

Welcome to IEP



January 11, 2022

Today's Topic: Sections 1-4



Sign in

<https://tinyurl.com/sstsignin21-22>





Recognize EXCELLENCE in Special Education!



Both students and teachers have been working very hard in these past few months. Please consider nominating a student with a disability or an educator that serves students with disabilities for one of the following awards:

*The R.A. Horn Award recognizes the efforts and hard work of our students with disabilities.

Click on this link to nominate for the: [R.A. Horn Outstanding Student Achievement Award](#)

*The Franklin B. Walter Award recognizes the efforts and hard work of our staff members that serve students with disabilities.

Click on this link to nominate for the: [Franklin B Walter Outstanding Teacher / Staff Achievement Award](#)

Deadline to Nominate: February 25, 2022

Let's start at the very beginning...

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN SE

CHILD'S INFORMATION

NAME: _____ ID NUMBER: SSID Number
STREET: _____ GENDER: _____ GRADE: _____
CITY: _____ STATE: OH ZIP: _____
DATE OF BIRTH: _____

DISTRICT OF RESIDENCE: _____ COUNTY OF RESIDENCE: _____ DISTRICT OF SERVICE: _____
The district in which the student resides The district in which the student is served

Is the child in preschool? YES NO

Will the child be 14 years old before the end of this IEP? YES NO

Is the child younger than 14 years of age but has transition and postsecondary goal information? YES NO

Is the child a ward of the state? YES NO

If yes, provide the name of the surrogate parent:

IEP by third birthday? (If transitioning from Part C services) YES NO



MEETING INFORMATION

MEETING DATE: The date that the IEP team met is recorded here.

MEETING TYPE:

- INITIAL IEP
- ANNUAL REVIEW
- REVIEW OTHER THAN ANNUAL REVIEW

At least one of these must be checked to indicate the meeting type.

AMENDMENT

OTHER

*If a Transition Plan is included in the IEP, 'Other' must also be checked and 'Transition' written in this space

IEP TIME LINES

ETR COMPLETION DATE: The date the last ETR was signed.

NEXT ETR DUE DATE: The date the last ETR was signed plus 3 years.

IEP EFFECTIVE DATES

START: The first date the IEP will be implemented.

END: The meeting date + 364 days.

NEXT IEP REVIEW: The meeting date + 364 days.

Note: An IEP can not be active for more than 364 days from when the IEP was agreed upon and signed by the IEP team.



PARENT/ GUARDIAN INFORMATION

NAME: _____

STREET: _____

CITY: _____ STATE: OH ZIP: _____

HOME PHONE: _____ WORK PHONE: _____

CELL PHONE: _____ EMAIL: _____

OTHER INFORMATION:

Information added here should include the most important information someone would need to know about the student:

Behavior concerns
Medical concerns
Adjusted school hours
Self-care needs
Court directives, etc.



IEP FORM STATUS

(Check when complete)

- 1. FUTURE PLANNING
- 2. SPECIAL INSTRUCTIONAL FACTORS
- 3. PROFILE
- 4. EXTENDED SCHOOL YEAR SERVICES
- 5. POSTSECONDARY TRANSITION SERVICES
- 6. MEASURABLE ANNUAL GOALS
- 7. SPECIALLY DESIGNED SERVICES
- 8. TRANSPORTATION AS A RELATED SERVICE
- 9. NONACADEMIC AND EXTRA CURRICULAR
- 10. GENERAL FACTORS
- 11. LEAST RESTRICTIVE ENVIRONMENT
- 12. STATEWIDE AND DISTRICT TESTING
- 13. EXEMPTIONS
- 14. MEETING PARTICIPANTS
- 15. SIGNATURES

AMENDMENTS: (Complete only if amending the IEP)

IEP SECTION AMENDED	THE SCHOOL DISTRICT AND PARENTS HAVE AGREED TO MAKE THE FOLLOWING CHANGES TO THE IEP	DATE OF AMENDMENT	PARTICIPANT & ROLE	Initials
		The date the team met to amend		

- When amending an IEP, please remember that you also have to revise the meeting date on the cover page to match the date the team met for the amendment and also do a PR-01. (This is very important for EMIS reporting).
- While the start date changes, the end date of the IEP **does not** change. Amending does not lengthen an IEP.
- Section 7 start dates only need to be changed if the amendment alters something in one of those areas.



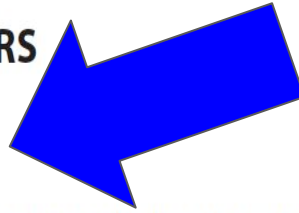
1 FUTURE PLANNING

- This section should include a statement that discusses the child's future. The IEP team shall ensure that the family and child's preferences and interests are an essential part of the planning process.
- Always obtain **current** parent and student input
- This section may be completed prior to the meeting as long as you've gathered information before the meeting
- For transition-age youth, information about where the student will live should be included in this section.



2 SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:



Does the child have behavior which impedes his/her learning or the learning of others? YES NO

Does the child have limited English proficiency? YES NO

Is the child blind or visually impaired? YES NO

Does the child have communication needs (required for deaf or hearing impaired)? YES NO

Does the child need assistive technology devices and/or services? YES NO

Does the child require specially designed physical education? YES NO



Let's talk about these in a little more detail...

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<https://www.walterhav.com/podcasts-index/alphabet-so-up-for-educatators-fbas-bips-idea/>



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If yes, must also complete [Section 16](#)

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Before you check this box 'No'...



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Assistive technology tools can be categorized three ways:

- Low Tech: non-electronic aids such as pencil grips, slant boards
- Mid Tech: battery-operated devices such as talking calculators and spell checkers
- High Tech: more complex electronic systems such as voice-recognition systems, screen readers, portable electronic magnifiers

*Assistive Technology is also a **Service**?*

As defined by the IDEA, an assistive technology service is any service that directly assists a child with a disability in the selection, acquisition, and use of an assistive technology device. The terms include-

AT Services include:

- Evaluation for AT
- Providing of AT
- Customizing
- Coordinating with therapies/interventions
- Training for the child in the use of an AT device/tool
- Training for the professionals, service providers, family members

Consideration is...

- To think carefully about
- Discussion of potential assistive technology necessary to receive FAPE (Free Appropriate Public Education)
- Not ignored or skipped over
- Not just for students with severe disabilities
- Brief...no more than 15 minutes

Facts about AT consideration:

- Consideration can only take place after goals and objectives have been developed.
- Each IEP team must consist of at least one member with sufficient knowledge of assistive technology devices, as well as services which will be required by the student.
- Each IEP team must consist of at least one member with sufficient knowledge of where to turn for greater expertise when difficult questions arise.

Points to Consider:

If the student is currently using AT, is the tool adequate to address the new goals and objectives?

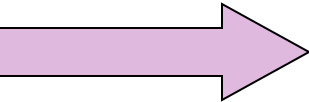
Does the student need AT to access the curriculum.

Does the student need AT to access the technology used by other students?

Does the student need AT to access instructional materials?

Could AT help the student be more independent in his/her learning environment?

- Texas 4-Step Model

STEP 1 

Review present levels of performance and evaluation data.

STEP 2

Develop goals and objectives.

STEP 3

Determine if any tasks are difficult or impossible for the student.

STEP 4

Decide whether or not AT devices and services are required and document decisions.

- Only 3 possible decisions can be made from Assistive Technology consideration:

- AT is not needed.

- AT is needed and is being used successfully.

- AT is needed, but the team is unsure about specific technology needed.

If the IEP team determines that Assistive Technology is needed or is currently being used successfully by the student, the team checks the box 'Yes' in step 2 on the IEP.

✓ The IEP team must also incorporate that AT appropriately within the body of the IEP.



3 PROFILE

Child's profile to include Reading Improvement and Monitoring Plan (if applicable):



- Summarize all relevant educational needs and performance of the child- the Big Picture
- Summarize interests, strengths, & weaknesses of the student
- Progress on previous year's goals- relevant functional, academic, and/or behavioral information
- Background info including medical information
- Summarize how the student's disability affects their involvement and progress in general education
- Summarize parent input

The Profile should be written in language understandable to all team members

~~Copy and paste of the ETR~~

3 PROFILE Continued...

Child's profile to include Reading Improvement and Monitoring Plan (if applicable):

- Summarize Special Instructional Factors that will be incorporated into the IEP
- Summarize recent assessments
- Provide a summary of the student's prioritized needs (in the case of a student with multiple needs and perhaps needs will be prioritized)
- Sensory needs that impact learning
- Medical and/or safety needs



4 EXTENDED SCHOOL YEAR SERVICES

Has the team determined that ESY services are necessary?

Yes No

If yes, what goals determined the need?

Will the team need to collect further data and reconvene to make a determination?

No Yes

Date to Reconvene

OPTIONAL: [ESY Decision-Making Form](#)





<https://tinyurl.com/SSTfeedback21-22>



Check out our other upcoming PD and Networks:

SSTr2.org



Supporting Erie, Huron and Lorain Counties

School
Improvement

Early
Childhood

Exceptional
Children

Family
Engagement

Literacy

PBIS

Teaching &
Learning

Quick
Links

About Us

Event Calendar



PD Catalog

PD On Demand

Intervention Specialist Network- Jan 26, 2022

IS Network News

December 2021

You Spoke and We Listened!

Hi and welcome to the December 2021 edition of the Intervention Specialist Network Newsletter. This Network is a collaboration between the ESC of Lorain County, North Point ESC, and the State Support Team Region 2. Our goal is to support you through this school year.

Register for the January 26th IS Network today!

Check out the topics for this meeting below. We'll meet on Zoom on January 26th at 3:00pm. The Zoom link will be included in your confirmation email.



January: Focus on Behavior

What behavior strategies do you find most useful with your students? Here's one



Share and exchange ideas with others

Get ideas from other Intervention Specialists on a multitude of other topics on



Interactive

This is not sit 'n get. This network is designed to be interactive! We'll meet for short Zoom meetings to



Questions?



Next Session: Section 5

1/18 *and* 1/20

