Developing Quality T/IEPs

Accommodations and Modifications
for Students with Disabilities Project
Learning Systems Institute, Florida State University
2012 -2013

Before We Begin

u What do you already **K**now?

u What do you **W**ant to know?

u Later… What did you **L**earn?

You Will Learn to…

Follow a systematic problem-solving process to:

◆ How are the major components of a quality T/IEP aligned?

- Present levels of academic achievement and functional performance statement
- Annual goals and short-term objectives or benchmarks
- Special education services and supports

◆ How will T/IEP members provide quality implementation, progress monitoring, and revision of the T/IEP?

CONGRATULATIONS!!!!

u By the oath of Pasco County's ESE Department, you have now been bestowed a CASE MANAGER.

Legal T/IEP Document

u Pasco County uses PlanMaker as a tool to develop and generate the **printed form**, which is the **legal** and **binding** document. The printed, original document is placed in the red primary program folder.

Case Manager Responsibilities (Secondary)

- u Access your caseload via PlanMaker
- u Review T/IEP dates and re-evaluation dates
- u Coordinate schedule of anniversary T/IEP conferences
- u Coordinate schedule of re-evaluations
- u Gather information/data/input
- u Collaborate/develop T/IEP draft
- u Plan, coordinate, and facilitate T/IEP conferences
- u Discuss Transfer of Rights for Age of Majority at age 16
- u Verify entrance requirements for postsecondary education and training goals (Are they attainable?)
- u Review Transition Assessments
- u Progress monitor student progress
- u Complete and disseminate quarterly reports
- u Follow school procedures for filing T/IEP
- u Be knowledgeable of agency services

Getting Started

u Access your caseload via PlanMaker

ä Review T/IEP dates (T/IEP date and duration)

ä Review re-evaluation dates (August of current school year through October of following school year)

ä Review exceptionality(ies), services, accommodations, grade level(s)

u Schedule anniversary T/IEP conferences

ä Make notes of when each T/IEP is due (expectation is that each T/IEP is completed no later than one day prior to the T/IEP expiration date)

ä Coordinate with receiving teacher for next school year (5th grade to middle, middle to high)

Getting Started

u Coordinate schedule of re-evaluations

ä Prioritize students on your caseload based on re-evaluation dates (August of current school year through October of following school year).

ä Purpose is to determine whether the student continues to have a disability in any or all areas of identified exceptionality and/or other exceptionalities and related service. This is done at least every three years, or more frequently if conditions warrant, or if requested by the child's teacher or parent.

Flag	Last Name	First Name	Student ID	Grade	Sex	Birth Date	Age	Plan Date	ReEval Date	Goals	Primary Teacher	School	Year
		Dawson		3			9	9/8/2009	6/3/2012	3		SAES	2009
		Lance		3			10	1/14/2010	4/23/2012	6		SAES	2010
		Nathan		3			8	2/3/2010	10/1/2011	0		SAES	2010
		Victoria		3			9	1/21/2010	1/21/2013	6		SAES	2010
		Jacob		3			9	10/12/2009	8/27/2011	3		SAES	2009
		Ethan		2			7	10/7/2009	10/7/2012	7		SAES	2009
		Ashanti		2			7	8/31/2009	9/10/2010	1		SAES	2009
		Bryson		2			7	11/4/2009	11/4/2012	4		SAES	2009
		Raquel		3			9	12/16/2009	10/17/2010	8		SAES	2009
		Dennis		2			8	3/6/2009	5/7/2010	4		SAES	2008
		Hunter		3			8	12/7/2009	12/9/2012	7		SAES	2009

Example

u John Stevens

u Date of Last T/IEP: March 18, 2012

u Next Re-evaluation Due: June 12, 2013

u When should you plan his annual T/IEP?

Answer

u John Stevens

u Date of Last T/IEP: March 18, 2012

u Next Re-evaluation Due: June 12, 2013

u When should you plan his annual T/IEP?

ä Annual T/IEP by March 11, 2013. Begin planning in mid February (at least 1 month ahead). However, if you anticipate testing, planning should occur at least 3 months ahead.

Another Example

u Christine Paisley

u Date of Last T/IEP: April 27, 2012

u Next Re-evaluation Due: August 1, 2012

u When should you plan her annual T/IEP?

Answer

u   Christine Paisley

u   Date of Last T/IEP: April 27, 2012

u   Next Re-evaluation Due: August 1, 2012

u   When should you plan her annual T/IEP?

- ➤ ASAP due to the fact that the re-evaluation is out of compliance.
  - ➤ Option 1 – Complete T/IEP and re-evaluation procedures immediately at beginning of school year and inform Staffing Compliance Teacher, ESE Chair.
  - ➤ Option 2 – Complete re-evaluation procedures immediately and inform Staffing Compliance Teacher.

  - ➤ Annual T/IEP by April 21, 2013. Begin planning in mid March (at least 1 month ahead).

Developing Quality T/IEPs

u A reference for all who participate in the T/IEP process

u Required and suggested practices for T/IEP development and documentation
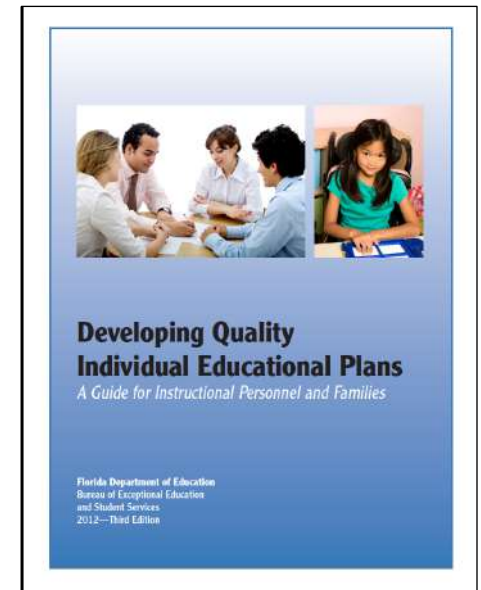
Developing Quality T/IEPs

u **Chapter Elements**

- ä Organization of Content
- ä Quality Indicator
- ä Requirements
- ä Compliance Self-Assessment Standards
- ä Explanations, Suggested Practices, and Examples
- ä Additional Information and Resources

u **Appendices**

- ä Rules and Statutes, Domain Descriptors, Sample T/IEPs

Florida's Multi-Tiered System of Supports

ACADEMIC SYSTEMS

Tier 3: Intensive, Individualized Monitoring
Students who need individualized interventions.

Tier 2: Targeted, Supplemental Monitoring
Students who need more support in addition to the core curriculum.

Tier 1: Core, Universal Monitoring
All students, including students who require curricular enhancements for acceleration.
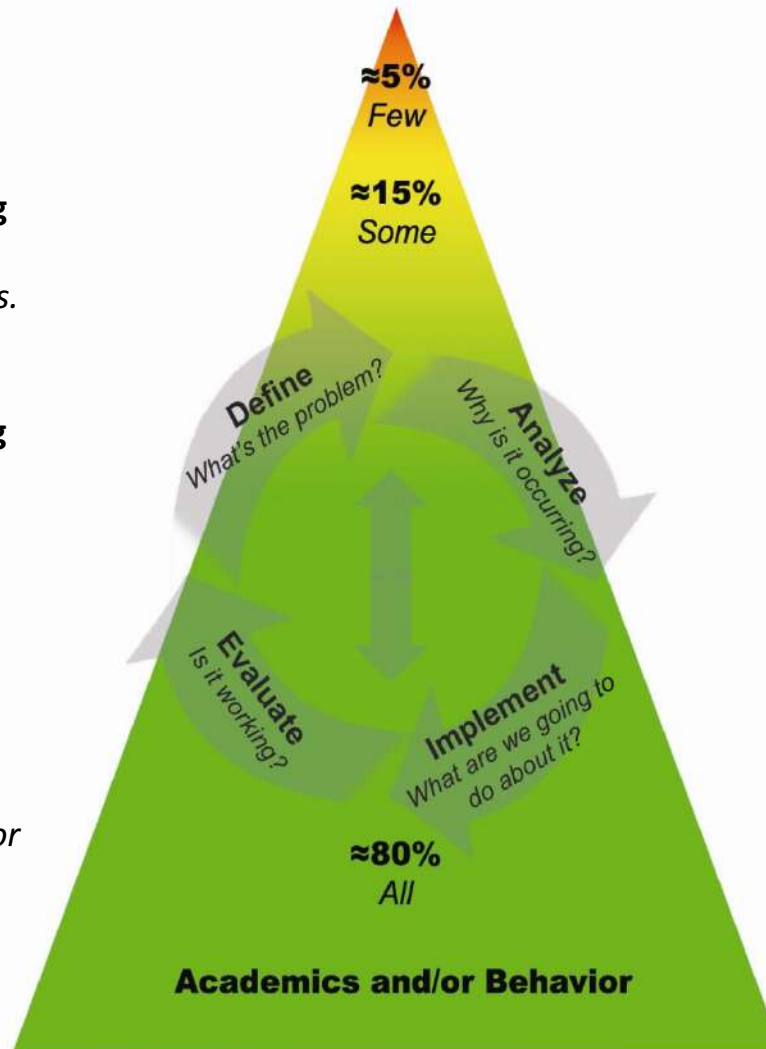
BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Monitoring
Students who need individualized intervention.

Tier 2: Targeted, Supplemental Monitoring
Students who need more support in addition to school-wide positive behavior program.

Tier 1: Core, Universal Monitoring
All students in all settings.

≈5%
Few

≈15%
Some

Define
What's the problem?

Analyze
Why is it occurring?

Evaluate
Is it working?

Implement
What are we going to do about it?

≈80%
All

Academics and/or Behavior

MTSS Problem-Solving Steps

1. Problem Identification:

   What's the problem?

2. Problem Analysis:

   Why is it taking place?

3. Intervention Planning and Implementation:

   What are we going to do about it?

4. Response to Instruction/Intervention:

   Is it working?

Alignment with T/IEP Components

MTSS

T/IEP

Step 1. Problem Identification
What's the problem?
Step 2. Problem Analysis
Why is it taking place?

- Present Level of Academic Achievement and Functional Performance

Step 3. Intervention Planning and Implementation
What are we going to do about it?

- Measurable Annual Goals
- Special Education Services and Supports

Step 4. Response to Instruction/ Intervention
Is it working?

- T/IEP Progress Monitoring and Reporting to Parents

What is a Quality T/IEP?

u **A quality T/IEP**

    ä Is in compliance with all requirements of federal, state, and district laws and regulations

    ä Reflects decisions based on active and meaningful involvement of members of the T/IEP team **(including parent, student, and agency**)

    ä Provides a clear understanding of

        l Student educational needs and expected outcomes

        l Special education services and supports

IDEA Requirements

u Schools must provide each eligible student with a disability an individualized educational program that:

- ä Is designed to meet the unique educational needs of the student
- ä Addresses academic performance and functional needs
- ä Enables the student to be involved and make progress in the general curriculum

Access to the General Curriculum

- u Next Generation Sunshine State Standards and Common Core Standards
  - ä Access points for students with significant cognitive disabilities
- u Prekindergarten: Appropriate activities
  - ä Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)

Policies and Procedures

u Each state and school district develops policies and procedures consistent with IDEA requirements.

    ä State—Florida Administrative Code and Florida Statutes

    ä District—ESE Policies and Procedures

u Compliance with these policies is monitored at the federal, state, and local levels.

More About Compliance

Compliance Self-Assessment Standards

u Reflect legal requirements for T/IEP process and content

u Used for compliance monitoring

  ä OSEP monitors states

  ä Florida uses standards to monitor districts

  ä Districts use standards to conduct a self-assessment

Exceptional Student Education
Compliance Manual
2010–11

Bureau of Exceptional Education and Student Services
Florida Department of Education
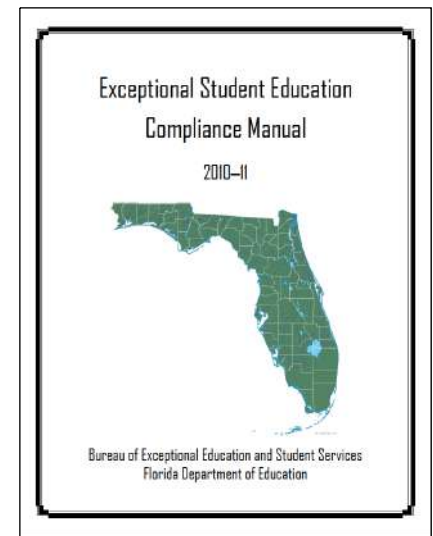
A quality T/IEP meets compliance standards.

Major Components of the T/IEP

u Present levels of academic achievement and functional performance

u Measurable annual goals

u Short-term objectives or benchmarks, if applicable

u Special education services and supports

u Make sure all components are aligned!

Relevant Data for T/IEP Components

u **The student's**
- ä Strengths **(academic relevance)**
- ä Academic, developmental, and functional needs
- ä Results of evaluation (initial or most recent)
- ä Performance on statewide and district wide assessments
- ä Concerns for their education (input form)

u **The parents'** concerns for education of their child (input form)

Special Considerations

u Need for behavior strategies or supports

u Language needs of English Language Learners

u Needs of students who are blind or visually impaired for instruction in Braille

u Communication needs of all students with disabilities

u Language and communication needs of students who are deaf or hard-of-hearing

Other Special Considerations

u Need for assistive technology (AT) devices and services

u Extended school year (ESY) services beyond the 180-day school year

u Special Transportation

What Services and Supports May Be Provided?

u Special education

u Related services

u Supplementary aids and services

u Classroom accommodations

u Program modifications

u Supports for personnel

u Accommodations for state or district assessments

T/IEP Focus

Postsecondary Goals

Annual Goals

Transition Planning Requirements

u **Beginning at age 14 or eighth grade**
  - ä Transition services needs
    - l Course of study leading to standard or special diploma
    - l Instruction or information in self-determination

u **Beginning at age 16**
  - ä Measurable postsecondary goals
  - ä Transition services, including course of study, that will assist the student to attain postsecondary goals

Courses of Study Statements
(previously - Transition Services Needs Statement)

u It is required for any student who will turn 14 years of age or older during the plan year.

u This statement focuses on the student's course of study that describes the instructional program and experiences in high school that align with and prepare for the student's high school diploma preference.

Measurable Postsecondary Goals (MPGs) Age 16 or Above

u A statement that focuses on the outcome, not the process, and contains four elements: timeframe, conditions, behavior and criterion. (NATTAC, 2007)

u Postsecondary goals are to occur after graduation and after aging out of high school.

u Developed and based on age appropriate Transition Assessments, and must be written for:
  - ä **Education/Training**
  - ä **Employment**
  - ä Independent Living (as needed)

Measurable Postsecondary Goals (MPGs)

u MPGs add a level of accountability

u MPGs need to be attainable based on ongoing Transition Assessments and other data

u Districts are accountable for providing services and courses needed for students to achieve MPGs (not responsible for outcome of MPGs)

u Teachers need to be aware of requirements of postsecondary education and/or training programs

Example of MPG Accountability:

u If the student selects a goal to complete college, the student must be capable of enrolling in and completing HS college prep courses in order to prepare for the MPGs.

T/IEP Team Membership and Roles

u   Parent or guardian

u   General education teacher (if…)

u   Special education teacher or service provider

u   Representative of the school district

u   Individual who can interpret the instructional implications of the evaluation results (LEA)

u   Student, as appropriate

u   SLP/OT/PT

u   Behavior Specialist

u   Others, as appropriate (e.g., agency, transition teacher, school nurse, ESOL representative)

LEA

◆ This may be an ESE Specialist, Staffing and Compliance Teacher, School Administrator, ESE teacher of the student, or other ESE certified staff (T/IEP or revision meetings only).

◆ It is recommended that first year ESE certified teachers have an LEA Representative at their meetings.

◆ When an ESE teacher providing services to the student also serves as the LEA Representative, he/she signs as both.

LEA

u This **may not** be long-term substitutes, first or second year out-of-field teachers, Behavior Specialists who are not ESE certified, Speech Language Technicians, PT/OT staff, or an ESE teacher (if no other team member is present).

Basic Education Teacher(s) Input/Participation

u At least one basic education teacher who is or will be serving the student needs to attend.

u If a student is served in only one basic education class, attendance should be requested from that teacher.

u If a student is served in more than one basic academic class, attendance should be required from the teacher(s) whose subject(s) is/are most difficult or requires the most remediation/accommodations.

u If a parent or other T/IEP team member requests attendance of the basic education teacher(s), the meeting needs to be scheduled at a time when the teacher(s) can attend.

u *Note: Excusal of any member of the T/IEP team must be documented by parent on the invitation; written input is required.*

Determination of Agency Involvement

◆ Review program folder and determine if student receives services from outside agencies or agency participation is anticipated

u A **signed** MIS #703 must be obtained before inviting an agency for each anniversary T/IEP

u If a signed MIS #703 is not returned, a blank form is included in the program folder documenting attempts

Agency Involvement for Students Age 16 and Older

u With prior consent from parent/guardian/adult student, Federal law states that the year the student turns age 16, appropriate agency representatives must be invited to the conference (MIS #703) no matter what grade level the student is currently in.

PlanMaker Agency Screenshots

District School Board of Pasco County, Florida
Exceptional Student Education
Anticipated Need for Post-School Services from Agencies

MIS 703
Rev. 03/09

(This form must be completed prior to each Transition IEP meeting when an agency representative will be invited.)

Student Name: _____ Jael J. Aegerter _____   District Student # _____ 296200 _____
Address: _____   Date: _____
_____   Type Diploma/Cert.: _____
Phone: _____   Age: _____ DOB: __03/27/1995__ Grade: __6__
ESE Program: _____ Language Impaired (G) _____   School: _____ Hudson Middle School _____
Projected Date of Graduation: _____

1. It is recommended that a referral be initiated to one or more of the following agencies:

_____ Agency for Persons with Disabilities   _____ Department of Health (Brain and Spinal Cord Injury Program)
_____ Career Central
_____ Children's Medical Services   _____ Division of Blind Services
_____ Community College/Technical Schools   _____ Division of Vocational Rehabilitation
_____ Deaf Services Center   _____ The Harbor
_____ Department of Children and Families Services
_____ Other _____

2. Parent or adult student permission is necessary to release the student's name, exceptional student classification, date of birth, psychological, education, medical and other information deemed appropriate by School Board personnel at a meeting with the above agency(ies) to plan for the student's future needs. Based on a discussion of the anticipated post-school services with the teacher:

_____ **Yes**, I give my permission for information deemed appropriate concerning my child to be given to the local office of this agency(ies) and for representatives of this/these agencies to be invited to attend the Transition IEP meeting.
_____ **No**, I do not give my permission for information concerning my child to be given to the local office of this agency(ies) or for representatives of this/these agencies to be invited to attend the Transition IEP meeting.

AUTHORIZATION:
These records will be for the professional use of authorized District School Board of Pasco County personnel only. Records will be used for educational planning, placement, and/or evaluations. Parent permission is not required when records are requested from authorized personnel or from officials of schools/school systems in which the student seeks to enroll (Family Educational Rights and Privacy Act of 1974, FERPA). Records information shall not be released except on the condition that they will not subsequently be transferred to a THIRD PARTY without first obtaining the proper consent of the parent or eligible student.

Conditions of this exchange of information shall be in compliance with federal regulations, the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and all other applicable federal laws, state statutes, State Board of Education Rules and local School Board policy.

This consent may be revoked by the client/representative at any time. Revocation has no effect on action previously taken.

_____   _____
Parent/Guardian/Adult Student   Date

☐ This information was presented in a language understood by the parent.

DISTRIBUTION: White-Cumulative folder, Canary-JPTS, Pink-Parent/Student, Goldenrod-Agency

How do I invite T/IEP team members: parent, student, Pasco County staff, and/or agency?

How do I invite T/IEP team members: parent, student and/or agency?

◆ PlanMaker

    ä Reminder - agency only, if #703 has been obtained

u Printed copy sent

    ä U.S. Mail

    ä Via student

How do I invite T/IEP team members: Pasco County staff?

u PlanMaker

u Printed copy in mailbox with student and date highlighted

u E-mail

What should be included with the invitation?

u   MIS # 762 Invitation

ä   Addressed to parent

AND A SEPARATE INVITATION

ä   Addressed to student (if 14 years of age or older)

u   Input Forms (if not already completed for this conference)

ä   Parent input form

ä   Student input form for intermediate/secondary students

u   If sent via U.S. Mail, include a self addressed postage paid envelope

The T/IEP Team Process

u **Preparing for the T/IEP meeting**

    ä Gathering relevant data to share

    ä Drafting selected parts of the T/IEP

    ä Preparing parents and student for participation

u **Active involvement and collaboration at the meeting**

    ä Alternatives to parent attendance (Skype, phone conference)

u **Procedural safeguards**

Review of Procedural Safeguards (MIS #710)

u Must be completed at least annually

u Located in PlanMaker under "Document Archives"

u Reviewed with parents at T/IEP conference

u If parent is not in attendance, then it must be noted on MIS #710, and a copy of the entire Procedural Safeguards sent home

Using Domains to Organize the T/IEP

u **Domains are used to structure information**

    ä Curriculum and Learning Environment

    ä Social and Emotional Behavior

    ä Independent Functioning

    ä Communication

    ä Health Care (on matrix)

u **Address each domain where student has educational need(s)**

For T/IEPs that Address Transition (T/IEP)

u **Transition services areas must be addressed**

   ä Instruction

   ä Related services

   ä Community experiences

   ä Employment

   ä Post-school adult living

   ä Daily living skills and functional vocational evaluation, if appropriate

True or False? You Decide

1. Every student with a disability must have an individual educational plan (T/IEP).

2. The major components of the T/IEP are different in each school district.

3. The T/IEP team should follow a systematic problem-solving process to develop a student's T/IEP.

True or False? You Decide

4. The content of the major components of a student's T/IEP should be clearly connected and aligned.

5. In the T/IEP, domains and transition services areas can be used to organize information about student needs into categories.

6. The T/IEP reflects the teacher's commitment to provide the services and supports the student needs.

Part 1: What You've Learned

u How to use a problem-solving process to develop an T/IEP

u Requirements for T/IEPs

u The purpose of T/IEPs