New Eligibility and Individualized Educational Program (IEP) Forms 2007

Illinois State Board of Education
June 2007
Agenda

- Welcome, introduction and overview of visit
- Presentation:
  - Conference Summary and Eligibility forms
  - Forms associated with the main components of the IEP
  - Forms associated with Transition, Behavior, Manifestation Determination, and Post-School
- Wrap-up: Q & A and contact information
Purpose

- Current IEP forms
- Components of IEP
- Special Education Regulations
- State Performance Plan (SPP)
- Compliance Issues
Conference Summary Report

- General student and parent information can be completed prior to the meeting.
- Placement and Eligibility information need to be completed at the end of the meeting.
- Participants’ signature indicates attendance and the type of meeting he/she participated in.
- If the parent(s) are not able to attend, document how the parent(s) were informed of the meeting.
- Procedural Safeguards sections is to document the parent(s) were given copies of applicable material.
Documentation of Evaluation Results

- Academic Achievement
- Functional Performance
- Cognitive Functioning
- Communicative Status
  - ELL Status
- Health
- Hearing/Vision
- Motor Abilities
- Social/Emotional Status/Social Functioning
Eligibility Determination
All Other Disabilities

- Determinant Factors
  - Lack of appropriate instruction in reading or math
  - Limited English proficiency

- Students Suspected of having a Disability
  - Step 1: Disability
  - Step 2: Adverse Effects
  - Step 3: Educational Needs
  - Step 4: Eligibility
Problem-Solving Method

What is the problem?

Why is it happening?

What should be done about it?

Did it work?
Documentation of Evaluation Results (Specific Learning Disability)

- Problem Identification/Statement of Problem
- Problem Analysis/Strengths and Weaknesses
- Plan Development/Intervention(s)
- Plan Evaluation/Educational Progress
- Plan Evaluation/Discrepancy
- Plan Evaluation/Instructional Needs
- Additional Information Necessary for Decision-making (include as appropriate)
Eligibility Determination
(Specific Learning Disability)

- Determinant Factors
  - Lack of appropriate instruction in reading or math
  - Limited English proficiency

- Exclusionary Criteria

- Inclusionary Criteria
  - Educational progress (over time)
  - Discrepancy (at one point in time)
Eligibility Determination (Specific Learning Disability)

- Inclusionary Criteria (continued)
  - Instructional Need
  - Optional Criteria

- Eligibility Determination
  - Step 1: Disability Adversely Affecting Educational Performance
  - Step 2: Special Education and Related Services

- Participant Signature
  - Certify that the report reflects his/her conclusions for SLD
Data Chart (Optional)

- Report of Performance
Present Levels of Academic Achievement and Functional Performance

- Student Strengths
- Parental Educational Concerns
- Student’s Present Level of Academic Achievement
- Student’s Present Level of Functional Performance
- Describe how the disability affects involvement in the general curriculum
Secondary Transition

➢ Transition Assessments
  ❖ Employment
  ❖ Education
  ❖ Training
  ❖ Independent Living Skills

➢ Post-secondary Outcomes

➢ Course of Study
Transition Services

- Supports, strategies, activities, and/or services needed in the areas of:
  - Instruction
  - Related Services
  - Community Experience
  - Development of Employment
  - Daily Living Skills
  - Functional Vocational Evaluation
  - Linkage to After Graduation Supports/Services

- Home-Based Support Services Program
Functional Behavioral Assessment (FBA)

- Participant/Title
- Student behavioral strengths
- Operational Definition of Target Behavior—observable and measurable
- Setting
- Antecedents
- Consequences
- Environmental Variables
- Hypothesis of Behavioral Function
Behavioral Intervention Plan (BIP)

- Student’s Strengths
- Target Behavior
  - Skill Deficit
  - Performance Deficit
- Hypothesis of Behavioral Function
- Summary of Previous Interventions
- Replacement Behaviors
Components of BIP (cont.)

- Behavioral Intervention Strategies and Supports
- Motivators and/or Rewards
  - Interest survey
- Restrictive Disciplinary Measures
- Crisis Plan
- Data Collection Procedures and Methods
- Provisions for Coordination with Caregivers
Goals and Objectives/Benchmarks

- Reporting on goals
- Current Academic Achievement and Functional Performance
- Goals and Objectives/Benchmarks
  - Goal Statement and Area
  - Illinois Learning Standard
  - Title(s) of Goal Implementers
  - Short-Term Objective/Benchmark
  - Evaluation Criteria and Procedures
  - Schedule for Determining Progress
  - Dates Reviewed/Extent of Progress
Educational Accommodations and Supports

- Transition
- Consideration of Special Factors
- Linguistic and Cultural Accommodations
- Supplementary Aids, Accommodations, and Modifications
- Supports for School Personnel
Assessment

- Classroom-Based Assessments
- District-Wide Assessments
- State Academic Assessments
- State Assessment of Language Proficiency
- Assessment Accommodations
Educational Services and Placement

- Participation in General Education Classes
  - General Education with No Supplementary Aids
  - General Education with Supplementary Aids
  - Special Education and Related Services within the General Education Classroom

- Participation in Special Education Classes/Services
  - Special Education Services—Outside General Education
  - Related Services—Outside General Education
Educational Services and Placement

- Educational Environment Considerations
- Placement Considerations
- Transportation
- Extended School Year Services
  - Services
  - Location
  - Amount/Frequency
  - Initiation and Duration
  - Goals Addressed
Manifestation Determination

- Incident(s) that Resulted in Disciplinary Action
- Student’s IEP and Placement
- Observation of Student
- Information Provided by the Parents
- Determination of Manifestation
<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
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<tbody>
<tr>
<td>Indicate the goal number and the written goal. Mark the appropriate column to show the student’s progress at the time of the report.</td>
<td>Indicate the goal number and the written goal. Insert a chart that shows the student’s progress of his/her annual goal(s) as it relates to the standard benchmark and the progress of his/her peer group.</td>
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