(s) to be mastered?

- Will the goal(s) lead to a corresponding special education service?
  - Specially Designed Instruction (SDI) relates directly to the goals that a student is working toward partnered with the services needed to accomplish those goals.

- What resources will be needed to accomplish the expected level of performance?
  - Occupational Therapy
  - Small group instruction
  - Use of a computer
  - Graphic organizer

- Using stock or prewritten goals that are not individualized does not meet the requirements of IDEA.

- For students with the most significant cognitive disabilities who take alternate assessments, IEP goals should be aligned with the state's grade-level content standards. However, it is essential that IEP Teams also consider the individual needs of the student when developing the annual goals.
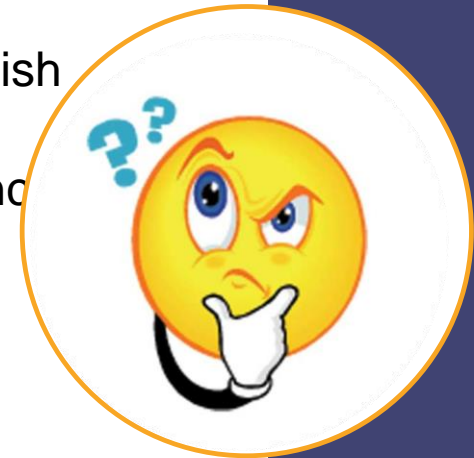
More Points to Consider When Developing the Goals

- Answering a prompting question such as "What does the child need to learn or do **academically**?" indicates what goals might be appropriate for that child.

- Another area for goals might be what the child needs to learn or be able to do **functionally**.
  - These type of goals don't come under a typical "academic" curriculum.
  - If a child has functional needs that impact participation in the educational environment, then goals to meet these needs would be important to include in the IEP.
    - Examples of functional skills: learning to eat independently, use public transportation, communicate with an augmentative communication device, or address social or emotional needs including impulse control, anger management, or appropriate behavioral alternatives

Endrew F. Standard for FAPE

- "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances"

- "Every child should have the chance to meet challenging objectives."

- LEAs should be able to provide "a **cogent and responsive explanation** for their decisions that shows the IEP is reasonably calculated to enable the child to make progress appropriate in light of [the child's] circumstances."

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SMART

- Specific
- Measurable
- Activity phrased
- Realistic
- Time

S: Clearly stated description

M: Quantifiable by a defined standard that can be observed in data in a way that any amount of change can be identified

A: Clearly observable rather than implied - using action words

R: Practical but ambitious and challenging

T: Has a defined time for when mastery is anticipated

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Activity: What's Wrong?

Using the 4 critical elements, as in the chart below, place the parts of the following goals into the chart to determine if the goal truly "measures" up.

Sample: Given 20 double-digit multiplication problems, J will correctly calculate the problems with 85% accuracy by May 15, 2019.

Condition	Target Behavior	Performance Criterion	Time
Given 20 double-digit multiplication problems	J will correctly calculate the problems	with 85% accuracy	by May 15, 2019

Activity: What's Wrong?

- M. will demonstrate an understanding of addition & subtraction problems.

- M. will extend her knowledge of comprehension strategies.

- M. will increase his ability to solve two step math reasoning problems.

- M. will identify the correct operation to solve problems.

- M. will learn decoding skills.

- M. will recognize antonyms, synonyms, and homonyms.

Remember "activity phrased"?

Words that will prevent goals from becoming measurable:

- Demonstrate
- Extend
- Increase
- Identify
- Learn
- Recognize
- Understand
- Show
- Cooperate

These are difficult to observe.

Choose verbs that are precise:

- Write
- Draw
- Name
- Point
- Touch
- Print
- Circle
- Walk

**The behavior can be clearly observed**.

Remember "Realistic"

- Although IDEA requires IEP goals to be measurable, courts have ruled that they must also be *ambitious* and *challenging*.

- In order to meet the *Endrew F.* substantive standard, goals should include all four critical elements in addition to being ambitious and challenging.

- Goals should not be so ambitious that there is little chance that a student will achieve them.

Activity: What's Wrong?

With a partner, using the goals from the activity that was just completed, redevelop the goals using the S.M.A.R.T. goal criteria.

Share in group discussion.
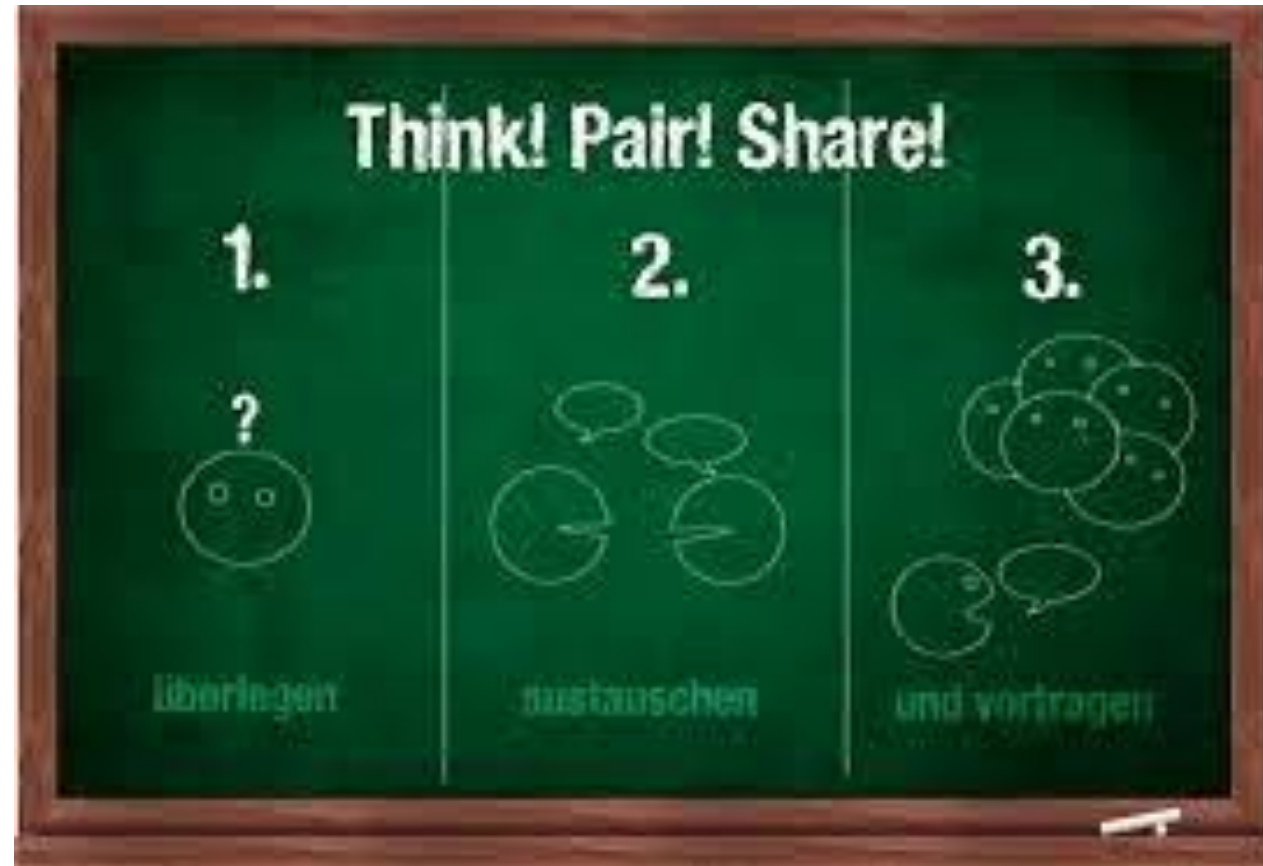
Last Word About Goals

- Every **IEP MUST** have measurable goals included.

- For students with a significant cognitive disability who are assessed using the Georgia Alternate Assessment, measurable, intermediate steps or targeted sub-skills to enable the student to reach annual goals (short-term objectives) are also required.

- Short-Term Objectives should be developed to lead to mastery of the annual goal. These are steps needed to achieve the annual goal moving from less to more skilled.

MATH EXAMPLE

MEASURABLE ANNUAL GOAL:

Given a **mixed** math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes over three consecutive sessions.

SHORT TERM OBJECTIVES LEADING TO LONG TERM GOAL:
Given mixed (addition, subtraction, multiplication and division) calculation probes with **two digit** numbers, Charles will complete 10 problems accurately in 5 minutes.

Given mixed (addition, subtraction, multiplication and division) math calculation probes with **one digit** numbers, Charles will complete 10 problems accurately in 5 minutes.

What about monitoring the student's progress?

The IEP also needs to make a statement regarding when progress on IEP goals is reported to parents.

Progress updates for the goals and objectives should be sent to the parent at the frequency described within the IEP (Progress Reports).

Just like there is a connection between the PLAAFP and the goals, there should also be a connection to the services (specially designed instruction) and the goals.

Selecting the proper tool to measure the results of instruction is important.

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Why Progress Monitoring?

Monitoring the student's progress is critical to help determine if the student is making adequate progress toward goals as well as receiving FAPE.

Obligation to adjust the IEP if the student is not making progress

How do you know if the IEP needs to be adjusted if not monitoring?

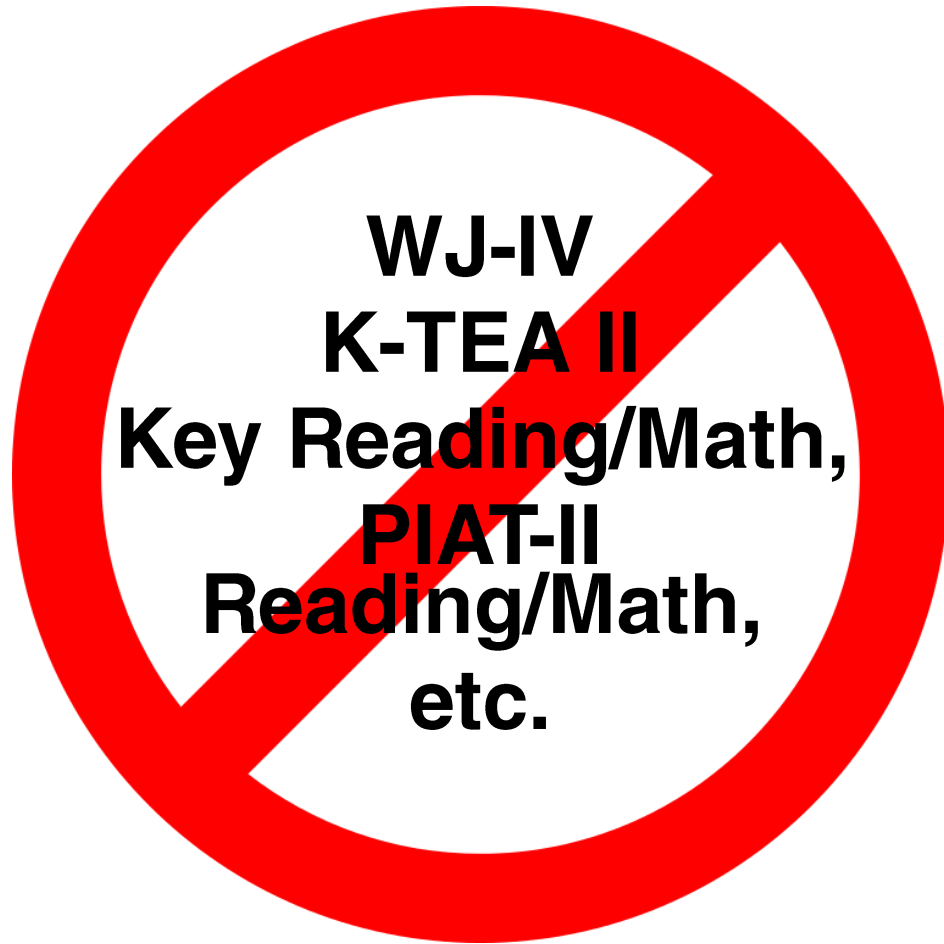If not monitoring systematically, how do you know WHAT needs to be adjusted if the student is not making progress?

Progress Monitoring is used to

Assess student performance

Evaluate the effectiveness of instruction

Adjust the instructional program as needed

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Selecting the Appropriate Measurement Tool

WJ-IV
K-TEA ll
Key Reading/Math,
PIAT-ll
Reading/Math,
etc.

- Too broad and global

- Not sensitive to small incremental changes

Selecting the Appropriate Measurement Tool

What is sensitive enough....

to document the incremental changes....

from reporting period to reporting period?

Selecting the Appropriate Measurement Tools

Curriculum-Based Assessments

_____

- Basic Assumption: **One should assess what is taught.**

- Increase or decrease in reading/math skills within a specific time frame

- Direct, repeated assessment of target behaviors

- Assesses what the student is taught within that time frame

- Probes (1-5-minute samples) are developed for each target

PROGRESS MONITORING VS. MONITORING PROGRESS

Progress Monitoring is a **scientifically based practice** that is used to evaluate the effectiveness of the intervention/instruction.

Monitoring Progress is a **core instructional practice** that evaluates what the student has learned over time.

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The Autopsy… Monitoring Progress

Autopsy….
There's nothing that can be done to bring the person back to life

End of Unit, Chapter, Section Tests
<u>GMAS EOG</u>
<u>GMAS EOC</u>

Monitoring progress
There's nothing that can be done to change the grade/score if you only monitor progress at the end of an unit or school year…

The Physical…Progress Monitoring

- Progress Monitoring

- Evaluates the student's performance in meeting targets

- Changes instruction based upon performance using data

- Performance improves

The Physical
Problem identified…
Addressed
Life is changed…
Doesn't die

Progress Monitoring
Changes student's performance
Improves grades/scores
Frequent and ongoing

Developing the Monitoring Plan

The most appropriate progress monitoring systems are those in which objective numerical data are:

- Collected frequently, graphed, <u>analyzed</u>, and then used to make instructional decisions.

- Anecdotal data and other subjective procedures are not appropriate for monitoring student progress and should not be the basis of a progress monitoring system.

Tips for Developing the Monitoring Plan

- Do use objective measures

- Plan to measure frequently and systematically on a consistent schedule

- Plan for each relevant setting or context in which data will be collected (know who is responsible for monitoring each goal if there are multiple service providers)

- Use the performance criteria stated in the goal to analyze the data

- Make sure the plan is user-friendly and time-efficient (plans that are burdensome are less likely to be implemented with fidelity)

Legislation and Litigation

From the New York State Educational Agency during a 2003 hearing.....

- *Although subjective teacher observation provides valuable information, teacher observation is not an adequate method of monitoring student progress*"

Hearing Officer conclusion in Escambia County Public School System (2004).....

- *"The most glaring deficiency was the absence of a notation as to whether [the student] had mastered any of his benchmarks . . . without the dates of mastery of benchmarks indicated on the IEP a parent cannot determine the progress that the child has been making during the school year… it is crucial that a parent (or other IEP member) be able to examine the IEP document to see if satisfactory progress is being made toward the attainment of the student's annual goals and if not, whether there is a need for adjustments to his program (42 IDELR 248)."*

Endrew F. v. Douglas County School District, 2017, p.11.....

- *"A substantive standard not focused on student progress would do little to remedy the pervasive and tragic academic stagnation that prompted Congress to act."*

Legislation and Litigation

Etscheidt, Susan K (2006) case revealed five primary areas of concern:

1. The IEP team fails to develop or implement progress monitoring plans;

2. Responsibilities for progress monitoring are improperly delegated;

3. The IEP team does not plan or implement progress monitoring for behavior intervention plans (BIPs);

4. The team uses inappropriate measures to determine student progress toward graduation;

5. Progress monitoring is not frequent enough to meet the requirements of IDEA or to provide meaningful data to IEP teams.

Courts are unwilling to accept the claims of school LEAs regarding the appropriateness of a student's program without proof in the form of data.

Etscheidt, Susan K (2006)

- Ensure the PLAAFP is the foundation for your goals.
- Develop the goals to include the 4 critical components as well as to be SMART.
- Have a plan for progress monitoring that includes specific data (analyzing and using the data for instruction not just collecting it).
- Share that progress on the schedule outlined in the IEP.
- Adjust the plan if needed if progress is not being made.

- Failing to write challenging, ambitious, and measurable annual IEP Goals

- Goals not written for each area of need

- Failing to monitor student progress

Common Errors

Can You Answer the Learning Targets?

- I can identify and describe the critical components to develop challenging, ambitious, and measurable goals and objectives.

- I can recognize the difference between monitoring progress and progress monitoring.

- I can identify the necessary components for a progress monitoring plan.

Additional IEP Resources

[Georgia Online IEP](#)

[Parent Information Fact Sheet- IEP](#)

[Georgia Department of Education, Division for Special Education Services and Supports](#)

[IRIS Center](#)

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Module 5:

Student Supports

Module 5 will address student supports including:

- State Testing Accommodations
- Classroom Testing Accommodations
- Classroom Testing Modifications
- Instructional Accommodations
- Instructional Modifications
- Supplemental Aids & Services
- Support for School Personnel

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Learning Targets

- I can identify allowable state testing accommodations based on a student's needs.

- I can identify classroom and instructional accommodations and modifications in addition to state testing accommodations based on a student's needs.

- I can identify supplemental aids and services and supports for school personnel based on a student's needs.

Accommodations and Modifications

Accommodations

Changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction

Examples of accommodations include but are not limited to:

- Extended time
- Preferential seating
- Shortened Assignments
- Use of calculator
- Large Print/Braille Text
- Audiobooks
- Taped Text
- Use of word processor for written responses

Criteria and Caveats

Individual to the Student	• Based on the needs identified in the PLAAFP
Specific to each subject area	• A student with a reading fluency issue won't need a text reader for a math calculation.
Specific to the skills assessed in each subject area	• A student with dyscalculia (math calculation disability) doesn't need extended time for tests involving reading and/or writing.
May change over time	• A student with ADD whose attention improves over time may no longer need double time on test…he/she may only need time and a half.

Accommodations Must Be Supported With the Following...

- The PLAAFP must include **deficits that support the accommodations selected**.

- **Accommodations** for **state and LEA testing** must also **be aligned with classroom instructional and/or testing accommodations**.

Examples of Instructional Accommodations

Instructional Areas	Accommodations versus Typical Instruction
Provision of instruction	Use of a graphic organizer verses lecture
Student response	Oral response versus written response
Instructional materials	Text Reader versus textbook
Student participation in classroom activities	Communication board versus speech

Instructional Accommodations vs. Modifications

They provide children with disabilities a variety of ways to access the GSSE so that their disabilities are not barriers to achievement.

Children with accommodations are still expected to meet the same grade level standards as their peers without disabilities.
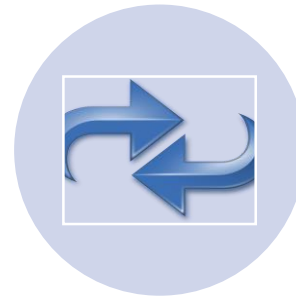
Modifications are instructional adaptations that allow the student to demonstrate what he/she knows or can do.

Modifications change the target skill and may reduce learning expectations or affect the content in such a way that what is being taught is fundamentally changed.

Modifications

Modifications change what the student is expected to master. Course activities are altered to meet the student needs. Modifications create a different standard for the student receiving the modifications as compared to the grade level standard.

Examples of modifications include but are not limited to:

- Same activity as other students, but expectations and materials are individualized
- Simplified vocabulary and reading materials when reading comprehension and/or fluency is the learning target
- Multistep problems individualized to single step problems.

Classroom Testing Accommodations vs. Modifications

Accommodations should be individualized, determined by subject area, and be as specific as possible. For example, if a student may require additional time to complete tests, it is recommended that the amount of time is specified such as,"50% more time."

Modifications are test adaptations that allow the student to demonstrate what he knows or can do. Modifications change the target skill and may reduce learning expectations or affect the content in such a way that what is being tested is fundamentally changed.

Some accommodations are appropriate for instruction but <u>not</u> assessment.

Refer to the [Accommodations Manual](#) for appropriate and allowable accommodations as well as eligibility criteria for state assessments

[Allowable Accommodations Chart for SWD and EL](#)

Examples of Testing Accommodations

Group size	Small group versus large group
Location	Quiet location versus typical location
Time frame	Extended time… Time and a half versus typical time frame

Accommodations

For an extensive review of accommodations, refer to the **Accommodations Manual** located on the Testing/Assessment page of the GaDOE website.

There…you will find a…

- Five Step Process to thoughtfully consider which accommodations are supported and appropriate.
- Definition and explanation regarding:
  - Standard Accommodations
  - Conditional Accommodations

Activity 1:
Determining Accommodations & Modifications

- Difficulty reading/decoding text
- Difficulty seeing standard text
- Difficulty comprehending text
- Fatigue
- Attention/focus issues
- Handwriting issues
- Fine motor deficits
- Weak organizational skills

- Oral expression deficits
- Difficulty remembering information
- Difficulty generalizing skills
- Difficulty spelling
- Inability to regulate their own behavior
- Difficulty with math computation
- Weak grammar & punctuation skills

Activity 2:
Categorizing Accommodations & Modifications

For the accommodations and modifications you identified in Activity 1 on the previous slide:

1. Categorize them correctly based on type. (Presentation, Response, Setting, or Scheduling)

2. If you did not have at least 3 types of accommodations and/or modifications for each barrier, add to your list.

Supplemental Aids and Services

Supplemental aids and services should include supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, as well as participate in non-academic or extracurricular settings as decided by the IEP team.

Examples include tutoring, adult assistance, note-taking, peer helper, pre-teaching/re-teaching or reinforcing concepts, behavior intervention plan, point sheet, assigned seating, etc. Some accommodations used for instruction may also be considered a supplemental aid and service.

Support for School Personnel

Training for **LEA staff** regarding a **specific student's** need. Some examples:

- ❑ Assistive technology device/service
- ❑ Alternate Reading/Math Program
- ❑ Follow-up with activities for alternate reading/math instruction
- ❑ Information regarding characteristics of a specific disability area
- ❑ Crisis Prevention Training
- ❑ Behavior management techniques
- ❑ Positive Behavior Intervention Strategies
- ❑ Structuring communication for a child with a language disorder

This relates to directly assisting LEA personnel in **meeting a unique and specific need of the child**, and not simply participating in an in-service training program that is generally available within a public agency.

Related Services

- Related services are required to assist a child with a disability in benefiting from and accessing educational services.

- Related services may be documented in the IEP in several areas, including:
  o the recommended special education and related services section,
  o the supplementary aids and services section, and
  o the instructional accommodations or modifications section.

Examples of Related Services:

- Audiological Services
- Psychological Services
- Speech-Language Pathology
- Occupational Therapy and Physical Therapy
- Social Work Services
- Counseling Services
- Orientation and Mobility Services
- Interpreting Services
- School Nurse Services
- Transportation
- Parent Counseling and Training
- Other Services

Failing to provide special education services that address all the student's educational needs.

Failing to provide students with the supports necessary to meet their educational needs.

Can You Answer the Learning Targets?

- I can identify allowable state testing accommodations based on a student's needs.

- I can identify classroom and instructional accommodations and modifications in addition to state testing accommodations based on a student's needs.

- I can identify supplemental aids and services and supports for school personnel based on a student's needs.

Additional IEP Resources

Georgia Online IEP

Parent Information Fact Sheet- IEP

Georgia Department of Education, Division for Special Education Services and Supports

The IRIS Center

Module 6:

Consideration of Special Factors

This module will cover Consideration of Special Factors including:

- Behavior
- Limited English Proficiency
- Blindness/Visual Impairment
- Communication Needs
- Deaf/Hard of Hearing
- Assistive Technology Devices/Services
- Alternative format for Instructional Materials
- Continuum of Service Options
- Explanation of Extent in which Student is not included with non-disabled peers
- Summary of Performance
- Parent Consent
- Prior Written Notice

Learning Targets

- I can describe the individual consideration process when determining special factors.
- I can identify all service options (continuum of services) afforded to a student with a disability,
- I can summarize the rationale for why a student's needs cannot be met in the general education classroom.
- I can identify the factors to consider when making an extended school year determination.
- I can list when prior written notice is required.

Behavior

- Does the student have behaviors which interfere with his/her learning or the learning of others?

- If yes, consider conducting a Functional Behavioral Assessment (FBA)?

- If yes, IDEA requires the consideration of the use of positive behavioral interventions and support strategies Behavioral Intervention Plan (BIP)?

Limited English Proficiency

- Does the student have Limited English Proficiency (LEP)?

- If yes, (student is identified as EL), consider the language needs of the student as needs relate to the IEP.

- If yes, explain how their LEP needs will be met.

Blindness/ Visual Impairment

- Is the student blind/visually impaired?

- If yes, is instruction in Braille considered?

- If yes, is instruction in Braille appropriate?
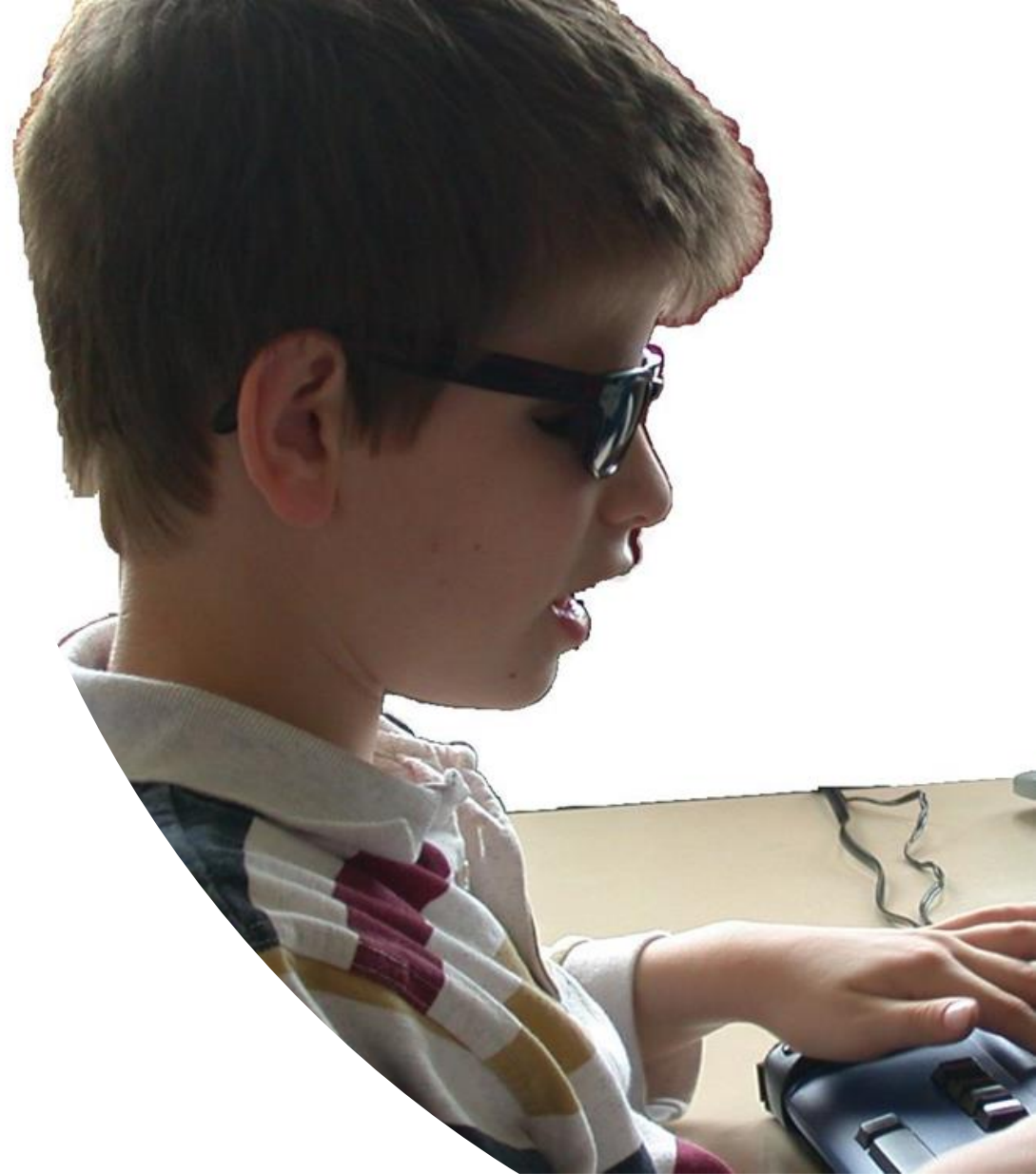
Deaf or Hearing Impaired

- Is the student deaf or hearing impaired?
- If yes, consider language and communications needs, opportunities for direction communications, academic level, and full-range of needs including either annual goals, provision of related services, supplementary aids and services, assistive technology, or other relevant instruction, services, and supports.

Communication Needs

Does the student have communication needs?

If yes, describe the specific communication needs of the student.

- Consider the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs including opportunities for direct instruction in the student's language and communication mode.

- Consider the supports the student may need to address their communication needs.

Assistive Technology

- Does the student require [assistive technology](#) devices or services to access the general curriculum?

- If yes, describe student's individualized needs and the assistive technology that is required.

- If no, then the student independently accomplishes tasks in all instructional areas using standard classroom tools, materials, accommodations, or modifications?
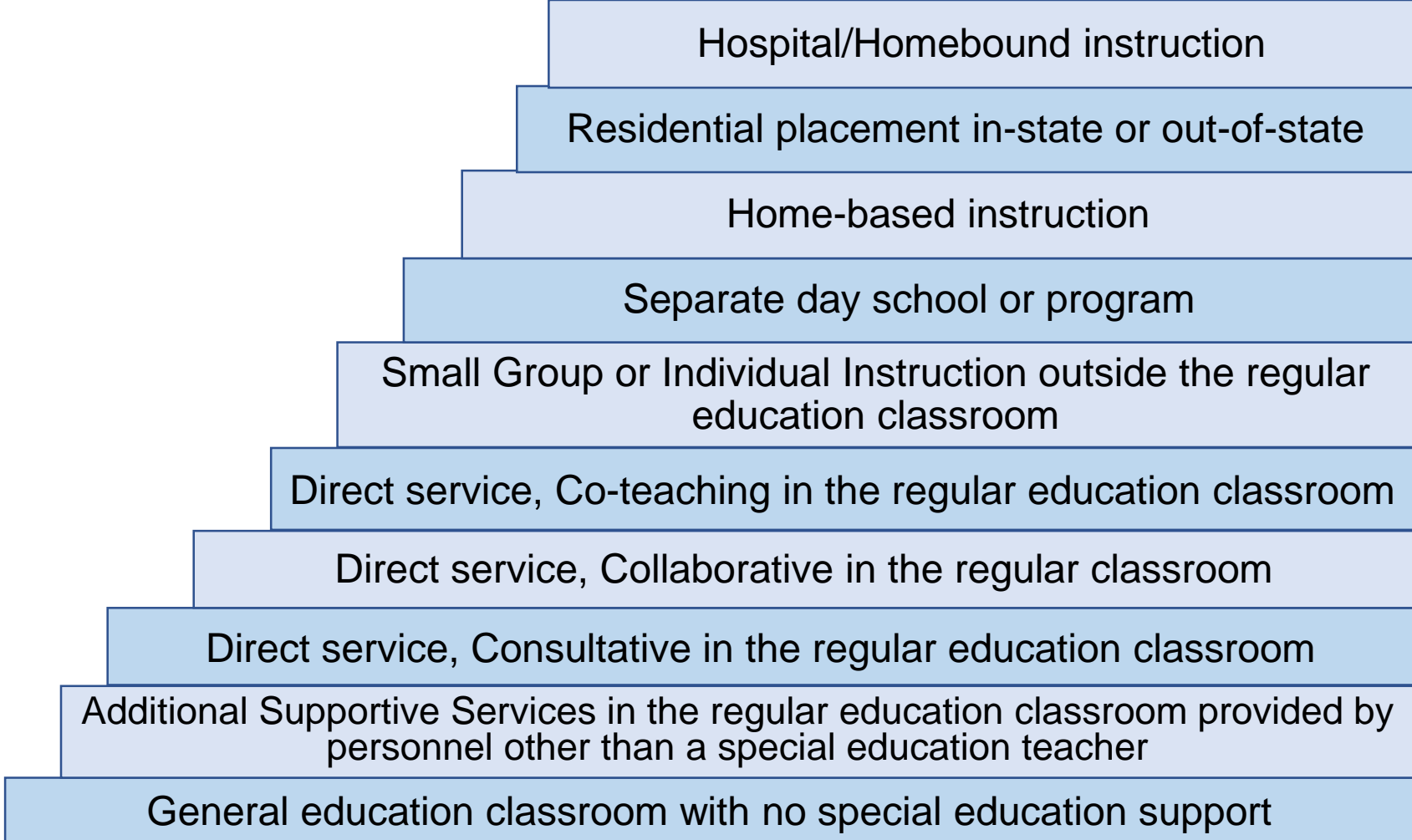
Alternate Formats For Instructional Materials
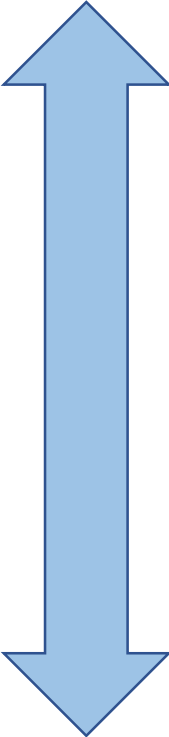
- Does the student require alternative format for instructional materials?

- If yes, specify:
  - Human Reader
  - Embossed Braille
  - Electronic/Digital Text (audio, audio/visual, Braille, enlarged font)
  - Enlarged Font

Continuum of Services

Most Restrictive

↑

Hospital/Homebound instruction

Residential placement in-state or out-of-state

Home-based instruction

Separate day school or program

Small Group or Individual Instruction outside the regular education classroom

Direct service, Co-teaching in the regular education classroom

Direct service, Collaborative in the regular classroom

Direct service, Consultative in the regular education classroom

Additional Supportive Services in the regular education classroom provided by personnel other than a special education teacher

General education classroom with no special education support

↓

Least Restrictive

Service Options

Services in Regular Education Settings:

- **Supportive Service -** Students with disabilities (SWD) receive Special Education services from the following personnel: paraprofessional, interpreter, job coach, other assistive personnel, or other certified teacher, in addition to the regular education content area teacher. The personnel providing this inclusion service is NOT a special education teacher.

- **Consultative -** A special education teacher provides direct services to identified SWD within the general education classroom as appropriate and consults with the general education teacher to address concerns. FTE requires a minimum of one segment a month.

- **Collaborative -** A special education teacher works with the SWD student within the general education classroom for less than a full segment.

- **Co-Teaching -** Instruction in the general education setting with support from a special education teacher 100% of the time identified in the service and 100% of the time the student receives instruction in that class for that content area.

Service Options (continued)

Support Outside Regular Education Settings:

- **Small Group -** Instruction outside of the general education setting provided by a special education teacher 100% of the time identified in the service.

- **Special Schools -** Instruction provided in a school with only students with disabilities such as a GNETs Center.

- **Private Schools**

- **Home-Based Instruction -** Instruction provided in the home setting by the special education teacher for 100% of the time identified in the service.

- **Hospital/Homebound-**services are designed to provide continuity of educational services between the classroom and home or hospital for students in Georgia public schools whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time.

- **Residential Services**

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Extent to Which Students will not Participate with Non-Disabled Peers

If the student is removed from the general education environment, explain reasons why the student will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities.

Extent of Non-Participation:

Example:

- Due to J's significant decoding deficit, he will receive specialized instruction one segment a day outside the general education setting in addition to his ELA segment in general education to address his reading deficits. His auditory processing deficits negatively impact all reading assignments, oral directions, and independent work completion.

Non-Examples:

- The team feels a resource setting will best meet J's needs due to his eligibility in SLD for reading.

- J. needs a self-contained setting due to her intellectual disability.

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Extended School Year

- This is special education and/or related services provided to a student beyond the normal school year for the purpose of providing FAPE in accordance with the IEP.

- Remember to consider the following when making this decision:
  o Significant regression of critical skills caused by the normal school break and a failure to recover those skills within a reasonable time
  o Demonstrating less than expected progress related to critical skills
  o A presence of emerging skills or breakthrough opportunities which require ongoing instruction
  o Significant interfering behaviors
  o Nature and severity of the disability
  o Other special circumstances

Extended School Year (ESY)

Even if the answer to one of the six items is yes, the team must make a determination of ESY.

If Extended School Year is recommended:

- The IEP must include at least one service listed for ESY and at least one goal listed for ESY
- This service should have a start and end duration separately than those provided during the regular school year

If Extended School Year Services is NOT recommended:

- Justify the final decision

Summary of Performance (SOP)

Required under IDEA 2004 for all students whose eligibility terminates due to graduation with a regular diploma or to exceeding the age requirements.

Not required, but best practice to provide the SOP for students who graduate with a certificate of attendance or a special education diploma.

LEA must provide a summary of the student's academic achievements and functional performance including recommendations on how to assist the student in meeting postsecondary goals.

Summary of Performance (SOP)

- Must be completed during the student's final year of high school or when appropriate to meet the student's desired postsecondary goals.

- Student must actively participate.

- Other IEP Team members, family members, or other agency representatives may be involved.

Summary of Performance (SOP)

- **Student Information:** This section also asks for you to include copies of the most recent formal and informal assessment reports that document the student's disability.

- **Student's Postsecondary Goals:** The goals indicate the post-school environment. These goals should address education, employment, independent living, and community access, as appropriate.

- **Present Level of Performance Summary:** Includes Academic and Functional Levels of Performance. Also include the accommodations used for each area and the rationale for why. Also include any assistive technology used.

- **Recommendations to Assist the Student in Meeting Postsecondary Goals:** Suggestions for accommodations, adaptive devices, assistive devices, compensatory strategies, modifications, or general areas of need that a student will require to be successful post high school.

- **Student Perspective:** This may be completed individually by the student or through interview.

- **Postsecondary Community Agency Contacts, team members, and supports:** The transition team should provide all contact information to help the student as he/she transitions.

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Consensus

COMPLIANCE
Required!

- Consensus is defined as general agreement by at least most members of the IEP team.
- Consensus has an overarching goal of building group relationships through shared decision making.
- Consensus is not a majority vote.
- Consensus is achieved when all members can support the decisions that are reached and are willing to implement those decisions

Ways to ensure consensus could include the checking for agreement throughout the meeting by asking: Can everyone agree with this? Or Can everyone implement and support this plan?

If the team can not reach consensus the LEA must provide the parent with Prior Written Notice.

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Parental Consent

Parental consent is not required on an IEP for it to be implemented. If the parent disagrees with the IEP, they should inform the LEA and try to resolve the concerns. The parent may decide to file a due process hearing, at which point the student would "stay put" and continue to receive services from the previous IEP that was not contested.

Prior Written Notice

- Prior Written Notice is a response to parents from the LEA that includes a description of an action, either proposed or refused, by the LEA and an explanation of why the LEA proposes or refuses.

- It must include a description of each evaluation, assessment, record, or report that the LEA used as a basis for the proposed or refused action.

- Any other relevant facts should be included as well as other actions considered.

- The parents also must be informed of their protections of IDEA and be provided sources of assistance for parents to help them understand the procedural safeguards.

34 C.F.R. 300.503 160-4-7-.09

- Failing to adhere to the continuum of alternative placements

- Offering an inappropriate placement

- Placing student for reasons unrelated to their individual needs

- No explanation of extent that the student would not be included with nondisabled peers or the explanation is poorly written

Common Errors

Can You Answer the Learning Targets?

- I can describe the individual consideration process when determining special factors.
- I can identify all service options (continuum of services) afforded to a student with a disability,
- I can summarize the rationale for why a student's needs cannot be met in the general education classroom.
- I can identify the factors to consider when making an extended school year determination.
- I can list when prior written notice is required.

Additional IEP Resources

Georgia Online IEP

Parent Information Fact Sheet- IEP

Georgia Department of Education, Division for Special Education Services and Supports

The IRIS Center

IRIS Center
[IEP: Developing High Quality Individualized Education Programs](#)

This module details the process of developing high-quality individualized education programs (IEPs) for students with disabilities. The module discusses the requirements for IEPs as outlined in the Individuals with Disabilities Education Act (IDEA) with implications of the Supreme Court's ruling in *Endrew F. v. Douglas County School LEA* * (est. completion time: 3 hours).
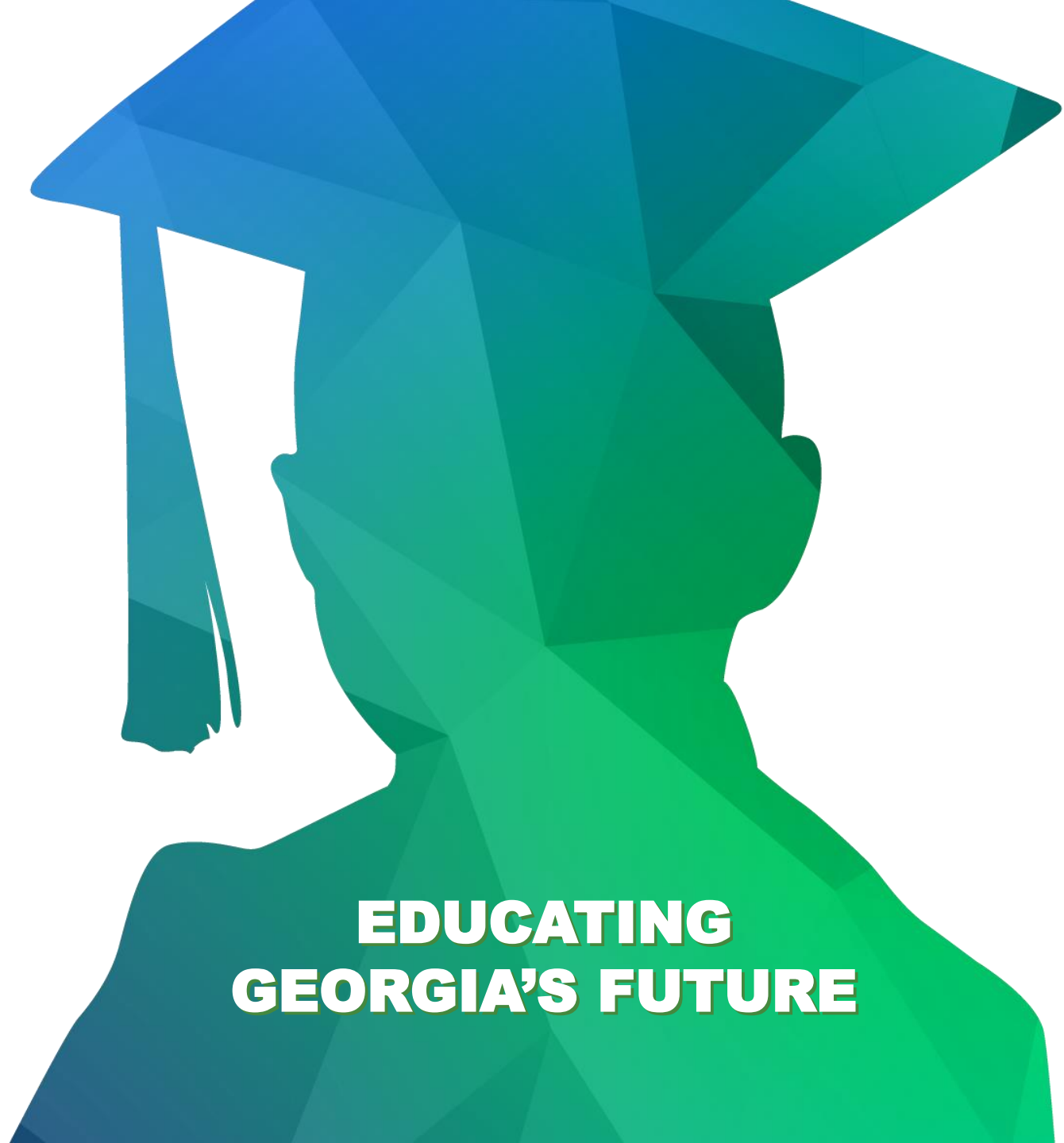
*The content addressed in this module is based on federal law and regulations. State and local education agencies may have additional requirements. The information in this document is not intended to be a replacement for careful study of the Individuals with Disabilities Education Act and its implementing regulations.

Thank You to Our Contributing Members

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This presentation was developed by the Georgia Department of Education Division for Special Education Services and Supports (GaDOE) in conjunction with the Georgia Learning Resource Centers (GLRS).

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