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SECTION VI

**INDIVIDUALIZED
EDUCATION
PROGRAM**

VI

INDIVIDUALIZED EDUCATION PROGRAM

If it is determined that a child is in need of special education services, an Individualized Education Program (IEP) shall be developed. The individualized education program is a written statement of the special education and ancillary services needed by a child based on his/her current level of functioning. It assigns responsibility for the delivery of these services, sets forth the anticipated changes in the child's behavior, and describes how these changes will be measured. Parents and the child must be given opportunity for active participation in the formulation of the IEP.

1. SCHEDULING INDIVIDUAL EDUCATION PLAN TEAM MEETING

- A. Complete a PARENTS CONTACT RECORD FORM (ESC-212) for each student in your class. This form is to be kept in the student's file and information is to be placed on it as contact with the parents occurs. Teachers may develop their own form for keeping records of contacts with parents, but this should be kept in student folders.
- B. Call each parent(s), if no phone, use written communication.
 - 1. Inform parents of the Individual Educational Plan Meeting and give information concerning the meeting. If parents are divorced or living separately, each parent with custodial rights should be informed.
 - 2. Establish if one or both parents wish to participate on the IEP committee. If parents are divorced or living separately,
 - a. If one or both parents participate on the IEP committee, obtain the following information:
 - 1. What days and times would best meet their schedules.
 - 2. Establish a conference time.
 - b. If the parents do not wish to participate on the IEP committee, inform them that they may give

you any information or concerns and you will present them to the committee.

3. Inform parents who do not wish to attend that they will receive a letter concerning the Individual Educational Plan and scheduling. We need this for our records.
 4. Conference phone calls may be used to obtain parental participation.
 5. Whether or not parents are in attendance at the IEP meeting, they must give written consent to the services set forth in the IEP (ESC-93 or ESC-99)
- C. Keep records of all communication with parents on the PARENT CONTACT RECORD FORM (ESC-212) and a **copy** of all correspondence sent.
 - D. For the parents who are unable to attend the meeting, a record of the input should be presented at the planning meeting and placed in the student folder.
 - E. Contact the building principal to establish a schedule.
 - F. Contact any other members of the committee to establish dates.
 - G. Mail a NOTIFICATION OF MEETING TO REVIEW AND REVISE THE INDIVIDUALIZED EDUCATION PLAN (ESC-400) and ACKNOWLEDGMENT FORM (ESC-401) to parents and send notes to other committee members. This letter is to contain the purpose, time, and location of the meeting and who will be in attendance.
 - H. Conduct the IEP meeting. Minimum individuals to be involved in the IEP development meeting are (1) building principal; (2) a regular education teacher(s) of the child; (3) special education teachers; (4) the parent(s); (5) the child (when appropriate, age 14+ must be invited) and (6) other individuals at the discretion of the parent(s) or the school. The school psychologist must also attend the initial IEP meeting.
 - I. Give parents a copy of the IEP, keep one for your files, and send one to the Director's Office. **The IEP with original signatures are to be sent to the Special Education Office along with ESC-93 or a copy of ESC-99 (from the Psych.).**

- J. All components of the IEP must be complete **before** placement is made.
- K. Contact at the beginning of the school year with regular classroom personnel should be made by the special education teacher and the building principal concerning implementation of the IEP. This could be completed at the close of the school year if the child's next year's regular classroom teacher(s) is(are) known.
- L. Be sure to inform parents of their rights, give them the PARENTAL RIGHTS IN SPECIAL EDUCATION (ESC-89 green sheet), and have them sign the NOTICE FOR SPECIAL EDUCATION AND RELATED SERVICES AND REQUEST FOR CONSENT (ESC-93) and place in student file. If this is the initial staffing the Psychologist will have the parents sign the NOTICE OF IDENTIFICATION AND REQUEST FOR CONSENT (ESC-92). After the IEP has been established they must sign NOTICE FOR PLACEMENT AND REQUEST FOR CONSENT (ESC-94).
- M. If the parents cannot attend an IEP meeting in person, they may participate by conference telephone call. The special education teacher must document this phone call on the signature page of the IEP. Documentation must include the date, who participated in the phone conference (mother or father by name) and that it was a phone conference. (Example: IEP phone conference with Mrs. Brown - date of IEP mtg.) In such cases where the parents cannot attend an IEP meeting at all, the school shall **document** its attempts to arrange the meeting, including records of telephone calls made or attempted, copies of correspondence, and records of home visits, and the meeting may proceed without the parent. Parents are not required to sign the signature page of the IEP if they were not in attendance, but must sign ESC-93 before the IEP can be implemented.

2. MOVE-IN STUDENTS

When a student moves into your school district from a Kansas LEA, who was previously placed in special education, the school should;

- 1). Inform their psychologist,
- 2). If an IEP (current) and/or appropriate evaluation is transferred with the student, then:
 - a). A staffing should be set up to determine if special education placement is still appropriate and to transmit information to all personnel involved in the education of the student.

If records are not available to the school when the child enrolls, records should be sent for immediately (using Cooperative forms), and upon receipt of the records, procedure (1) above and (a), (b), (c), and (d) below shall be followed. In the event records or an IEP are not readily available, the School Psychologist may call back to the student's previous school and obtain evaluation and IEP information. This information should be recorded utilizing MOVE-IN REPORT (ESC-792) and sent to the building principal and special education teacher. A staffing is then held to accept the current IEP or written interim IEP.

A move-in student shall not be placed into a special education classroom before MOVE-IN REPORT (ESC-792) is completed by the school psychologist.

- a. The staffing is held with the following persons in attendance:
 1. principal or other designated school official or administrator
 2. parent(s)
 3. school psychologist (for move-in students from out-of-state or any others who may require a change in programming/services.)
 4. special education teacher of the proper exceptionality
 5. regular class teacher(s)
 6. student (when appropriate, age14+ must be addressed)
 6. other personnel as appropriate
- b. The staffing is held to consider the following:
 1. determine if the prior IEP is appropriate for our Cooperative, or
 2. write a new IEP, and/or
 3. write an interim IEP until records are received and/or further evaluation is completed.
- c. Be sure to inform parents of their rights, give them the PARENTAL RIGHTS IN SPECIAL EDUCATION (ESC-89), and have them sign the NOTICE OF IDENTIFICATION AND REQUEST FOR CONSENT (ESC-92), NOTICE FOR SPECIAL EDUCATION AND RELATED SERVICES AND REQUEST FOR CONSENT (ESC 93), and NOTICE FOR PLACEMENT AND REQUEST FOR CONSENT (ESC-94).)
- d. Send ADMITTANCE/DISMISSAL FORM (ESC-267) to the Cooperative office along with the current IEP and appropriate forms.

3. **INTERIM IEP:** The IEP shall be developed prior to placement in a special education program. It is not permissible to place the child first and then develop the IEP, because decisions about the child's needs and services necessary to meet these needs are made at the IEP conference. This requirement does not preclude temporarily placing an exceptional child in a special education program as part of the evaluation process before the IEP is finalized provided that:

- a. The child has been determined through the comprehensive evaluation to be eligible for special education, but more information is needed to determine the most appropriate placement;
- b. An interim IEP is developed which sets out the specific conditions and time lines for the trial placement;
- c. The parents give written consent to the interim placement before it is carried out;
- d. A specific time line, no greater than thirty days, is set for completing the evaluation and making decisions about the most appropriate placement for the child; and,
- e. An IEP meeting is conducted at the end of the trial period in order to finalize the child's IEP.

The interim IEP provision is included to facilitate delivery of services to:

- a. Children whose complex problems require extended diagnosis and trial placement.
- b. Special Education students with incomplete or missing records who change district of residence.

4. **TIME LINES FOR THE DEVELOPMENT OF THE IEPs**

The individualized educational program for an exceptional child who is receiving special education shall be reviewed/revised **annually**. The IEP conference may be held any time throughout the year, as long as a current IEP is in effect for the child at the beginning of each school year.

For an exceptional child who is not yet receiving special education, the IEP shall be developed **no later than forty days from consent to evaluate date**. Such children shall remain in the current placement until the IEP is completed and necessary parental permission obtained.

Parents shall be notified of the meeting at least 10 days prior to the meeting to insure they will have the opportunity to participate in developing the individualized education program. **The notice shall indicate the purpose, time, and location of the meeting and who will be in attendance.** A reasonable attempt shall be made to schedule the meeting at a mutually agreed on time and place, and can be sooner than 10 days in this event.

Provision for interpreters or other facilitators shall be made for parents who are deaf or whose native language is other than English.

Parents shall be provided a copy of the IEP document. The IEP may be written in the staffing conference which culminates the comprehensive evaluation provided that:

1. Parents have been properly notified of this intent and given opportunity to participate NOTIFICATION OF MEETING TO REVIEW AND REVISE THE INDIVIDUALIZED EDUCATION PLAN (ESC-400) and ACKNOWLEDGMENT FORM (ESC 401), or NOTICE OF MEETING TO REVIEW EVALUATION RESULTS TO DETERMINE ELIGIBILITY AND DEVELOP AN INDIVIDUALIZED EDUCATION PROGRAM (ESC-410) AND ACKNOWLEDGMENT FORM (ESC-411);
2. The legally required participants are in attendance; and,
3. Parents are provided a copy of the IEP.

5. GUIDELINES FOR IEP DEVELOPMENT

- A. Be sure that all student information is **complete** on the IEP. Be sure all descriptive data is complete. The procedural date screen must be **complete** and **current**. The IEP meeting date must be the date of the committee meeting. The initiation date must be **on** or **after** the IEP meeting date.
- B. **Statement of Learner's Present Level of Educational Performance (PLEPs)- Assessment/Functioning Summary:**
This is a statement of the child's present level of educational performance. The IEP team is to review information concerning the child and include both strengths and needs in regard to the general curriculum.
This statement shall include the present level of performance in:
 1. **Health/Physical** : This section should include current vision and hearing test results. Vision screening results should be no older than two years. Hearing screening results should be

no older than three years. This section should include fine and gross motor skills information if applicable.

2. **Social/Emotional** : This section should include information on the social and/or emotional status of the student. For students identified as Behavior Disordered, this section is very important.
3. **General Intelligence** : This section should include the most recent psychologist test results. Please list the intelligence test, range of intelligence, and the date testing was performed.
4. **Educational Performance** : This section should include the recent achievement test results (within last year). Include the academic areas in which the student needs special services. All academic areas should also list the grade equivalent, percentile, or standard scores for each area being served. The achievement test should be identified and dates should be recorded in this section.
5. **Communication:** This section may include oral and written communication. Areas tested by the SLP should be listed and results recorded. The formal test given should be identified and dates of the evaluations recorded.
6. **Vocational Skills** : This section should be addressed if applicable.
7. **Vocational Rehabilitation:** This section should be addressed if applicable.
8. **Transition:** Transition is mandated for all identified students (including Gifted) at age 14 and older (This applies to students that will turn 14 during the period covered by their IEP).

If it is a transition IEP, the student must be invited and should be present and actively participate (to the extent possible) in the development of the IEP. The only reason for recording "transition services are not needed" is if the student will not turn 14 during the period covered by their IEP.

If the purpose of the IEP meeting is the consideration of transition services for a student, the notice must indicate

that purpose and identify any agency that will be invited to send a representative. If a participating agency, other than the local education agency, fails to provide the transition services described in the IEP, then the local educational agency shall **reconvene the IEP team to identify alternative strategies** to meet the transition objectives for the child that are set out in the IEP.

Before the student exits the school program, the statement of needed transition services for students with disabilities must include, when appropriate, a statement of each **public agency's responsibilities or linkages**.

For a transition IEP, you should think and plan backwards. The desired exit outcomes should be determined first, and then program goals should be developed that will facilitate reaching those outcomes. Secondary IEP's should be viewed as transition IEP's.

The transition section should begin with a statement of needed transition services. This should be an open-ended narrative in which the students' **needs, preferences, and interests** are expressed (gathered prior to the IEP meeting). It must be documented that the transition plan was based on the individual student's needs, taking into account the student's preferences and interests. This information may be gathered through a variety of means, including; school records, questionnaires, structured interviews, and/or formalized testing. This is also the place to list the students' **strengths** . For effective transition planning you must convert your thinking from deficits and disabilities to an emphasis on the students' strengths. Building on the students' strengths will be the key to maximizing the students' potential and insuring their successful integration into society. From that information, a determination of specific **postschool outcomes** should be delineated. This narrative should focus on the student's vision for the future.

Unfortunately, the KIDSS program does not provide a suitable place at the beginning of the IEP to enter this information. Therefore, it should be entered under the **Present Levels of Educational Performance - Other** - section. After expanding that area, replace the word **Vocational** with **Transition** . **Enter your narrative section there**. Disregard the directions on Transition in the KIDSS manual on 5.1, 5.2, and 5.3. The matching screens do not appear in

the program. Instead, utilize the information from 7.1, 7.2, and 7.3.

On the Transition layout page, the transition services to be considered, include: Instruction; Related Services; Community Experiences; Employment & Other Post-school Adult Living Objectives; Daily Living Skills; and Functional Vocational Evaluation. Definitions for these services are provided in KIDSS manual.

Under each area, state in specific terms, the student's need related to that area. **Every transition need area that is noted must be complemented by either a goal or an action statement .**

If the student does not have a need for that service, state "No need in this area at this time" to document that it was considered. **It is up to the IEP team to determine the areas of need** and a written justification for not including particular areas is not required. Also, **notification to Vocational Rehabilitation Services is not mandatory for students sixteen and over.** Again, that is a decision that the IEP team will make.

Either goals or action statements may be utilized to explain how the student's needs will be met. A **goal** should probably be used if: the school is responsible for helping the student achieve it, and it's a high priority item in the student's program, and it's measurable. Then, an appropriate goal should be written with corresponding short-term objectives and/or benchmarks.

Action statements are usually utilized if:

other than school staff are responsible for accomplishing them, and/or it's beyond the control of the school

or

it may be part of a lofty vision, which professional judgment would question whether it's attainable

or

it may not be observable and/or measurable

or

it doesn't meet the standards of a goal, but it is important to the student's comprehensive plan.

Considering the importance of transition for all students fourteen and over, a minimum of **one transition goal** would be warranted in every secondary student's IEP.

If the student **will turn 17 during the period covered by the IEP**, then a statement of notification of the transfer of rights to the student must be noted on the IEP. This should be just one more step in an ongoing emphasis on self-advocacy. At age 18, the following rights are transferred to the student: notification of meetings; notification and consent for evaluation; election to bring other participants to the IEP meetings; approval of the contents of the IEP; and approval regarding change of placement. This does not exclude parental involvement as they may be invited by either the student or school personnel to attend the IEP.

For a child entering a special education program for the first time, the statement of present level of educational performance should summarize the results of the comprehensive evaluation. **When an IEP is being reviewed, the previous level of performance should be updated based upon current formal and informal evaluation of pupil progress. The statement should provide a profile of deficits and strengths from which instructional needs in regard to the general curriculum can be identified.**

Specific academic achievement levels and other specific levels of functioning as measured shall be included in this area.

- C. **Services to be Provided** : Teachers will fill in the Anticipated Services Chart which only prints out on the Teacher Information Page. This section should include the delivery system, type of classroom, minutes per day, days per week, weeks per year, initiation date of services and a new date for services. All "related services" should be listed in this section the same as the primary service provider. Teachers will also fill out the Anticipated Services Text Screen which will contain a statement of all the special education services, related services, supplementary aids and services, and statement of program modifications or supports which will be delivered to the child; included should be the anticipated frequency, location, and duration of those services.

D. Miscellaneous Screen:

Transportation Provided: Enter "Y" for Yes if this student receives transportation that is provided to Special Education students that is not available to Regular Education Students.

Has Adaptive PE been Considered: Automatically defaulted to Yes. Adaptive PE must be considered to Special Education Students.

Behavior Intervention Plan: Enter "Y" for Yes if student has a plan (and plan must be attached to IEP). Behavior Intervention Plan means a plan consisting of strategies and services to address the behavior of an exceptional child and to help the student learn socially appropriate and responsible behavior in the school and other community based educational settings.

Extended School Year: Enter "Y" for yes if student received extended school term services the Previous summer.

Assistive Technology Plan:

The first step in considering whether technology can support a student is to look across the student's day to identify if there are areas where the student needs to be more independent or productive. Various assistive technology devices, strategies, and services are available that allow a child to fully participate in classroom and other school activities.

What is an assistive technology device?

According to the Individuals with Disabilities Education Act (IDEA), assistive technology devices are defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities" (IDEA, Sec. 602(1)).

What devices are covered by this law?

Because Congress did not want to limit the range of tools and equipment that might be made available to individuals with disabilities, the legal definition of an assistive technology device is very broad. Thousands of items meet this definition. Assistive technology devices are items that can help students live, learn, work, play, talk, and move around more independently.

Examples of assistive tech. devices that can help a student live:

1. A spoon with an easy-grip handle.
2. A motion sensor light that turns on when you come into a room
3. A wheelchair ramp, lift, and stair glide
4. A switch to turn on a blender
5. An electronic device that talks
6. A phone with volume control

Examples of assistive tech. devices that can help a student learn:

1. Books on tape
2. Closed captioning on classroom videos
3. Electronic page turners
4. Computer equipment and adaptations
5. Laptop trays for wheelchairs

Examples of assistive tech. devices that can help a student work:

1. Vibrating alarm clock
2. Car with hand-controlled brakes and accelerators
3. Wrist support for typing
4. Speaker phone
5. Computer keyboard with large keys
6. Brailled instructions for a work task

Examples of assistive tech. devices that can help a student play:

1. Switch to run an electric train set
2. Bicycle with hand pedals
3. Rubber stamp with large-grip handle
4. Switch-activated fishing reel
5. Large print playing cards and card holder
6. Beeping balls or goal posts

Examples of assistive tech. devices that can help a student talk:

1. Electronic devices that talk
2. Photos or line drawings
3. Sign language on printed cards
4. Printed word cards

Ex. of assistive tech. devices that can help a student move around:

1. Walkers
2. Battery-operated car

3. School buses with lifts
4. Scooters
5. Wheelchairs (powered and manual)
6. White canes

The Council for Exceptional Children in 1997 suggested the following categories of information about assistive technology:

Positioning Technology Positioning systems may allow the child to participate in educational activities. Examples may include: sidelying frames and floor sitters; straps, trays, and standing aids; and bean bag chairs/sand bags, customized wheelchairs, and chair inserts.

Self-Care Supports Assistive devices may be necessary for some children to eat, dress, and take care of themselves. Items that may be helpful include: adapted utensils, modified toilet seats, aids for brushing teeth, washing, and dressing.

Augmentative Communication Devices: Devices to assist children in communicating may be used both in school and in the community. These include: symbol systems, communication boards, electronic communication devices, speech synthesizers, or communication enhancement software.

Environmental Controls These devices enable the student to use equipment independently in the classroom, home, community, and work. Examples are remote-control switches and special adaptations of on/off switches that allow the student to operate the equipment.

Assistive Listening Devices These devices enable students to hear their teachers, classmates, and family members better. Examples of items that can assist students in hearing are hearing aids, personal FM units, sound field FM systems, telephone text device (TTD), closed captioned TV, and mild-gain hardware systems.

Visual Aids Some general methods for assisting students with vision needs include increasing contrast, enlarging images, and making use of tactile and/or auditory material. Some devices that assist with vision are: magnifiers or telescopes, closed circuit televisions (CCTVs), cassette recordings, large print books, Brailled materials, and various computer screen reading adaptations.

Mobility Devices Students with physical disabilities and those who have visual problems may require assistance with mobility. Examples of items that may be utilized include self-propelled

walkers, manual or powered wheelchairs, and powered recreational vehicles like bikes and scooters. For those with vision loss, some examples of mobility devices may also be necessary, for example: white canes, electronic image sensors to provide information through vibration, and telescopic aids for reading signs or spotting other landmarks.

Physical Education, Leisure, and Play Adaptations Assistive technology can enhance a student's social interactions. Adapted recreational activities may include drawing software, computer games, computer simulations, painting with a head stick, interactive laser disks, and adapted puzzles. Wheelchairs adapted for participation in sports, game rules in Braille or on audiocassette, switch-activated fishing reels, adapted fitness and exercise equipment, and swimming pool lifts also are examples.

Computer Access Assistive technology devices may be the means by which a child can use a computer. Computer access may be accomplished through input and feedback devices, such as switches, expanded keyboards, key latches, and electronic communications. Another element of computer use is "output," which can include text enlargement, synthesized speech, or Braille.

Computer-Based Instruction These devices enable a student to interact more independently with the curriculum. Software that parallels the general education curriculum, but allows for alternative ways of responding to exercise and learning activities can be selected. Software can also provide the tools for written expression, spelling, calculation, reading, basic reasoning, and higher-level thinking skills.

It is also common to use devices from several categories in combination to meet a student's needs. For example, a student with visual impairments may also require mobility aids, such as a white walking cane.

(Adapted from: The Council for Exceptional Children. (1997). Has technology been considered? A guide for IEP teams. Reston, VA.)

Alternate Graduation Plan: Does this student have an alternate graduation plan?

Medical Diagnosis: Enter ICD-9 Codes (See IEP Manual)

- E. **Participation Screen:**
Participation in General Education: Describe participation.

Assessment: All students are to be assessed. If the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement or part of such an assessment, a statement of why that assessment is not appropriate for the child and how the child will be assessed must be included in the IEP. If the child is to have accommodations made for tests and/or assignments in class it must be noted in the IEP.

Participation in Nonacademic Activities: Defaulted in IEP Program -- may be edited as appropriate.

Participation in Extracurricular Activities: Defaulted in IEP Program -- may be edited as appropriate.

Participation in Extended School Term: Extended school year services are available on an individualized basis as necessary to provide FAPE to a student with a disability. An extended school year shall be considered for all students using the criteria developed by the Cooperative. If an extended school year is recommended, state the services necessary on the IEP in the anticipated services chart and text. If an extended school year is necessary to provide FAPE, it must be documented using the EXTENDED SCHOOL YEAR DOCUMENTATION OF NEED form (ESC-118), with documentation attached. ESY forms need to be completed by the IEP team during the school year, and should be sent to the Co-op no later than April 1.

- F. **Special Considerations** : This is a place to enter additional considerations or comments. Document any unique instructional media and/or methods that are provided. Examples include: Student needs to be reminded to wear her glasses, Student needs to sit close to the chalkboard, or the Student requires daily monitoring. Note: Anything entered on this screen is part of the IEP and the District could be required to pay for these items.
- G. **Adaptive P.E. Needed:** Check 'yes' that adaptive P.E. has been considered.
- H. **Special Voc. Education needed** : Is some type of a special vocational education program required or is the student able to participate appropriately in a regular voc. ed. program with modifications of either equipment or expectations? If the student is able to successfully participate in the regular programs, a special service is not needed.

- I. **Initiation Date for Prescribed Services and Anticipated Duration of the Services** : The IEP shall include a statement that tells when a program will begin and how long it will last.

Initiation Date : This is to be the date the student is to begin the prescribed special education services. This date should be on or after the IEP meeting date.

Anticipated Duration : This should be one year from the anniversary date of the IEP. The IEP committee may decide to establish this date earlier. An extended school year shall be considered for all students using the criteria developed by the Cooperative.

- J. **Signatures:** All individuals who participated in the development of the IEP should sign the IEP. These same individuals are to give their positions as committee members and the date of the meeting.

- K. **Review:** The child's progress toward the Annual Goals and Objectives/Benchmarks will be measured and reported to parents regularly (at least as often as parents of non-exceptional children are notified of their children's progress), and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. The Special Education teacher will review the IEP each regular progress reporting period, at parent-teacher conferences, and at the annual IEP team meeting. The progress reports are to be completed by the teacher using the SPECIAL TEACHER/SHORT TERM REVIEW (KIDSS). The original SPECIAL TEACHER/SHORT TERM REVIEW is to be attached to the student's IEP to which it applied.

- L. **Annual Goals** : Annual goals are written to give program direction to those persons who will be implementing the IEP. Each goal written should be directly related to some aspect of the child's current performance in the general curriculum which, in the opinion of the conference participants, requires some type of special intervention. The entire curriculum need not be addressed. Annual goals must be measurable.
The annual goals and objectives section should be based on the information described in the "Assessment/Functioning Summary" (PLEPs) section and state what the student is expected to learn in a year and should be in alignment with the general curriculum.

Developing Goals - Once a team has gathered information about a student, this information needs to be organized in such a manner as to show what the present level of educational performance (PLEP)

data describes about the student's strengths and weaknesses with regard to the general curriculum. Individual needs are specified in the PLEPs, and goals are derived to transform a student's identified needs into positive and measurable statements of desirable scope and direction.

Annual goals are the IEP team's best estimate of what the student will be able to do in a year.

If goals are accomplished sooner than anticipated or sufficient progress is not made, the IEP team must meet again to review and revise the IEP.

- M. **Short Term Objectives** : A statement of short term objectives which are measurable intermediate steps between the present level of performance and the annual goals are to be written, which contain an anticipated completion date.

Objective Criteria and Evaluation Procedures: The IEP shall include objective criteria, evaluation procedures, and data collection schedules for determining whether the short-term objectives are being achieved and how progress is to be measured.

Baseline Data: The data should reflect the student's present performance level for each specific objective at the time the IEP is developed. Zero baselines are only acceptable when that level truly reflects the child's performance level for that objective at that time.

Baseline Date: This date should be the same as the date the baseline data was taken.

Target Data: The anticipated level of student performance based on the criterion specified in each objective by the projected completion date.

Target Date: Indicate projected completion date or the date you hope the objective will be completed.

***The IEP is to be completed at the IEP meeting. This means that both goals and objectives are to be written at that time, and completed before services are initiated. Anything written prior to the actual IEP meeting is a DRAFT.**

6. **LEAST RESTRICTIVE ENVIRONMENT**

IDEA-97 requires "...to the maximum extent appropriate, children with disabilities...are educated with children who are non-disabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily". Least Restrictive Environment represents an educational principle and an educational goal which presumes the exceptional student remains as close as possible to the regular educational environment.

7. **SUBSTANTIAL CHANGE IN PLACEMENT**

The movement of an exceptional child, for more than 25% of the child's school day, from a less restrictive environment to a more restrictive environment or from a more restrictive environment to a less restrictive environment.

8. **MATERIAL CHANGE IN SERVICES**

An increase or decrease of 25% or more of the duration or frequency of a special education service, a related service or a supplementary aid or a service specified on the IEP of an exceptional child.

9. **EXIT PLAN FOR ALTERNATIVE GRADUATION REQUIREMENT**

PROGRAM: Every student in the eighth grade must have a CHECKLIST: GRADUATION OR PROGRAM COMPLETION OF EXCEPTIONAL STUDENTS FORM (ESC-112) completed.

If choices (1) or (2) are completed the original should be attached to the IEP and sent to the Cooperative Office. If (3) is chosen, the IEP committee should fill out an EXIT PLAN (ESC-114) for the student.

This should be attached to the IEP and sent to the Cooperative Office.

10. **ADMIT/DISMISS FORM**

Special Education teachers are to complete the ADMITTANCE/DISMISSAL FORM (ESC-267) for each new student that enters their program or for a student who leaves their program. After completion of the form, the teacher is to mail the Admit/Dismiss form along with the appropriate paperwork to the Special Education Office and send a copy of the ADMIT/DISMISS form to their school psychologist.

Related service teachers are to complete the ADMITTANCE/DISMISSAL FORM (ESC-267) for each new student that enters their program or for students that are dismissed or leave the

Cooperative. This applies to every student including students who have a primary service provider other than yourself. After completion of the form it should be sent to the Cooperative Office.