


8:00-8:10- housekeeping/rules- 10 minutes
8:10-8:40- Mythbusters- 30 minutes (Michele, Derick,
Andrew, Cami)
8:40-8:50- brain break (Michele, Allison)
8:50-9:50- Standard Based IEP (Carin, Ana, Allison)- 60
minute
9:50- 10:00- break
10:00-10:30-Transition- soft skills- student-led IEP's,
student advocacy (accommodations) (Melany/Linda)
10:30-10:50-Review IEP Binder
10:50-11:00- Curriculum table

12:00-12:10- housekeeping/rules- 10 minutes
12:10-12:40- Mythbusters- 30 minutes (Michele, Derick,
Andrew, Cami)
12:40-12:50- brain break (michele, alison)
12:50-1:50- Standard Based IEP (Carin, Ana, Allison)-
60 minute
1:50- 2:00- break
2:00-2:30-Transition- soft skills- student led IEP's,
student advocacy (accommodations) (Melany, Linda)
2:30-2:50-Review IEP Binder (Allison/Linda)
2:50-3:00- Curriculum table

**Mission  Possible
Beyond the Basics
Elementary Session
October 11, 2019**

Mission ~~Im~~Possible

**Please sign-in using
the QR code.**



Professional Development Norms

Be Committed

- Be a learner, focused on improving student outcomes.
- Commit to implementing learned strategies and programs with students.

Be Responsible

- Actively participate by engaging and collaborating to accomplish the professional learning objectives.

Be Respectful


- Allow others to listen.
- Allow others to speak.
- Use technology for the task at hand.

Be Safe

- Take care of your needs.
- Ask clarifying questions.
- Respect all ideas.

CSD Multi-Tiered System of Supports (MTSS) Framework

MTSS Critical Components	High Quality Academic and Behavioral Instruction and Intervention	Data for Decision Making	Team-based Problem Solving
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 Student Achievement Principles for Academics and Behavior	<ul style="list-style-type: none"> • Building a positive school climate involves actively promoting building positive relationships, setting high expectations, and committing to every student's success. • Equitable education ensures equal access regardless of race, color, national origin, gender, sexual orientation, age, religion, disability, language, or socioeconomic status. • Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students. • Leadership at all levels is vital. 	<ul style="list-style-type: none"> • ALL CSD students, parents, and educators are part of ONE proactive educational system that is committed to equitable outcomes. • Evidence-based instruction and interventions are aligned with rigorous standards. 	<ul style="list-style-type: none"> • CSD educators use assessments that are reliable, valid, and aligned to standards. • CSD educators use data to measure student progress and implementation of system supports 	<ul style="list-style-type: none"> • CSD educators use data to guide instructional decisions, and allocate resources. • CSD educators problem solve collaboratively to meet student needs.
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MTSS Practices for ALL Educators

Standards for Instruction	Evidence-Based Instructional Priorities: ACADEMIC	Evidence-Based Instructional Priorities: BEHAVIOR	Time Allocation for Instruction	Teacher and Team Learning Data	Student Performance Data	Teaming Structures	Continuous Problem Solving for Improvement
Standards clarify what students are expected to learn and do.	Planning, instructing, and assessing techniques are implemented to increase student engagement and learning.	Classroom PBIS expectations are aligned to schoolwide PBIS expectations and implemented to prevent and decrease behavioral disruptions.	School culture ensures that instructional time is maximized to increase student growth.	Supporting teacher learning and professional growth is fostered through public practice and ongoing feedback.	Student academic and behavioral performance is assessed using a variety of reliable and valid methods.	Structures in all schools that provide comprehensive support for academic and behavior monitoring.	Multiple data sources are used for ongoing problem solving and equitable decision making across tiers.
Instructional content aligned with the Utah Core Standards	Teacher clarity (ES: 0.75) Explicit instruction (ES: 0.57) (I, We, Y'all, You)	Classroom PBIS (ES: 0.68) 1. Establish and post rules/routines 2. Teach rules/routines 3. Monitor rules/routines 4. Reinforce rules/routines 5. Correct behavior errors 6. Use data for decision making	Classroom instructional time prioritized for instruction of standards	Annual setting of goals and documentation of progress (e.g. CSIP, LANDTrust, CTESS)	Effective assessment practices: • Increase instructional agility • Provide feedback about learning to students, parents, and teachers • Build student efficacy • Monitor student academic and behavioral growth • Celebrate teaching and learning successes	Building Leadership Teams (BLT) use data to: • Design a tiered system of academic and social/emotional supports • Plan professional development • Develop CSIP goals and monitor progress • Monitor implementation effectiveness across tiers	Standardized problem solving process is used by teams to identify, analyze, plan, and evaluate relevant data in a timely and consistent manner to: • Identify academic and behavioral risk • Analyze relevant data in teams (e.g. BLT, IPLC, SST) • Plan implementation of academic and behavioral interventions as student needs indicate • Monitor and evaluate effectiveness of academic and behavioral instruction across tiers using valid and reliable data (student and teacher data)
School-wide Positive Behavioral Interventions and Supports (PBIS)	Instructional hierarchy (ES: 0.57): Acquisition, Automaticity, Application (AAA) Feedback cycle (ES: 0.75)	Positive teacher-student relationships (ES: 0.75)	Individual and team planning time intentionally increases the application of evidence-based instructional priorities and standards for instruction	Public practice applications: • Coaching cycles with peer coaches, teacher specialist, achievement coach, and/or new teacher coach • Learning walkthroughs and targeted observations • Lesson study • Video analysis	CSD Assessment System: • Screening Assessments (DIBELS, RI, MI) • Classroom Assessing • Team and School-wide Assessments • District-wide Standards-based Assessments • Comprehensive Assessments (e.g. SAGE, ACT) • Specialized Assessments (WIDA, IDEA eligibility assessments, Phonics Surveys)	Instructional Professional Learning Communities (IPLC) use data to: • Design instructional adjustments needed to ensure success for all students • Plan for increasing the intensity of core scaffolds to address social emotional needs of students as needed • Refer students for consideration of more intensive standardized interventions as need arises	
Curriculum maps with common pacing guides	Systematic vocabulary (ES: 0.67) Structured classroom discussion (ES: 0.82)	Active supervision (ES: 0.62)	Master schedule considers the learning needs of the student population	Formalized classroom and system protocols and checklists to monitor and support implementation		Student Support Teams (SST) use data to: • Design, implement, and monitor intervention plans for individual students whose social/emotional needs require more intensive, individualized supports	
Scientifically research-based programs	Maximizing Opportunities to Respond (OTR) (ES: 0.67)	Pre-correction (ES: 0.83)	Scheduling ensured for: • Intervention and skill-based instruction • Special Education services • English Language Development (ELD)				
Standards-based instruction and reporting	Scaffolded Instruction & Grouping (SIG) structures (ES: 0.57)	High ratio of positive to corrective feedback (ideally 4:1 or higher) (ES: 0.75)					
Cognitive Rigor (Depth of Knowledge—DOK)		Precision requests					
International Society for Technology in Education Standards (ISTE)		Differential reinforcement (ES: 0.95)					
World-Class Instructional Design and Assessment (WIDA)		De-escalation Strategies: Help, Prompt, Wait					
Federal and state requirements (IEP, 504, ELs)		PBIS Toolbox: Self-monitoring (ES: 0.97) Group contingencies (ES: 1.02) Token economy (ES: 0.90)					

PUBLIC PRACTICE AND COACHING SUPPORTS

INSTRUCTIONS FOR USE

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HouseKeeping

IEP Due Date

Hold IEPs due by November 1st before the school year ends.

ESY

Great time to be collecting data for ESY determination.

UAA Science Task

Must choose and document task by October 31st.

Beyond the Basics

Next BTB will be January 28, 29, or 30, 2020. Please sign up as soon as possible using Midas.

Special Class PD

Sign up for your classes by October 18th.

KTEA

Who can administer KTEA?
Once trained you can.

Standard Based IEPs-

Sometimes as a teacher I
turn into Dora the Explorer.
I ask a question and
then stare in silence,
blinking,
until I'm forced to
answer my own question.



What is a Standard Based IEP?

- A standards-based IEP is “a process and document that is framed by the State standards and that contains goals aligned with, and chosen to facilitate, the student’s achievement of State grade-level academic standards.”

History

In the past, the practice was to write IEPs that weren't tied to grade-level standards, and were randomly chosen. But in 2015, the U.S. Department of Education issued a guidance letter that made it clear that all IEPs must be tied to state academic standards.

If a school doesn't tie a child's IEP to state standards, it would be violating that child's legal right to a free and appropriate education (FAPE). The only exception is for students with significant cognitive disabilities. These students may have IEPs tied to alternate standards.

The idea behind standards-based IEPs is to hold students to the same standards as their peers. And they should get the support they need to reach those standards, even if it takes a while.

According to the guidance letter, goals must be “ambitious but achievable.” They should aim to close the gap between your child’s performance and grade-level standards. But they also need to be realistic.

In 2017 came the case [Endrew F. v. Douglas County School District](#)— It involved “Drew,” a boy with autism who made almost no progress on his IEP goals. His parents said he was entitled to more under the [Individuals with Disabilities Education Act](#) (IDEA), the nation’s special education law. They asked the Court to rule that the boy should have had an “equal opportunity” to achieve success like other kids. The school district, however, argued that the boy only had the right to a *de minimis*, or minimal, benefit from the IEP. And that’s what he received, the school district said.

When all was said and done, a student offered an educational program providing “merely more than *de minimis*” progress from year to year can hardly be said to have been offered an education at all. For children with disabilities, receiving instruction that aims so low would be tantamount to “sitting idly ... awaiting the time when they were old enough to ‘drop out.’”

If grade level standard is not a reasonable prospect for a child, his IEP need not aim for grade-level advancement. But his educational program must be appropriately ambitious in light of his circumstances, just as advancement from grade to grade is appropriately ambitious for most children in the regular classroom. The goals may differ, but every child should have the chance to meet challenging objectives.

Paradigm Shift: Connecting IEP's to Standards

Develop Annual Goals



Assess the Student



Determine Needs
and Present Levels

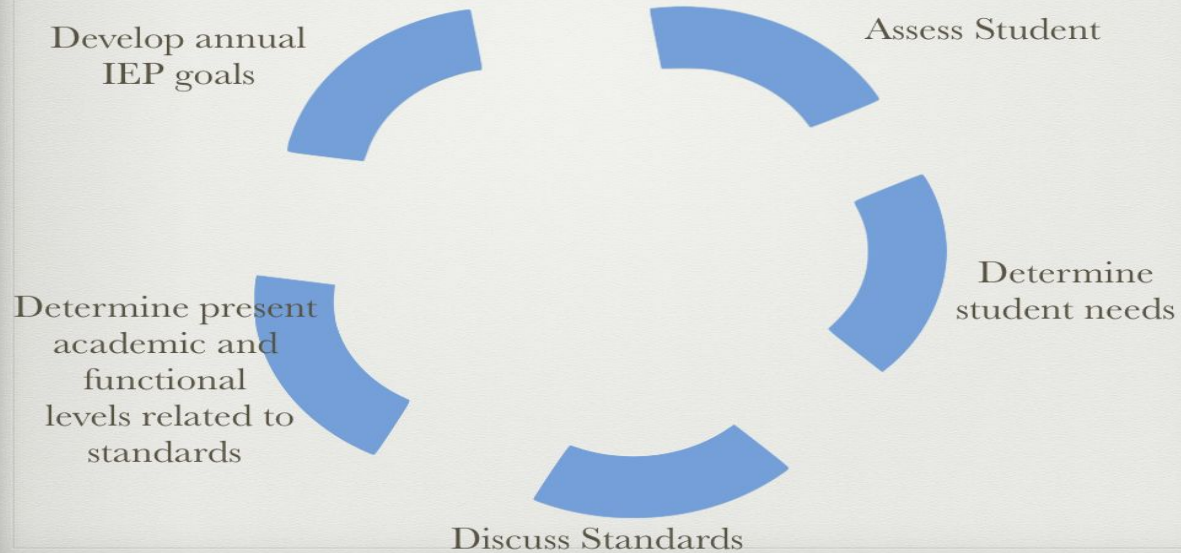


The Paradigm Shift

When IEPs are connected to the standards, the focal point of the IEP team discussion changes to:

1. Identifying the standards that **ALL** students at a specific grade or age level should “know and be able to do.”
2. Assessing where the student is functioning with regard to the above standards.
3. Determining disability related needs that prevent the student from being proficient on these standards.
4. Developing an Annual Goal to address these needs.

Paradigm Shift: Connecting IEP's to Standards



How is it individualized if it is standards based?

The law says that academic standards are the same for all kids. That's true whether or not they have IEPs. But the IEP is a unique, individual path for a student to reach those standards. It helps level the playing field.

BEGIN WITH THE END IN MIND

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen R. Covey

Begin With The End In Mind

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen R. Covey

steps

- Consider grade-level content standards
- Examine class and student data to determine where the student is functioning
- Develop the PLAAAFP-
- Develop measurable annual goals aligned with academic content standard
- Identify accommodations/modifications needed to access the general education curriculum
- Determine the most appropriate assessment option

Find the standards

Website- corestandards.org

Grade level curriculum maps:

Elementary:

[https://canyonsdistrict.cld.bz/Elementary-Curriculum-Maps/
3rd-grade-Curriculum-Map/383/#zoom=z](https://canyonsdistrict.cld.bz/Elementary-Curriculum-Maps/3rd-grade-Curriculum-Map/383/#zoom=z)

Unpacking the standards

Choose a standard

Pick out the nouns and verbs

Create an I Can statement

Determine the instructional standard

Determine accommodations and assessments

Change of PLAAFP

Traditional IEP

- Discussion of student strengths and weaknesses
- Review existing formal and informal evaluation data identifying student's areas of need

Standards-based IEP

Discussion of (Present Level of Academic Achievement/Functional Performance) PLAAFP within context of enrolled grade-level standards
Identify skills possessed by student that will allow/support (all standards are not created equal) their access to enrolled grade-level curriculum

Characteristics of a good PLAAFP

- Standards-centered
- Data-driven
- Understandable and Measureable
- Lists strengths and weaknesses
- Discusses how disability impacts access to general curriculum

PLAAFP checklist

PLAAFP Checklist

	YES	NO
The statements describe how the student's disability affects participation in the general curriculum		
The statements address academic and functional performance of the student related to grade level standards. This can also include instructional strategies that have been successful		
The statements describe the academic and functional needs of the student related to grade level standards		
The information is understandable, specific, measurable and objective so that goals, services, assessments, LRE, etc. may easily be developed		
The statements provide baseline information for each need		
The PLAAFP uses information from a variety of sources in a comprehensive statement (Information from all providers, teachers, progress monitoring, formal testing, informal testing, observations, prior IEPs, etc...)		
The information is instructionally relevant (Avoids unneeded comments)		
Anyone would be able to begin instruction or intervention using this PLAAFP		
Transition assessment results have been included (If applicable)		
The PLAAFP provides a "snapshot" of the student		

Good Example

Standard Based

Includes meaningful assessment

Includes strengths and weaknesses

Includes what deficit impacts access to general curriculum

- Reading Mastery assessments indicate that Jennifer can consistently identify the main idea and can identify 3 details in a 2nd grade text (*R.L. 4.2.*) She experiences difficulty summarizing text when reading the passage on grade level with being able to identify the beginning of the story and ending of the story 50% of the time and sequencing the middle with 20% accuracy.
- Her difficulty with sequencing a passage and remembering details negatively impact her understanding and summarization of text in the general education curriculum.

Bad Example

No standard mentioned

Does not include meaningful assessment

Does not include strengths and weakness

Does not include what deficit impacts access to general curriculum

- Joe is a sweet boy with the classification of autism. He can not do grade level work. . Joe scored below benchmark on DIBELS concepts and applications. He scored 12 points on computation and 20 on concepts and applications. He needs to be in a small group setting for math instruction.

Remember...

The present level of academic achievement and functional performance sets the stage for developing IEP goals!

From PLAAFPS to Goals

- Goals are based on the information in the PLAAFPS.
- The PLAAFPS should define the student's gaps in learning in comparison to grade level standard expectations

YOU CAN NOT SCARE ME.

I AM A SPECIAL EDUCATOR.

I HAVE PROBABLY WRITTEN A GOAL
FOR ANYTHING YOU ARE ABOUT TO DO.

What are the Challenges of Closing the Gap ?

- CEC views the CCSS and RTI as providing special education students the opportunity to access the general curriculum.
- This positive outlook does not camouflage the challenges inherent in teaching the CCSS to special education students.
- Among the challenges, teachers must have knowledge of (1) grade level CCSS and (2) how to **close the achievement gap**.

Biggest Loser

- Lose 1 Pound Per Week

Entirely Doable

Wouldn't Take THAT intense an Intervention to Achieve

- Lose 5 Pounds Per Week

Would Take a Much More Intensive Intervention to Meaningfully Reduce the Gap!

Accommodations

One way to also help students close the gap is to look at meaningful accommodations.

What are some accommodations that you can use that can help level the playing field and help students better access grade level standards?

Example- 4 grade student labeled SLD Present Level of performance- Grade 1

Goals and Program -Old

- Read Grade Level 1 Material Successfully in 1 Year
- Small Group Instruction
- 5 X per Week for 15 minutes

Goals and Program - New

- Read text fluently with accuracy, appropriate rate, and expression to support comprehension
- Small Group Instruction
- 5 X per Week for 75 minutes
- Accomodations:

Change of Goals

Traditional IEP

- Goals and objectives focus on basic developmental and functional skills, typically written based on curriculum at the student's functional level without specific links to enrolled grade-level curriculum standards and therefore, **designed to close skill gaps but not focused on closing achievement gaps** as well.

Standards-based IEP

- Determine skills student needs to acquire in order to achieve enrolled grade-level standards based upon evaluations and other information.
- Goal and objectives focus on identifying accommodations/strategies and supports that will be necessary to allow student access to enrolled grade-level curriculum.
- Goals and objectives might be linked to pre-requisite skills. They are designed not only to support skill gaps, but also to close the achievement gap between functional and enrolled grade-level curriculum.

Annual Goals

- Purpose
 - To describe what a student can reasonably expect to accomplish in one school year
 - Annual Goals answer the question
“What should the student be doing?”

How to choose standards

- Not all standards are created equal!
- Select the most powerful standards to address, such as those that will:
 - Target foundational skills;
 - Target high leverage skills; and
 - Move the student closer to grade-level standards

- If a large number of needs are identified in the present level, the IEP Team must consider how each need impacts the students' progress in the general education curriculum.
- Select the need that has the greatest impact on progress, and develop a goal to address that need.

Consider content standards

- Look at all grade-level content standards and district benchmarks
- Determine which standards are most important for each student (based on progress in the general education curriculum)
- Compare standard(s) with student's areas of needs and the impact of the disability
- Use data to determine the areas that student will find difficult without additional supports

Remember....

- The IEP goal is **NOT** the content standard.
- **Do not copy the content standard word for word to become an IEP goal.**
- The IEP goal is part of a plan to make the content standard immediate and individualized for the student.

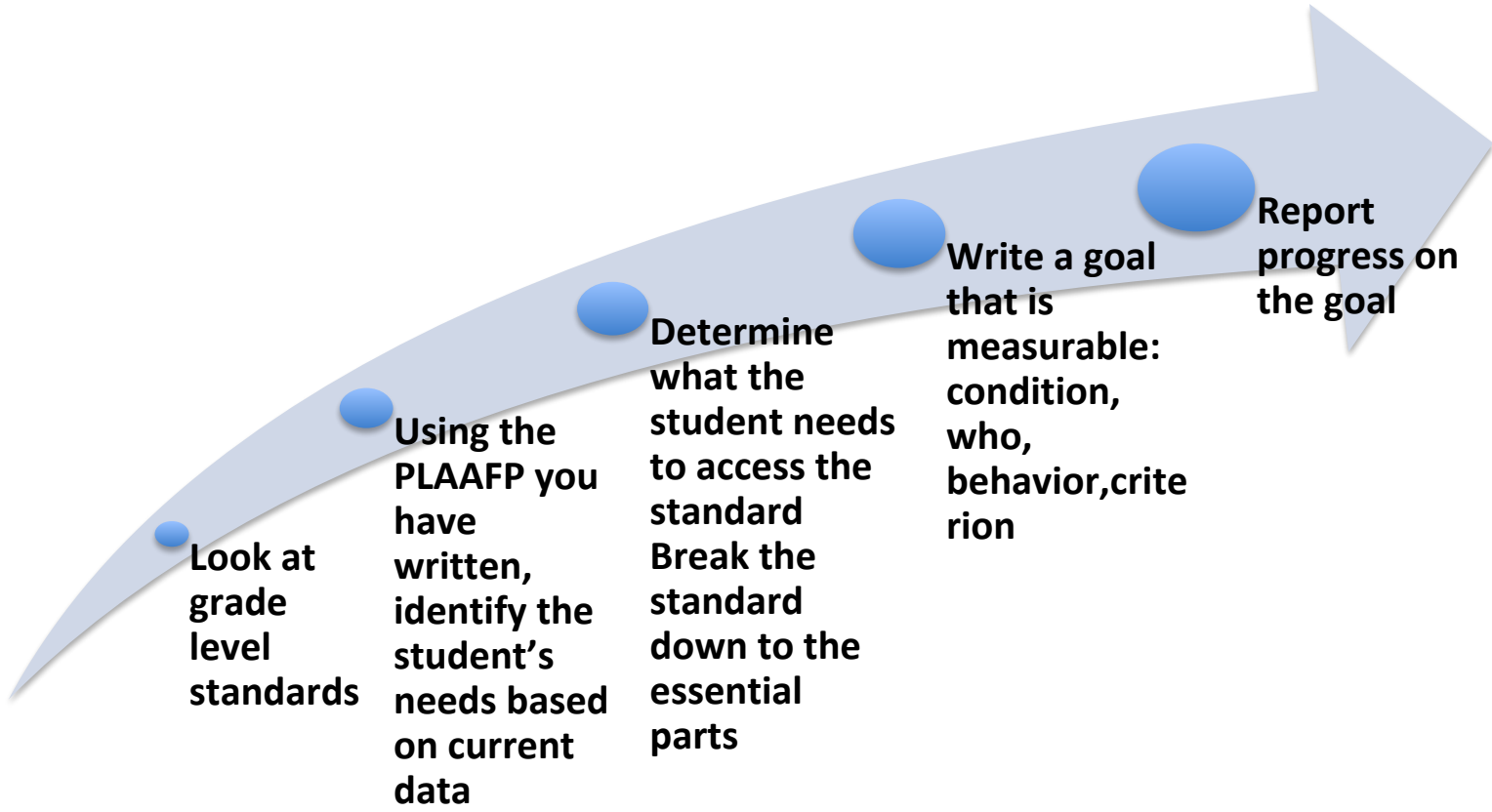
Let's Practice!

In your groups, review the information provided.

Develop a standards-based PLAFFP and goal.

Write the present level and goal on the giant sticky note

Useful goals



Writing Measurable IEP Goals

Parts of an annual Goal:

CONDITION	Factors relating to the goal; "When asked to..." "When dealing with..." "After lunch..." "When given a..."
WHO	Student's name
BEHAVIOR	The behavior that will be observed
CRITERION	The rate at which the student must be observed in order to achieve the goal

NOT MEASURABLE	MEASURABLE
Demonstrate	Read orally
Improve	Say
Seek	Retell
Feel	List
Develop	Label
Appropriate	Draw
Understand	Match
Distinguish	Write
Apply	State

Stranger Test!!!

Would a person who is not familiar with the student or goal be able to implement the goal?!

Percentages:

80% of the time = 80% of what? A 24 hour day?

Must add accountability:

80% of 15-minute period

80% of writing assignments

Using a % does not necessarily make it measurable!

Examples:

CONDITION	WHO	BEHAVIOR	CRITERION
Given 100 high frequency words	Darlene will	correctly spell 75 of the 100 words	in 4 of 5 monthly trials.
Given a writing sample with errors	Barbara will	read the sample and make written corrections in capitalization and spelling for 8 of 10 errors	in 4 of 5 opportunities.
Given 5 scenarios involving "wh" questions	Mariah will	ask a "wh" question with 100% accuracy	in 4 of 5 opportunities.
Given a pre-drawn circle	Herman will	cut out the circle, staying within 1/4" of the line	in 8 of 10 opportunities.
Given a set of coins that are a random mix of pennies, nickels, dimes, and quarters	Jenny will	be able to match the coins to their corresponding value with 80% accuracy	in 10 of 10 opportunities.
Given a list of 20 verbs	Jackie will	orally say the past tense form of the word with 100% accuracy	in 4 of 5 opportunities.
Given a stress-inducing situation	Brenda will	orally describe one of five learned strategies she can use to calm herself	In 4 of 5 opportunities.

A digital timer displaying "15:00" in large, white, bold, sans-serif font with a black outline and a slight drop shadow. The timer is centered on a background of colorful, overlapping geometric shapes (triangles and polygons) in shades of green, orange, red, and blue. The entire scene is framed by a black border at the top and bottom.

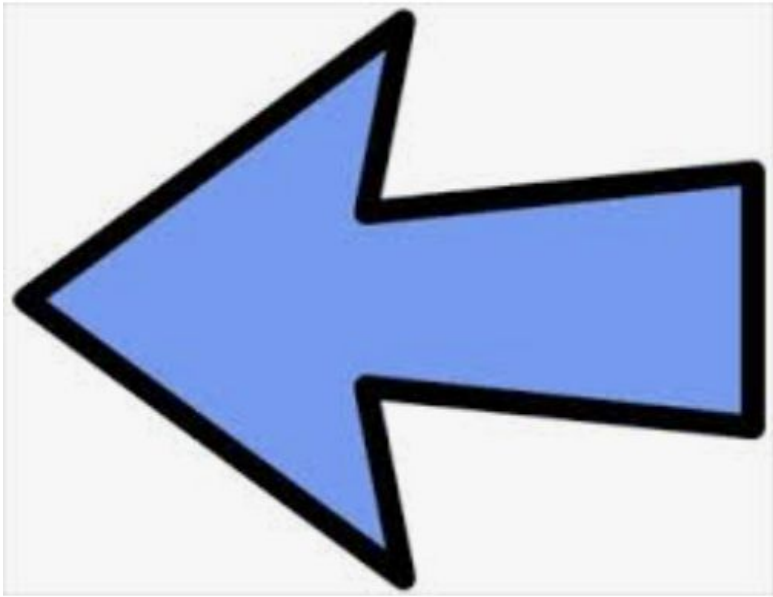
15:00

- What was challenging?
- What did you find that was beneficial?

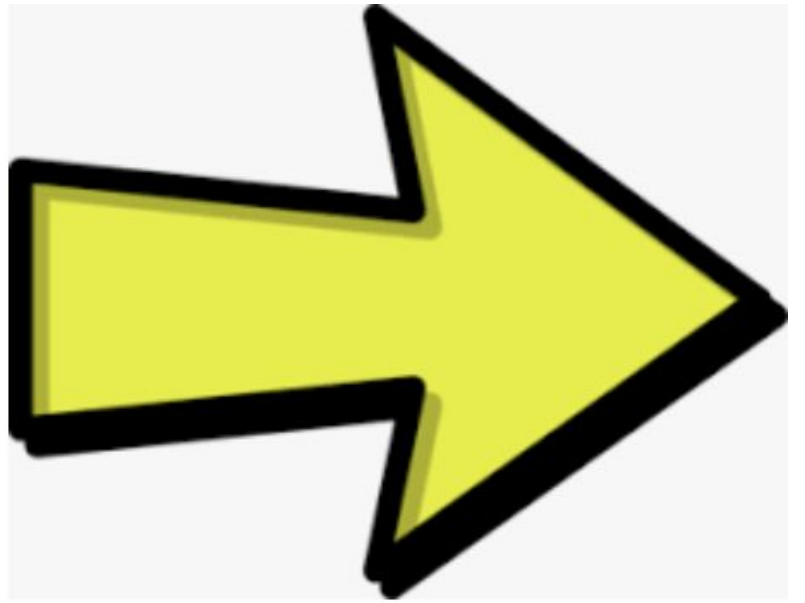
“Assessment is teaching. To teach without engaging in profound and accurate assessment processes, day by day and moment by moment, is to engage in curriculum coverage.”

-Cassandra Erkens, 2016

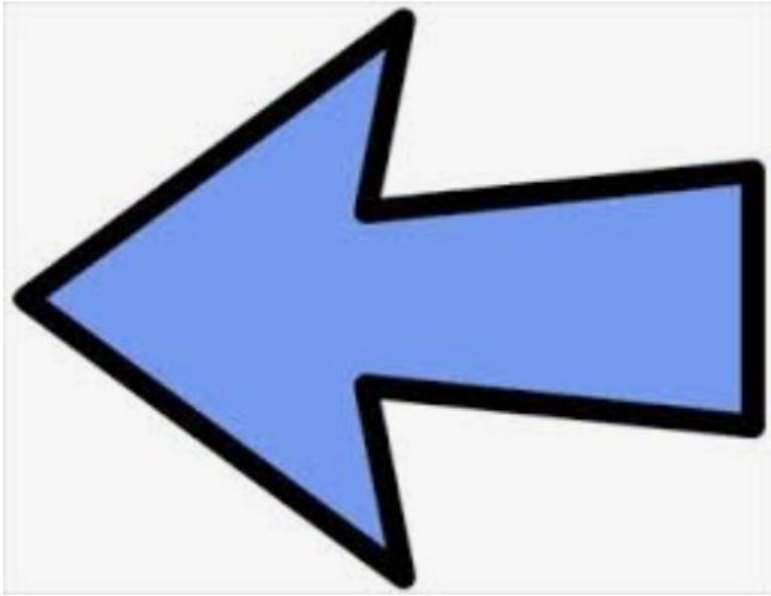
Brain Break!



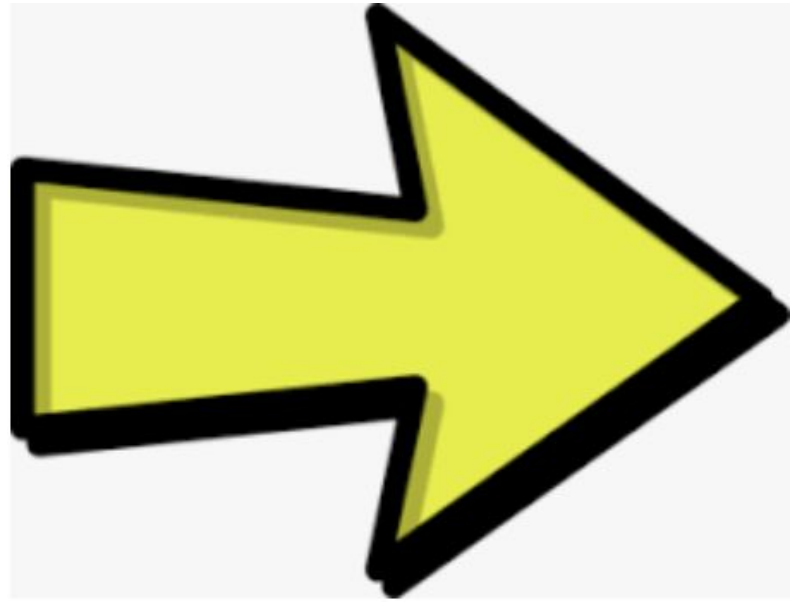
MAC



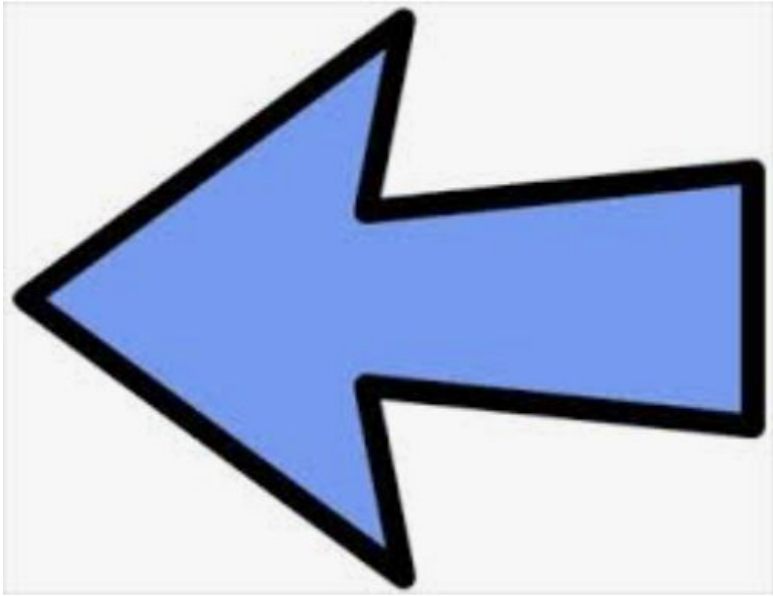
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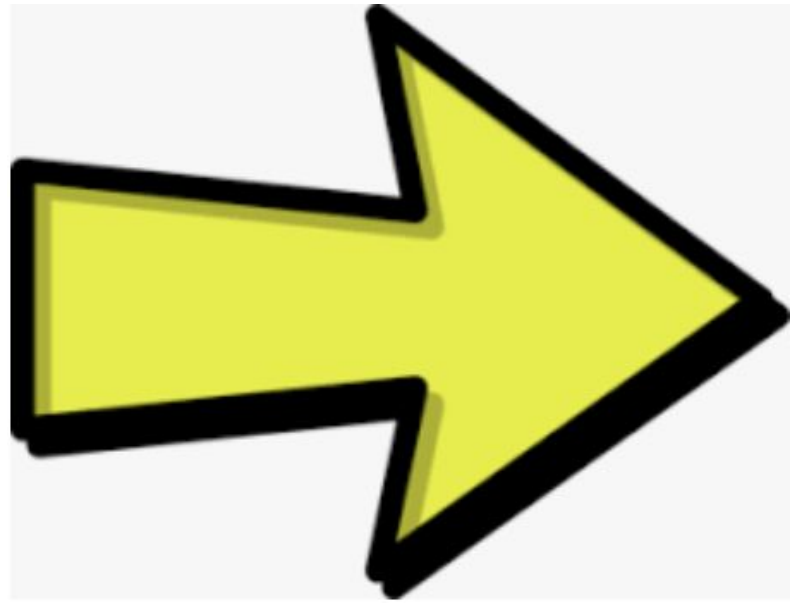
Plane



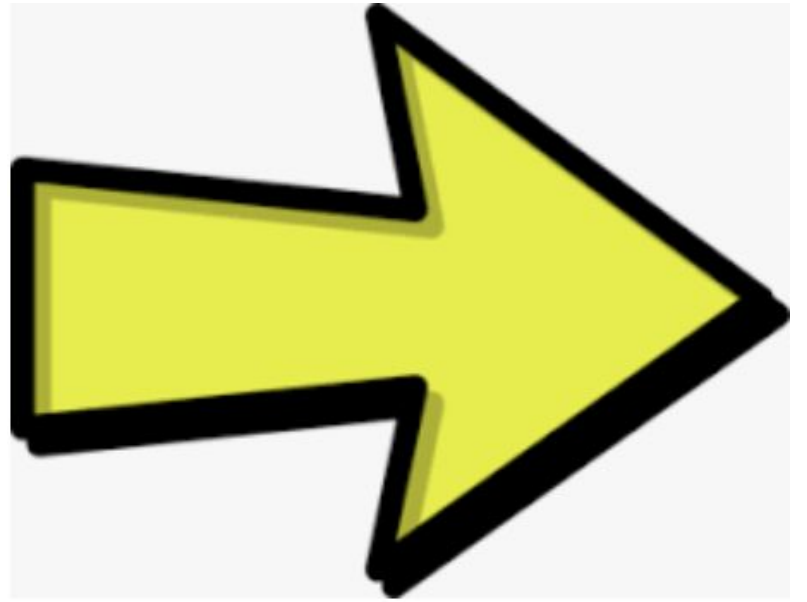
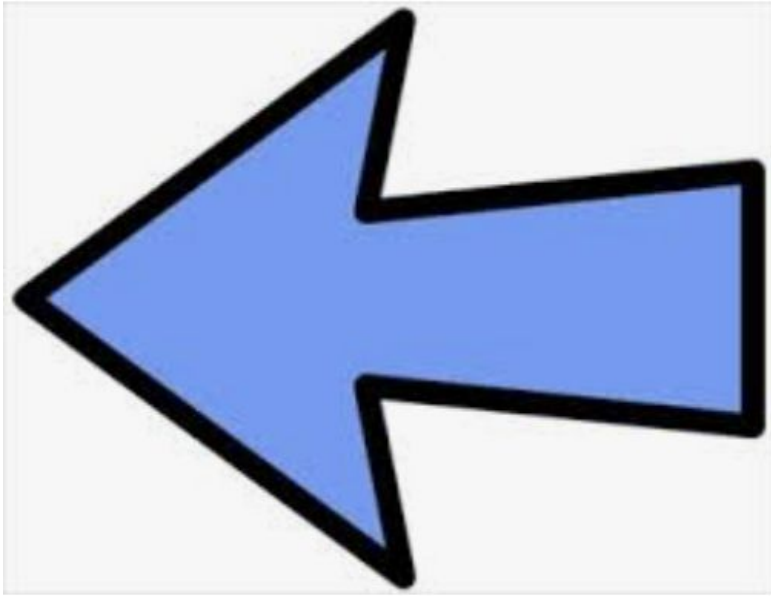
Train



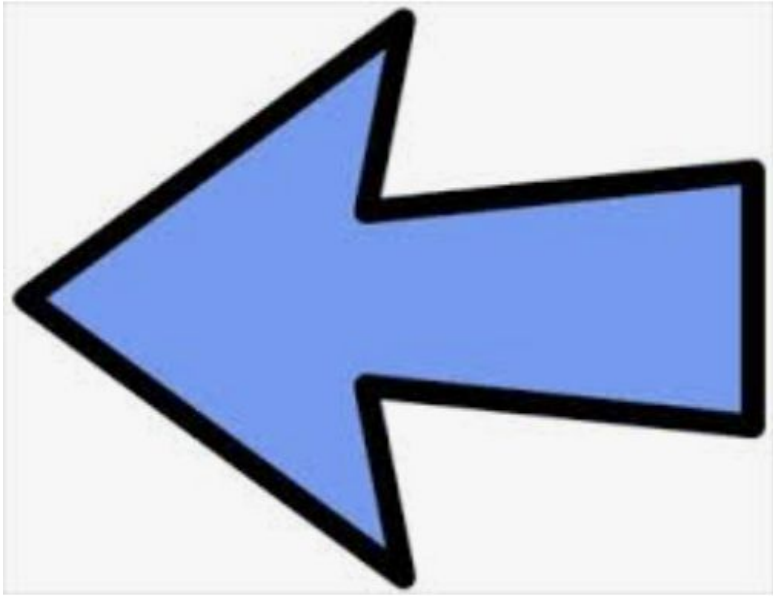
Beach



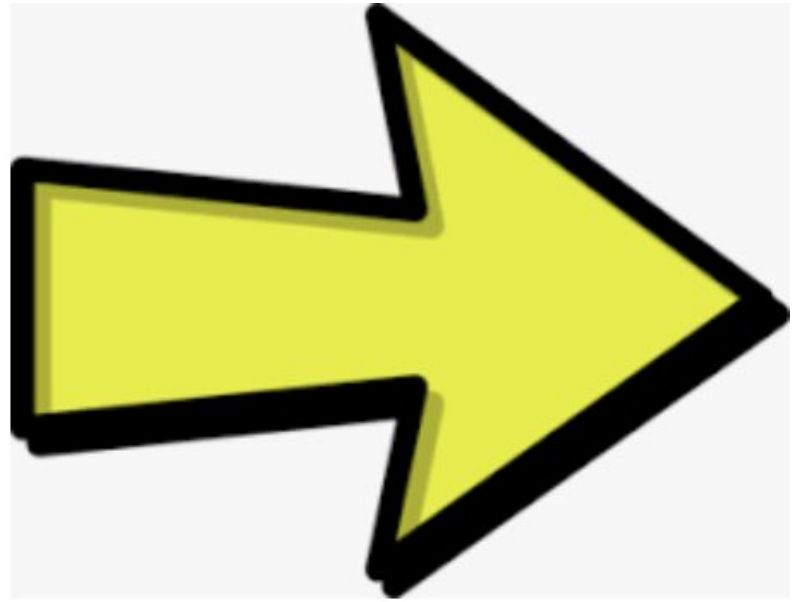
Mountain



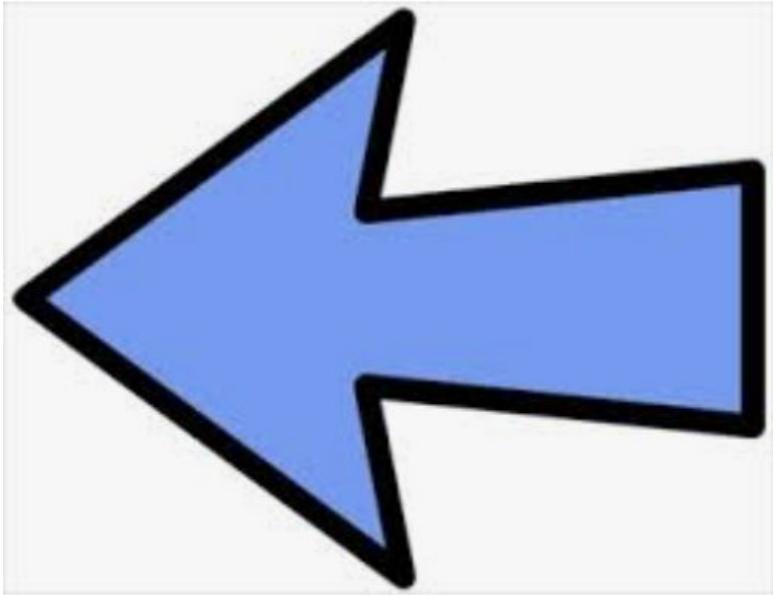
Home Cooked Restaraunt



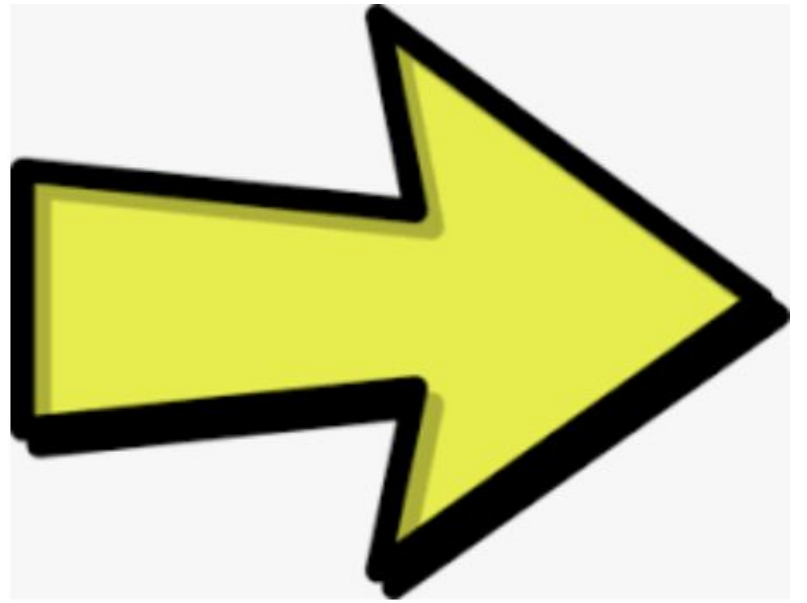
Movie



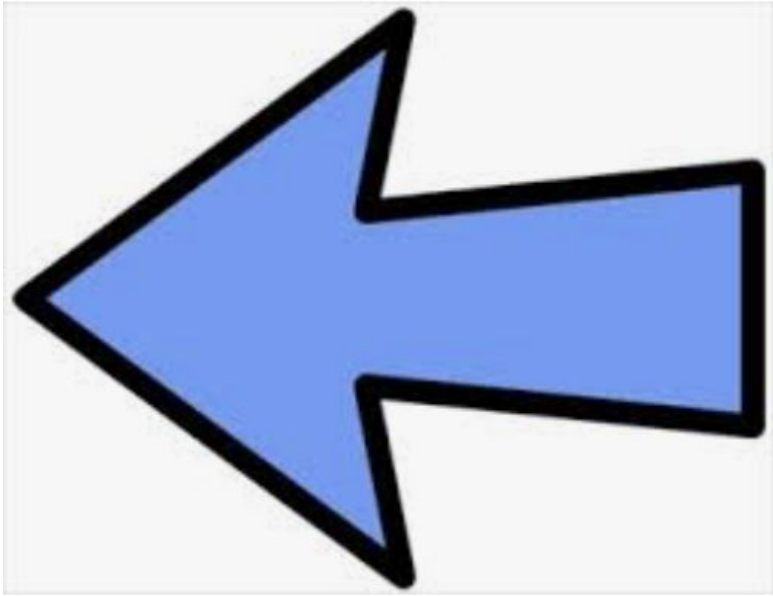
Book



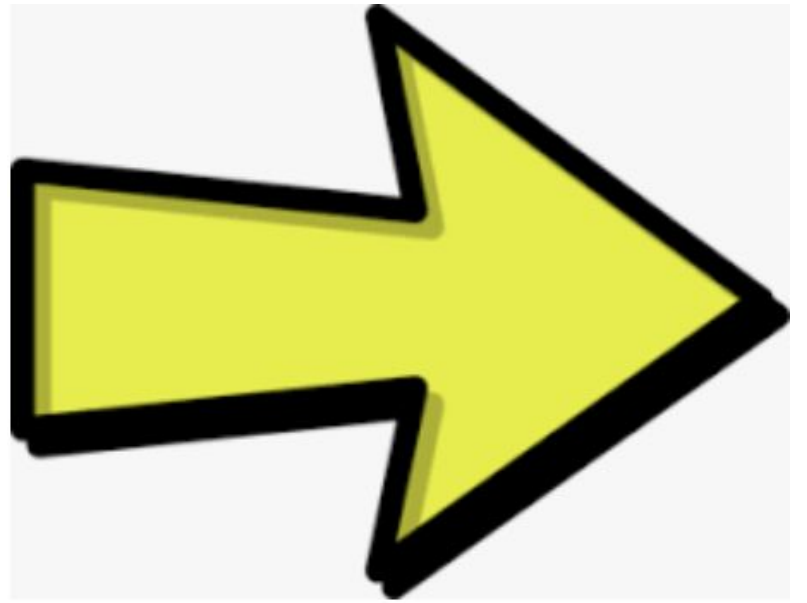
Vacation



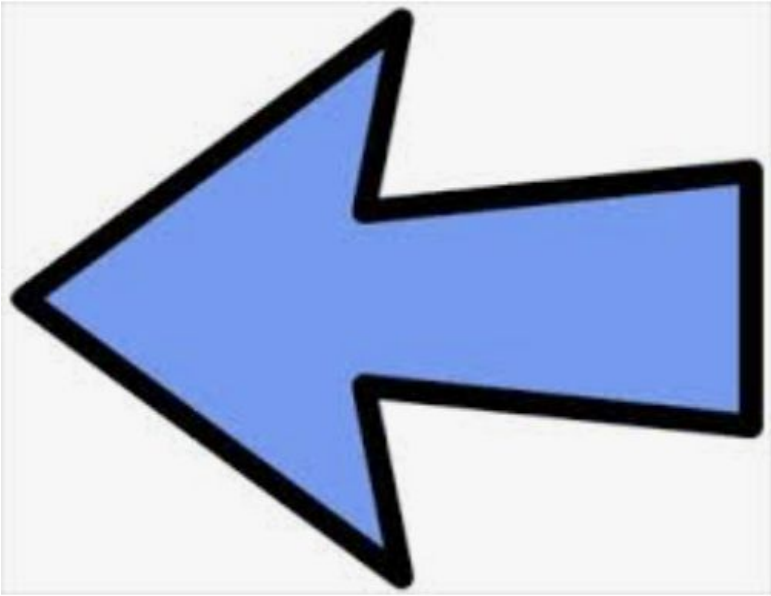
Staycation



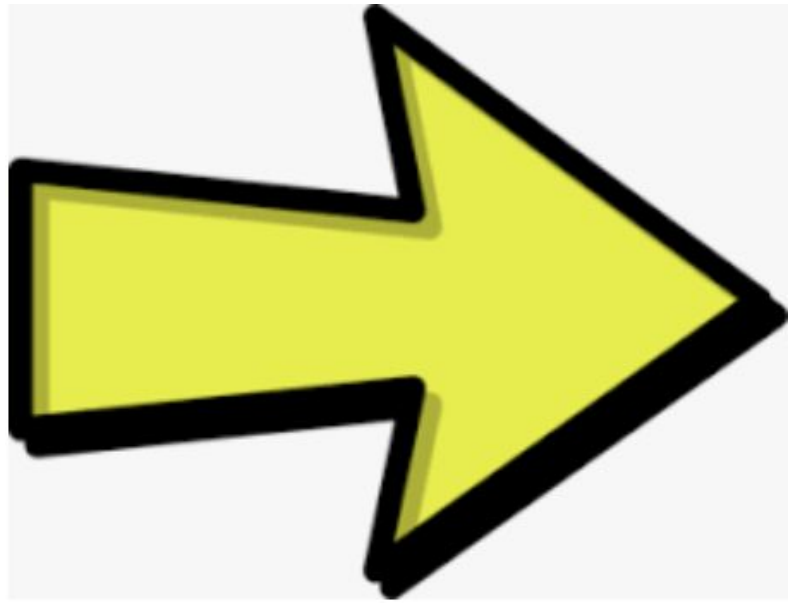
Pancake



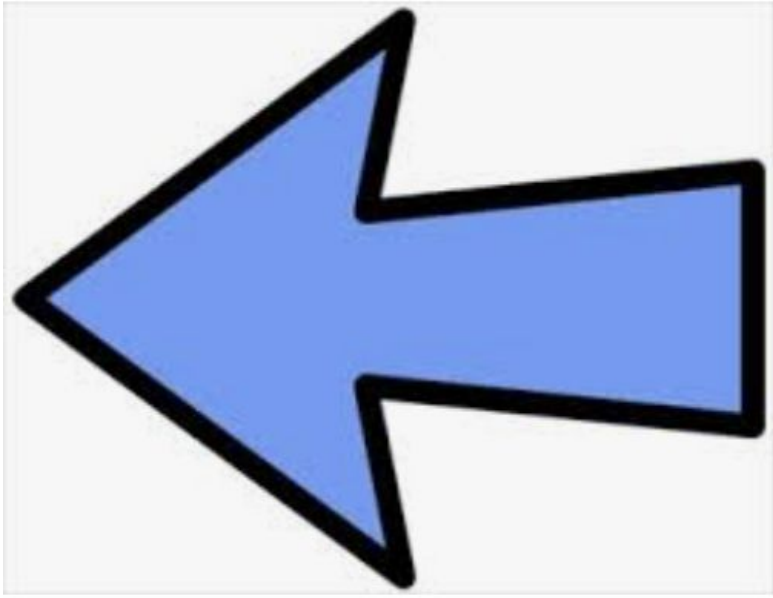
Waffle



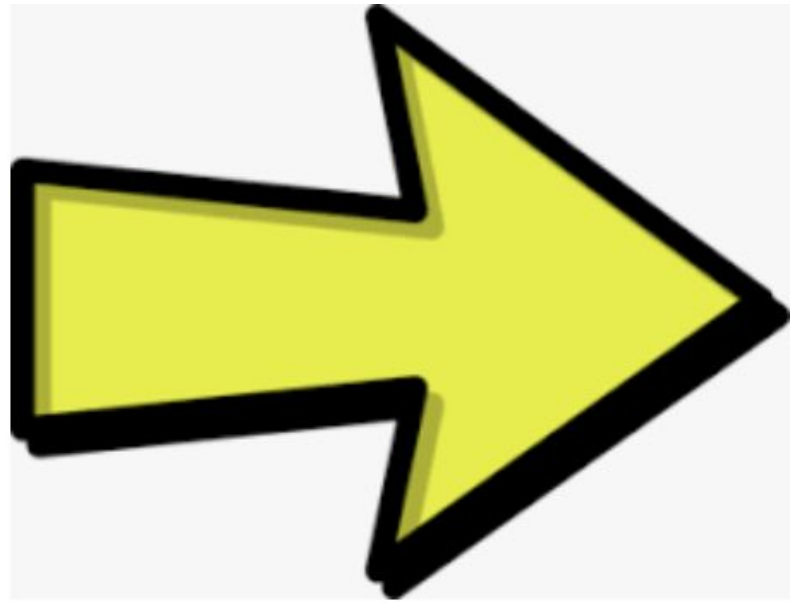
Hot Tea



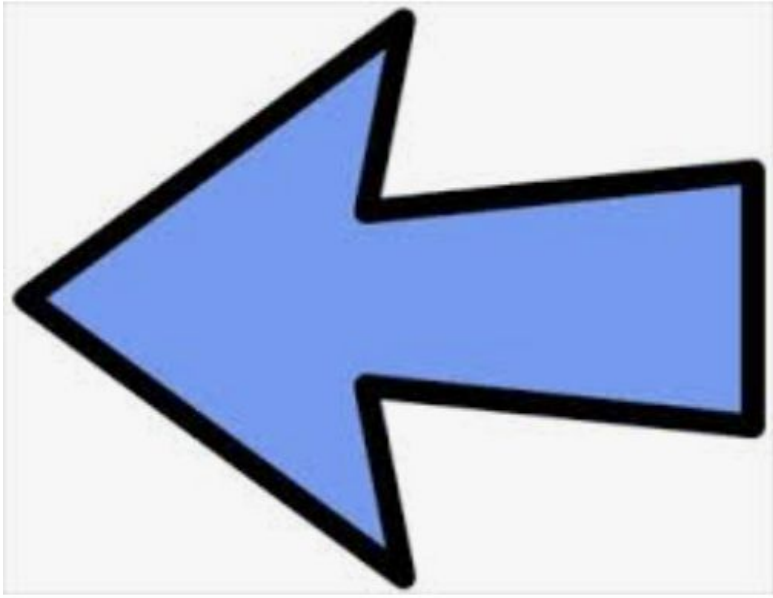
Iced Tea



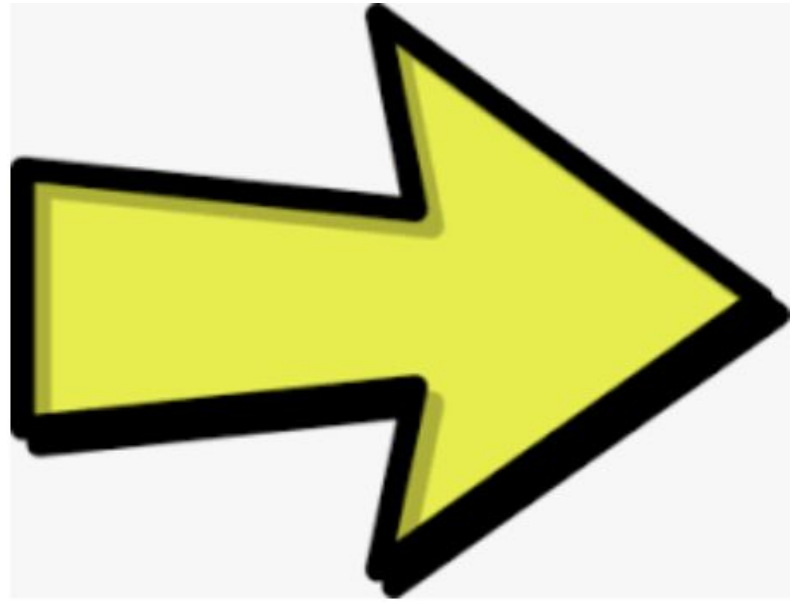
Cake



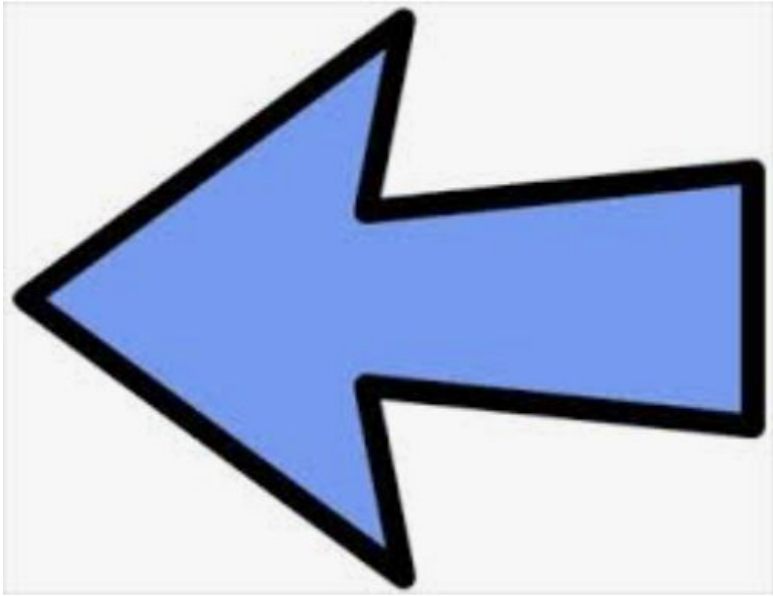
Ice Cream



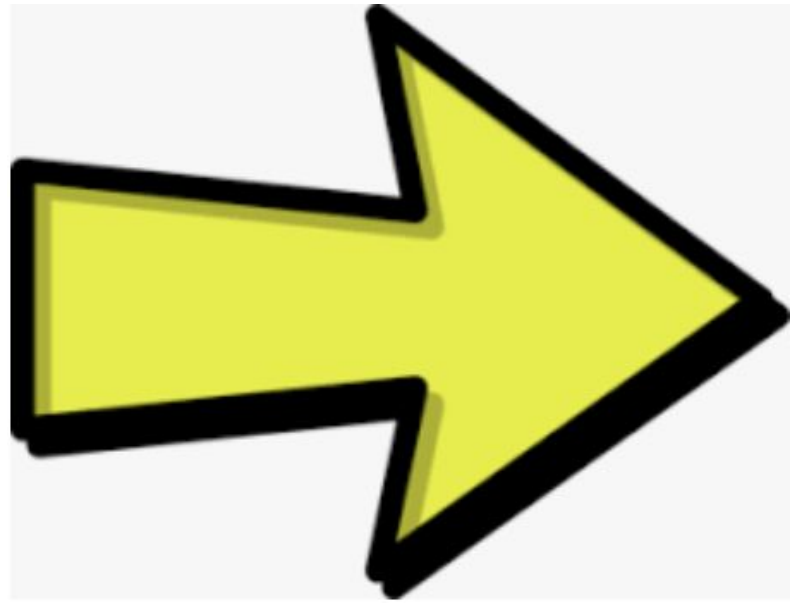
Group



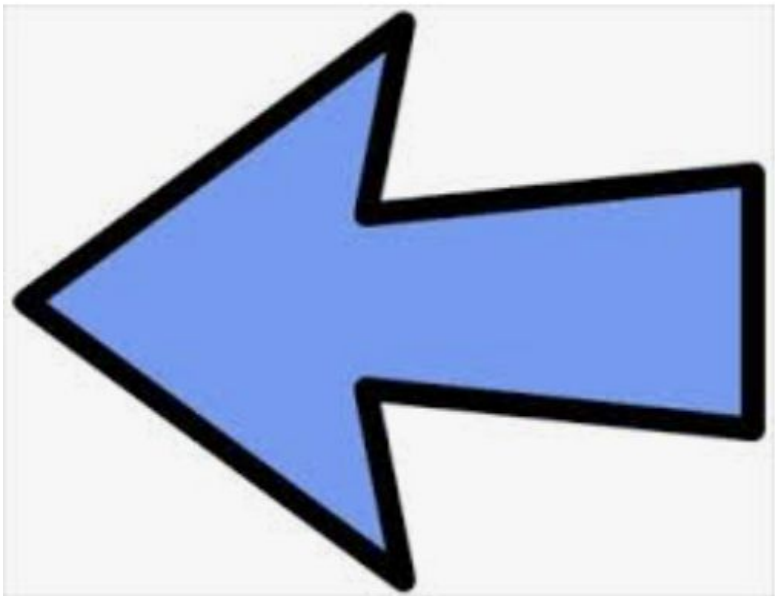
Alone



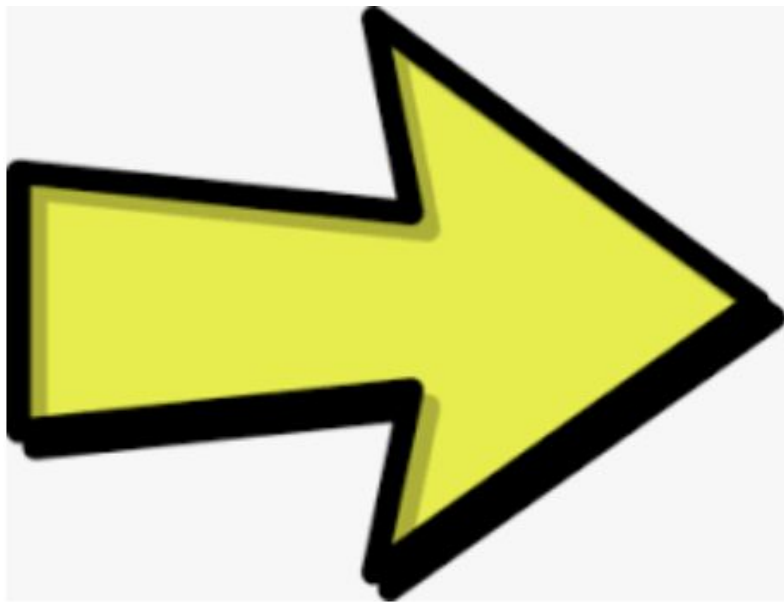
Backpack



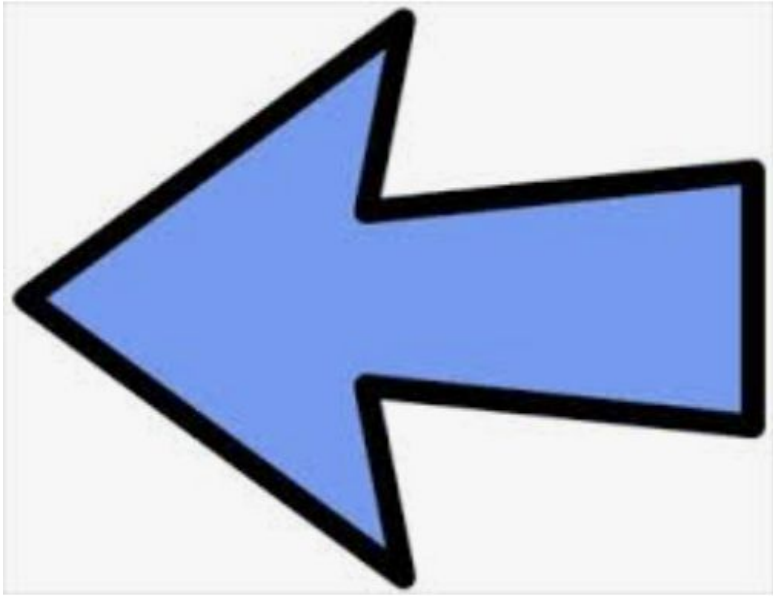
Suitcase



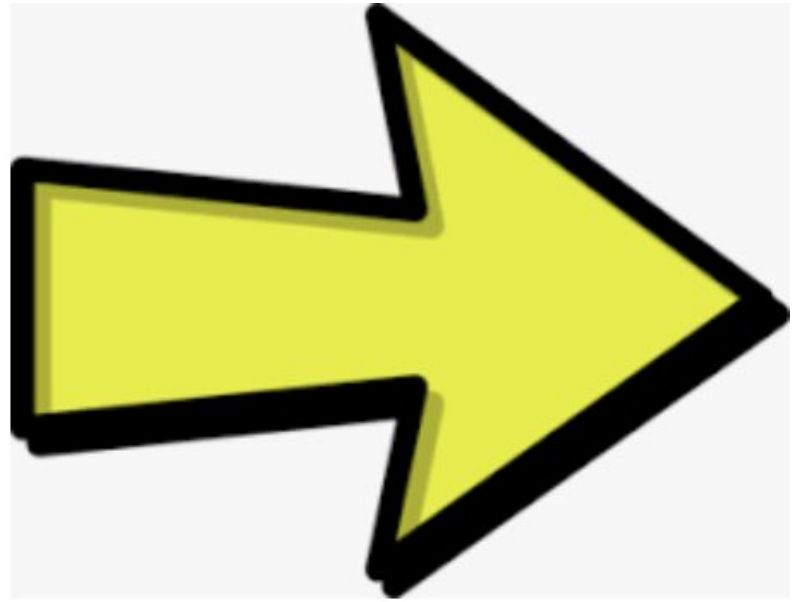
Cat



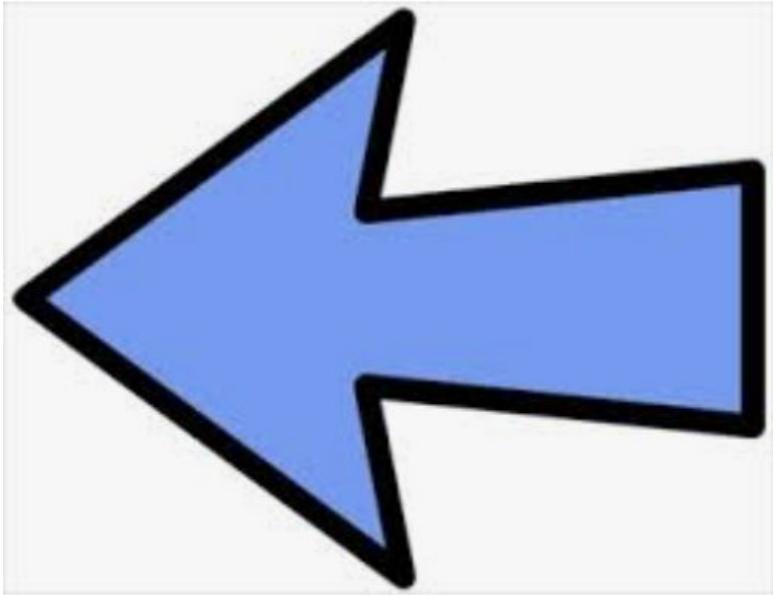
Dog



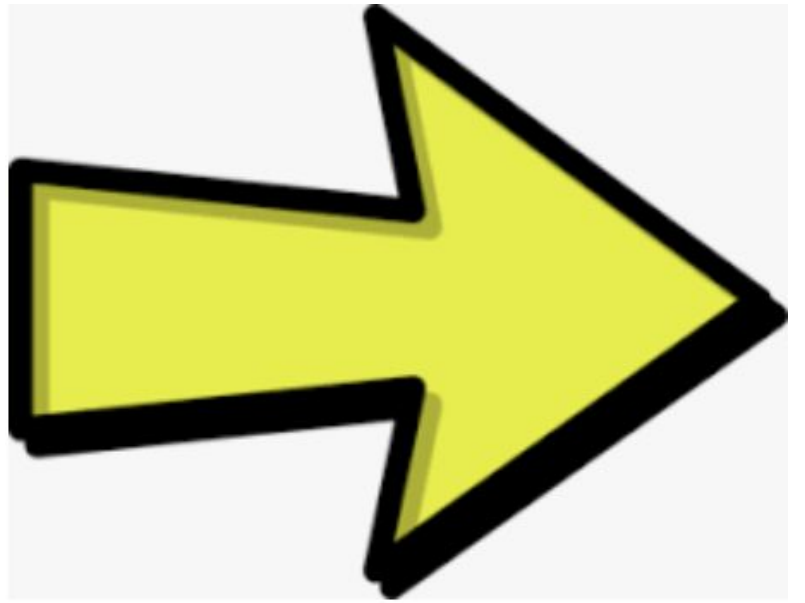
Dinner



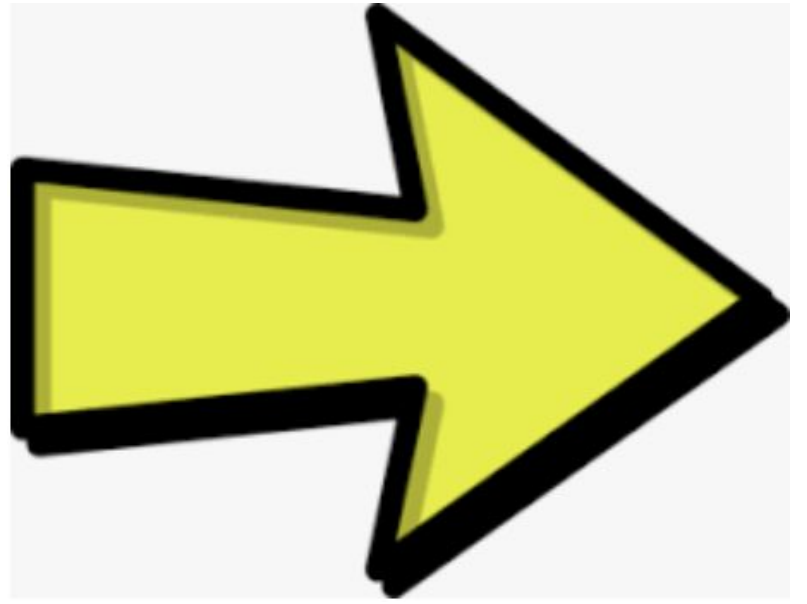
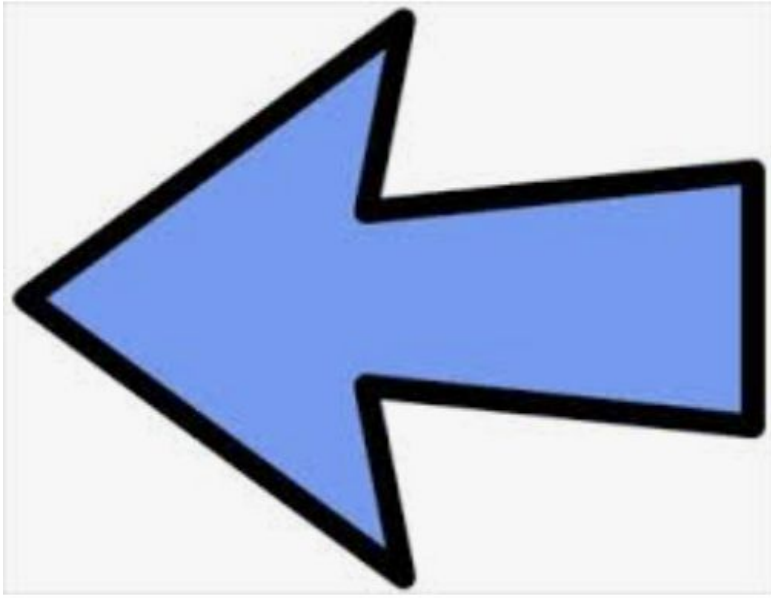
Breakfast



Sunrise



Sunset



Early Bird Night Owl

Mythbusters!

Related Services: Personal Care and Behavior Support

Personal Care

Behavior Support

Personal Care: _____, _____, _____

List all that apply in this order

1. Dressing
2. Feeding Assistance
3. Hygiene
4. Mobility Support
5. Other Health Support
6. Respiratory
7. Toileting

Behavior Support

Generally are to be listed under related services

Listed separately from personal care

Ex.

Personal Care: Dressing, Mobility Support, Toileting

Math Applied Skills

Math Basic Skills

General Education Class

Special Education Class

Related Services Luke requires to benefit from his Special Education:

Service

Behavior Supports

Personal Care: Hygiene, Toileting

Location

Other

Other

Service
Reading Basic Skills

Location
Accommodated core classroom

Related Services Luke requires to benefit from his Special Education:

Service

Location

Counseling Services

counseling office

Personal Care Services

Special Education Class

Reading Basic Skills
Math Basic Skills
Written Language
Behavior Support

Special Education Class
Special Education Class
Special Education Class
Special Education Class

Related Services  requires to benefit from his Special Education:

Service

Location

Adapted P.E.

Other Location

Personal Care

Other Location

Counseling Services

Other Location

IEP Binder

MEDICAID EXPLANATION

PLANNING CALENDAR

IEP MEETING AGENDA

GENERAL EDUCATION INPUT

BELL CURVE CHARTS

IEP CHECKLIST

MEETING SUMMARY NOTES

PARENT INPUT

PARENT INFORMATION

INITIAL IEP MEETING AGENDA

45 DAY CALENDAR

ABSENCE EXCUSAL FORM

IEP PLANNING CHECKLIST

DISCREPANCY GUIDELINES

IEP MEETING GUIDELINES

DETERMINATION OF ELIGIBILITY GUIDELINES

PROCEDURAL SAFEGUARDS SUMMARY

FILE TRANSFER CHECKLIST

TRANSITION MATERIALS

TRANSITION AT A GLANCE

TRANSITION PARENT INPUT

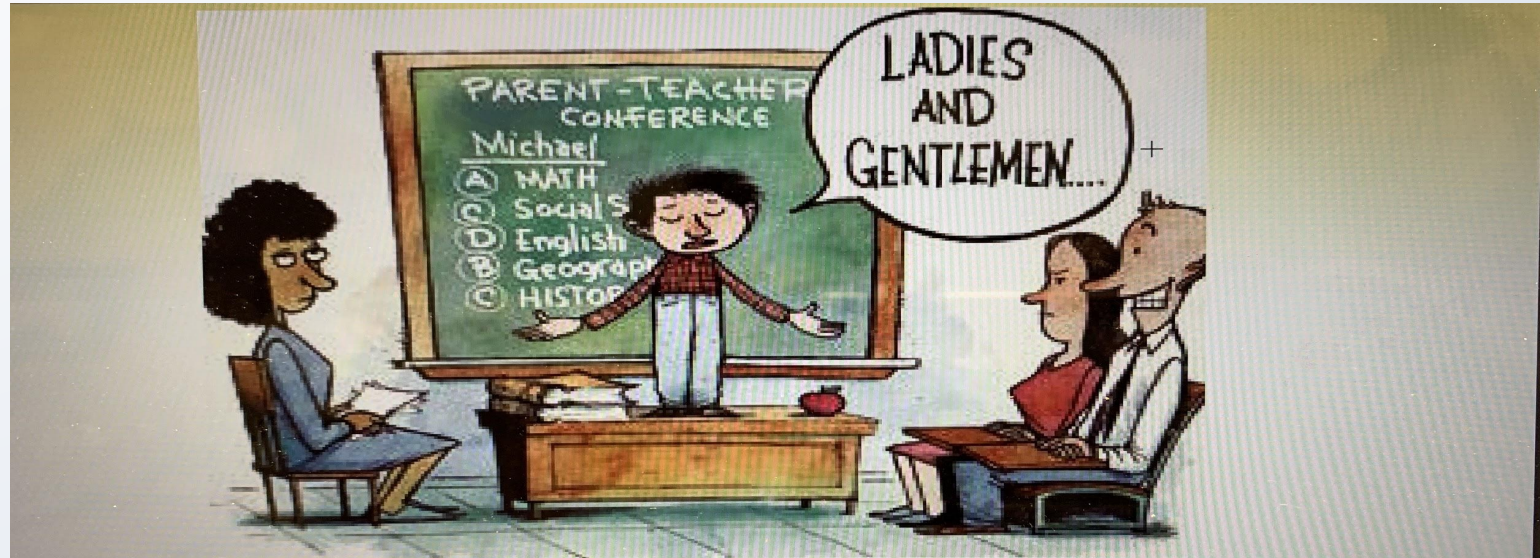
PROGRESS TOWARDS GRADUATION

TRANSITION CHECKLIST

Transition

How can elementary teachers help with transition?

Who Am I



The one skill set that appears to be associated with successful life outcomes is self-advocacy and self-determination.

(Wehmeyer & Palmer, 2003; Raskind, Goldberg, Higgins, & Herman, 1999)

Help students take ownership of their IEP'S

“When students learn and practice self-determination skills, they become more involved in advocating for their needs, speaking up for others, and taking on leadership roles”

Rubric

Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> · Student does not attend the meeting · Student does not participate in planning for the meeting 	<ul style="list-style-type: none"> · Student does not attend the meeting · Student participates in planning for the meeting (sending invitations, etc) · Student helps create a portfolio or powerpoint for use during the meeting 	<ul style="list-style-type: none"> · Student participates in planning for the meeting (sending invitations, etc) · Student attends the IEP meeting · Student shares portfolio or powerpoint 	<ul style="list-style-type: none"> · Student participates in planning for the meeting (sending invitations, etc) · Student attends the IEP meeting · Student shares portfolio or powerpoint · Student participates in welcoming and introducing team members 	<ul style="list-style-type: none"> · Student participates in planning for the meeting (sending invitations, etc) · Student attends the IEP meeting · Student shares portfolio or powerpoint · Student participates in welcoming and introducing team members · Student shares strengths/ weaknesses · Student answers questions · Student gives input 	<ul style="list-style-type: none"> · Student participates in planning for the meeting (sending invitations, etc) · Student attends the IEP meeting · Student shares portfolio or powerpoint · Student participates in welcoming and introducing team members · Student shares strengths/ weaknesses · Student answers questions · Student gives input · Student expresses their progress on goals · Student shares ideas for new goals

Skills to work on

Self-Advocacy

Understanding Strengths and Weaknesses

Understanding Accommodations

Know their goals

Show progress on their goals



My abilities:

Things that are harder for me...



Getting Around



Memory



Remembering more than 1 or 2 directions



#specialeducationclassroom
superheroesinsped



REMEMBER

our students

Abilities

Far outweigh their

Disabilities

IEP Binder

MEDICAID EXPLANATION

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PROGRESS TOWARDS GRADUATION

TRANSITION CHECKLIST

Determination of Eligibility/Re-evaluation

Must be completed at least every 3 years

Timeline:

50 days before evaluation is due-

- Convene as an IEP team (Parent included) to conduct a Data Review.
- Take the completed summary form to your weekly team meeting
- As a team, review the data and determine if testing is or is not required, fill out the GoalView Re-eval Data Review form (have team members sign).
- Send home permission to test along with a copy of the signed Re-eval Data Review—parent signature is not needed on the RDR form but their input must be noted.
- Note the date that permission to test is received from parent.

You have 45-school days to complete testing (less if the re-eval due date is before the 45-day window)

At least 2 weeks before the re-eval due date-

- Set a meeting with the parents.
- Make sure everyone is aware of the date and time.
- Fill out a Notice of Meeting (send to parents and email teachers and LEA/Principal—send an outlook invite if possible)
- Begin to get information from teachers and other special education staff who provide services to the student
- Get input from parents (in writing and/or by phone)

Five (5) days prior to IEP-

Have all information on GoalView and be ready to print a DRAFT copy (to ensure parent input/communication and avoid pre-determination)

- Evaluation Results Summary
- Determination of Eligibility
- IEP (if applicable)

Day prior to IEP (or morning of)-

- Call and remind parents of time of Meeting
- Email/contact LEA/Principal, teachers and staff to verify attendance at meeting

After IEP/At conclusion of IEP-

Make sure the parents have a copy of:

- Evaluation Results Summary
- Determination of Eligibility
- IEP (if completed)
- Meeting Notes
- (They should already have a copy of the Re-Eval Data Review, Permission to Evaluate, and Notice of Meeting)

If you are unable to copy all forms at the conclusion of the meeting, make sure they are mailed home the following school day.

Canjons Special Education IEP Checklist

Preparation For IEP

- Prepare and send *Notice of Meeting** to all required team participants.
- Arrange for an interpreter for meeting, if appropriate.
- Complete the IEP Team Member Not Attending Meeting form, if appropriate.
- Prepare and send "Draft" copy of IEP to parents for review/input.
- Assign a note taker to complete the Special Education Meeting Summary during the IEP meeting.

Introduction

- LEA conducts meeting, welcomes IEP members and sets positive tone.
- LEA introduces all persons present, briefly explains each team member's role.
- State the purpose of meeting; review agenda and timeline.
- Review Procedural Safeguards and give parents their annual copy.

Eligibility Determination (For Initial Eligibility meetings or Re-evaluation meetings only)

- Review and interpret evaluation results, all applicable data and information.
- Review/complete the *Evaluation Results Summary Report**, include parent/team members input and provide a copy to parents.
- Complete *Prior Notice for Identification and Determination of Eligibility** and provide a copy to parents.

Complete Annual Review of Existing IEP (not applicable for Initial Placement)

- Review *IEP Progress Report** and goals from the existing IEP.
- Review past services.
- Check Annual Review box located on the last page of the IEP document, upon completion of new IEP.

Complete IEP

- Review/revise draft *IEP** considering parental input.
- Address transition planning for all students 14 years or older.
- Complete and review ALL sections of IEP with entire team, including parents.

Determine Placement

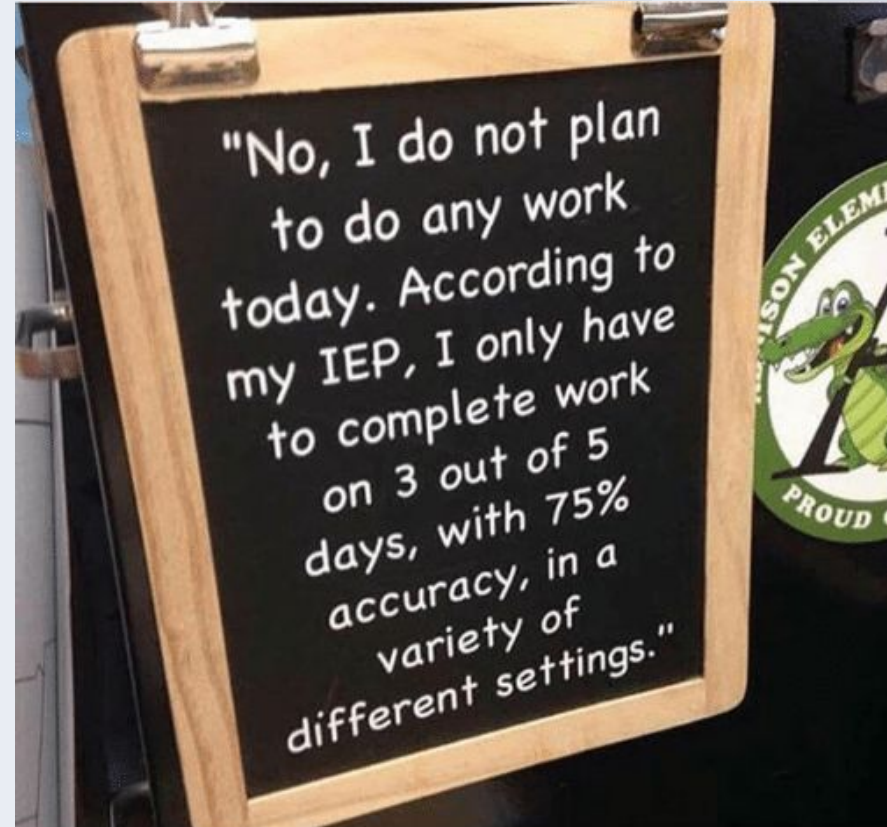
- Based upon student's needs and IEP goals, discuss and determine placement options.
- Check the Placement Review box on the *IEP**.
- If applicable, complete and review the *Prior Notice and Consent for Initial Placement** or the *Prior Notice and Consent for Change of Placement**.

Closure to Meeting

- Review Special Education Meeting Summary Notes; summarizing discussions and decisions.
- Review who will follow up on specific items addressed.
- Obtain signatures on IEP (All team members sign, even if parent declines).
- If another meeting is necessary, schedule it before adjourning.

Post-IEP

- Submit SCRAM to the Special Education Department.



**Thanks
for
coming!**

https://docs.google.com/forms/d/e/1FAIpQLSdbeggw5GhSmzemsp0-WHuW0YEMs4shQXsDnt5v92JlxEEpDw/viewform?usp=sf_link



Based on this
simplified set of
scores, what
would you
determine as
Agatha's final
grade?

Date/Assignment	Total	Percent
9/5—Pretest	14/30	47%
9/9—Assign	15/30	50%
9/13—Assign (late)	18/30*	60%
9/17—Quiz	20/30	67%
9/21—Assign	22/30	73%
9/29—Assign (late)	22/30*	73%
9/29—Quiz	26/30	87%
10/4—Final test	28/30	93%
Point Total	165/240	69%

You can also use any emoji as an icon!
And of course it resizes without losing quality.

How? Follow Google instructions

<https://twitter.com/googledocs/status/730087240156643328>



and many more...



Free templates for all your presentation needs



For PowerPoint and
Google Slides



100% free for personal
or commercial use



Ready to use,
professional and
customizable



Blow your audience
away with attractive
visuals