



# Edmond Public Schools

## Procedures and EdPlan Compliance

Nancy Goosen  
Director of Special Services

August, 2020



When I am  
overwhelmed or  
have questions or  
concerns who do I  
call for help?

Special Services Center

53 E. 12<sup>th</sup>

340-2215

# Special Services Center TEAM

## ADMINISTRATION:

- **Nancy Goosen (3100)**: Director of Special Services

Advocates, Attorney, Legal Questions

Principal at Genesis

- **Amanda Younts (3102)**: Coordinator of Special Education

ESY and TA II questions

Principal at Positive Changes

## Secretaries at Special Services

[Joyce Wolf \(3101\)](#), Financial Secretary for Director of Special Services  
Ordering “Specialized” curriculum and materials  
Sub Code for training

[Sila Davis \(3108\)](#), Secretary for Coordinator of Special Education  
ESY and TA IIs

[Bethany “Beth” Fecht \(3123\)](#), Secretary for Coordinator of Special Education  
Request records  
Notify if a student moves out of district



# Special Services Center Consultants/Program Specialist Serve Based on Program

Provide districtwide training and collaboration

Support Special Education Teachers individually and in groups

Consult heavily on substantive services verses only compliance

Answer curriculum questions

Provide Modeling, Coaching and Consulting regarding individual students

Assist with parent meetings, answering IEP questions, etc.

# Mild Programs

- **Dr. Karen Leatherwood (3124):** [Elementary](#)

Preschool through 5<sup>th</sup> grades

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- **Melissa Price (3113):** [Secondary](#)

6<sup>th</sup> through 12<sup>th</sup> grades

# MTSS/RtI Questions Contact

- **Dr. Kimberly Hastings (2259):**  
**Elementary** RtI Instructional Facilitator and lead  
Secondary School Psychologist
- **Kyle B Allen (2956):**  
**Secondary** RtI Instructional Facilitator and lead  
Secondary School Psychologist

# Moderate-Cognitive Highly Structured Severe/Profound

- Rebecca Busby (3122): DD & Preschool Inclusion  
Sooner Start
- Jamie Conerly (3111): Elementary  
K-5<sup>th</sup> grades
- Kiley Smith (3106): Secondary  
6<sup>th</sup>-12<sup>th</sup> grades



# Moderate-Behavior

- **Dr. Deborah Schovanec (3125):**

All grade levels

## Special Education Counselors

- Debbie Moore (3838): Elementary LPC
- Amy England-Smith (4372): Elementary LPC
- Terry Coffey: Middle School LPC

# Transition

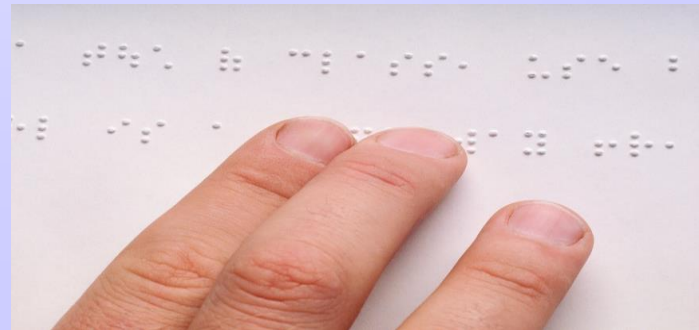


- Patricia “Patty” Lane (3117): Transition (Work Adjustment Program)  
8<sup>th</sup> grade through 12<sup>th</sup> grade



## Blind/Visual Impaired & Deaf/Hearing Impaired

- **Kela Baird** (3121) for ALL students who are **Blind or Visually Impaired**
- **Rachel Sell** (3131) for students who are in need of a **Deaf Interpreter or assistive technology equipment** to amplify their hearing. **Preschool and Elementary**
- **Lisa Barnum** (3130) for **elementary** students who are Deaf or Hearing Impaired
- **Elizabeth Davis** (3110) for **secondary** students who are Deaf or Hearing Impaired



# Related Service Personnel

- **Kathy Bogumil (3257)**: Head RN School Nurse
- **Amber McLean (3120)**: Speech Language Pathologist
- **Karen Farmer (3133)**: School Psychologist for Sooner Start & Child Find Private School
- **Meredith Cook (3109)**: Physical Therapist
- **Anne Decker (3127)**: Physical Therapist
- **Gina Magee (3126)**: Physical Therapist
- **Occupational Therapists (3101)**

EdPlan  
Website:  
<https://ok.pcgeducation.com/okedmond>

ustomerName=okedmond

**EdPlan** by PCG Education



### Edmond Public Schools

**The system will be unavailable between 8:00PM Saturday 08/19/2017 and 10:00AM Sunday 08/20/2017 EDT due to scheduled maintenance**

Name

Password

[Forgot Your Password?](#)

Login

Student Success Planning - PCG Education is a leading national provider of data solutions that promote student success. We combine K-12 consulting expertise with innovative technology and research-based methodology to help educators make informed decisions that lead to improved student outcomes.

[Download Adobe Reader](#)

#### Services include:

- Response to Intervention (RTI) Management
- Special Education Management
- Student Behavior Management
- Student Support Plans

[SIF Version 2.0 Compliant](#)

# Checking Caseload

## 1) Log into EdPlan:

2) Review list of students in EdPlan Main Menu bar, click “Students”

Under the “Criteria for Selecting Students to View”

School select building site

Look for the word “Status” in the blue squares and click on “IEP” box

Click on “Sort list by:” and select “**Teacher of Record.**”


Scroll down and click on “View My Caseload.”

### Criteria for Selecting Students to View [New Mail!](#)

Grade Level:	<input type="text" value="All Grades"/>
School:	<input type="text" value="Chisholm Es"/> <small>(* Limited to those Schools you have access to)</small>
Student Last Name:	<input type="text"/> <input type="checkbox"/> Exact Match
Student First Name:	<input type="text"/> <input type="checkbox"/> Exact Match
Student Middle Name:	<input type="text"/> <input type="checkbox"/> Exact Match
STN:	<input type="text"/> <input type="checkbox"/> Exact Match
Student ID:	<input type="text"/> <input type="checkbox"/> Exact Match
Status:	<input type="checkbox"/> General Ed <input type="checkbox"/> Eligibility <input type="checkbox"/> ISP <input type="checkbox"/> Child Study <input type="checkbox"/> Special Ed <input type="checkbox"/> Discontinued <input type="checkbox"/> Referral <input checked="" type="checkbox"/> IEP
Additional Program(s):	<input type="checkbox"/> Early Childhood Placement
Sort List By:	<input type="text" value="Student's Last Name"/>

[View Students](#)

[Advanced Student Search](#)

[View My Caseload](#) 

7) - nancy.goosen x EasyIEP (okedmond, Nan x

Secure | https://ok.pcgeducation.com/easyiep.plx?op=authenticated&CustomerName=okedmond&SessionID=05DE0490-6CFD-1014-A368-A783C8

# EdPlan

by PCG Education

Welcome, Nancy

Main Menu | Students | My Calendar | My Docs | Reporting | Wizards | Admin

## Select a Student

[New Mail!](#)

CP	Last Elig	Eligibility Due Date	Last IEP	IEP Due Date	School	Grade	Name	Student ID	Date of Birth	Age	Hist D
✓					TRAIN	08	<a href="#">Peter Wontgrowup Pan</a>	MSMODCOG8TH	04/12/2004	13 Years	
✓					TRAIN	PK	<a href="#">Rebecca Ima TEST</a>	CFPRIVATE000	12/05/2012	4 Years	

(2 Students)

[Print Search Results](#) [Export Search Results](#)

--No Assigned School-- [<-- Add new Student to](#)

The list of students on your caseload will appear. This list is set up like an Excel document. Click on any heading to sort the data. If a separate Excel document is needed, then click on the Export Search Results and an external Excel document will download.

Note: make certain to change the “Save as type” from “Text (tab delimited)” to “Excel Workbook”



# Start setting up meeting Dates/Times for the entire 20-21 school year in August

## From the Excel Document

- Check with School Staff (general ed teachers, other special ed teachers, administrators, and review the type of service page of the IEP to determine which related service personnel to contact such as: Speech Therapist, OT, PT, etc.. If 3 year reevaluation is due this school year contact school psychologist.
- Determine availability of dates
- Select dates near the IEP due date (at least two weeks prior to the IEP due date)
- Contact the Parent(s): After obtaining several possible dates and times with staff, call or email the parent to see which of these various dates and/or times works best for the parent. Confirm the final date/time with staff through email regarding which date the parent selected.

# Due to COVID-19

- All students on your caseload will require at least an IEP Addendum meeting prior to school starting.
- The IEP amendment will include a “Contingency Plan” to document the following (See August 2020 Updates for more information):
  1. In case the student has to be quarantined for 14 days
  2. In case the student is tested positive for COVID-19 and is sick which causes a longer time out of school
  3. In case of school closure

# Compliance Symbols

1st column is **CP** (“Compliance”):

**Red Stop Sign** means **overdue**

**Yellow Triangle Sign** means IEP is due in 30 days

**Green Check Mark** means file is fully in compliance (everything is OK when green)

**Clear check mark is a student without IEP**

- **NOTE:** Click on the CP to find the “Compliance” Symbol Definitions

### Special Education

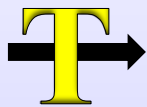
-  The student is fully compliant with all IEP / ISP / IFSP and Eligibility requirements.
-  The student has a new Proposed IEP / ISP / IFSP or SPED / IFSP Eligibility and the system is waiting for the parent's response to be entered.
-  The student has an overdue Proposed IEP / ISP / IFSP or SPED / IFSP Eligibility and the system is waiting for the parent's response to be entered.
-  The student's new IEP / ISP / IFSP or SPED / IFSP Eligibility has been Rejected and a new one must be Proposed.
-  The student has a Rejected IEP / ISP / IFSP or SPED / IFSP Eligibility and it has been over a set period of time after the rejection.
-  The student is Eligible and has an IEP / ISP / IFSP and will soon require that a new IEP / ISP / IFSP be written.
-  The student is Eligible and has an IEP / ISP / IFSP, but is now past due to have a new one written and is now out of compliance.
-  The student has recently transferred into this school system and will soon require that a new IEP / ISP / IFSP be written.
-  The student has recently been re-activated in this school system and will soon require that a new IEP / ISP / IFSP be written.
-  The student has been determined Eligible for IFSP or Special Education and will soon require their re-evaluation.
-  The student has been determined Eligible for IFSP or Special Education but is past due for their re-evaluation and is out of compliance.
-  Student has been referred (and may have Parental Consent to Evaluate). The student will soon need their initial Eligibility determination completed.
-  Student has been referred (and may have Parental Consent to Evaluate). The student is now past due to receive their initial Eligibility determination and is out of compliance.
-  Student will soon require an Evaluation.
-  Student is past due for an Evaluation.
-  Student has been referred or is eligible, but will soon require Parental Consent to Evaluate.
-  Student has been referred or is eligible, but is past due to receive Parental Consent to Evaluate. The student is now out of compliance.
-  Student has been referred to child study. The student is coming close to requiring further action (i.e. they are in a 'warning' state).
-  Student has been referred to child study. The student has not received necessary action and is now out of compliance.
-  Student has been referred to child study.

# Symbols

? Yellow question mark means:

Student is about to turn 6 years old MUST complete EC EXIT

Six months prior to the child's 6<sup>th</sup> birthday a yellow question mark will appear as a reminder the ECE data is required to complete between 5 years, 6 months and 5 years, 11 months.



A yellow “T” with an arrow through it.....

Means: A student has moved into the district and the electronic files have been transferred. Open the student's file in EdPlan and click on the

IEP Process tab. Must save each tab/page to indicate: reviewed the entire IEP, made and saved the changes.

# Additional Symbols

- **R** Reactivated a child who has been in the district before
- **H** Student is reentering the public school after previously exiting to homeschool
- **P** Student is reentering the public school having exited to private school

# Documenting the Parent Contact

How to find the student's name and open up an electronic file?

Click on Students and type in the student's last name

OR

If within the Student List: Click on the individual student's name

A **blue menu bar** will appear, which indicates this is the individual student's electronic file. Click on the word **“Contact Log”**

If this is the **first time** in the system, then two messages will appear:

*There are no Parent Contacts for this student yet.*

*There are no Non-Parent Contacts for this student yet.*

Click on **“Add Contact”**

## Add Parent Contact or Add NON-Parent Contact

**Parent Contact** is the parent(s) or guardian(s)

**NON-Parent** is other agencies, doctors, staff, anyone else besides the parent(s) or guardian(s)

Under Add Contacts

**Person making contact** is **YOU**. Type your name in this field

**Person contacted:** The drop down will provide a list of names (parents or guardians)

**Contact Method** (e.g., Letter, Phone Call, Fax, Email, In person conversation)

**Contact Date:** Click on the icon of the calendar to select date

**Contact Result:** Is a drop down menu to select a brief statement as to the result of the conversation



### Add Contacts

**Add Parent Contact**

Person making contact:

Person Contacted:

Contact Method:

Contact Date:

Contact Result:

Notes: 

- Conversation with parent
- Direct Conversation
- Left Message/Voicemail
- No Response/Unavailable
- Other
- Parent contacted - will attend meeting
- Parent contacted - will not attend meeting
- Parent could not be reached
- Parent returned permission to evaluate
- Parent(s) wish to reschedule
- Progress report sent to parent
- Spoke with parent

**Add Non-Parent Contact**

Person making contact:

Person Contacted:

External Contact:

Contact Method:

Contact Date:

Contact Result:

Notes:

Click on down arrow and options are listed to select to document the results of the contact with parent

## Add Contacts

**NOTES:** Document the details of the conversation.

**Document various dates/times offered** to the parent/guardian for the IEP and/or re-evaluation meeting.

Please document the parent/guardian agreed to a specific date and time. Document that you informed the parent/guardian that an Invitation for Meeting will be mailed to the family closer to this date selected as a reminder of the meeting, along with a Draft copy of the IEP proposal

If the student moved-in from another Oklahoma Public School District, review the evaluation data and IEP information with the school team.

Determine if this IEP “as written” can be implemented without any changes, then it will be an “In State Transfer”. If the annual due date is looming soon, the option is available to write a “Subsequent IEP.” Make certain the School Psychologist reviews the MEEGS eligibility paperwork so to conduct a “re-evaluation” at this same meeting.

Call the parent to see if the parent agrees to implement the IEP as written or if they would rather meet and discuss possible changes or set up a subsequent IEP



### IEP Process

### Nancy Test

Parents and IEP Team Members	OK Alternate Assessments
Current Assessments	Early Childhood Data Collection
Strengths/Needs, Special Factors, and Parent Concerns	Transition Services Plan
Goals and Objectives	Create Draft
Accommodations	Create Final
Services	Print/View Document

- One or more errors exists in this section
- At least one team member has entered information in this section that is error free
- This section has yet to be addressed

Must review each tab in the IEP Process  
Look at all components of the IEP to  
make certain our district can implement  
the IEP as written.

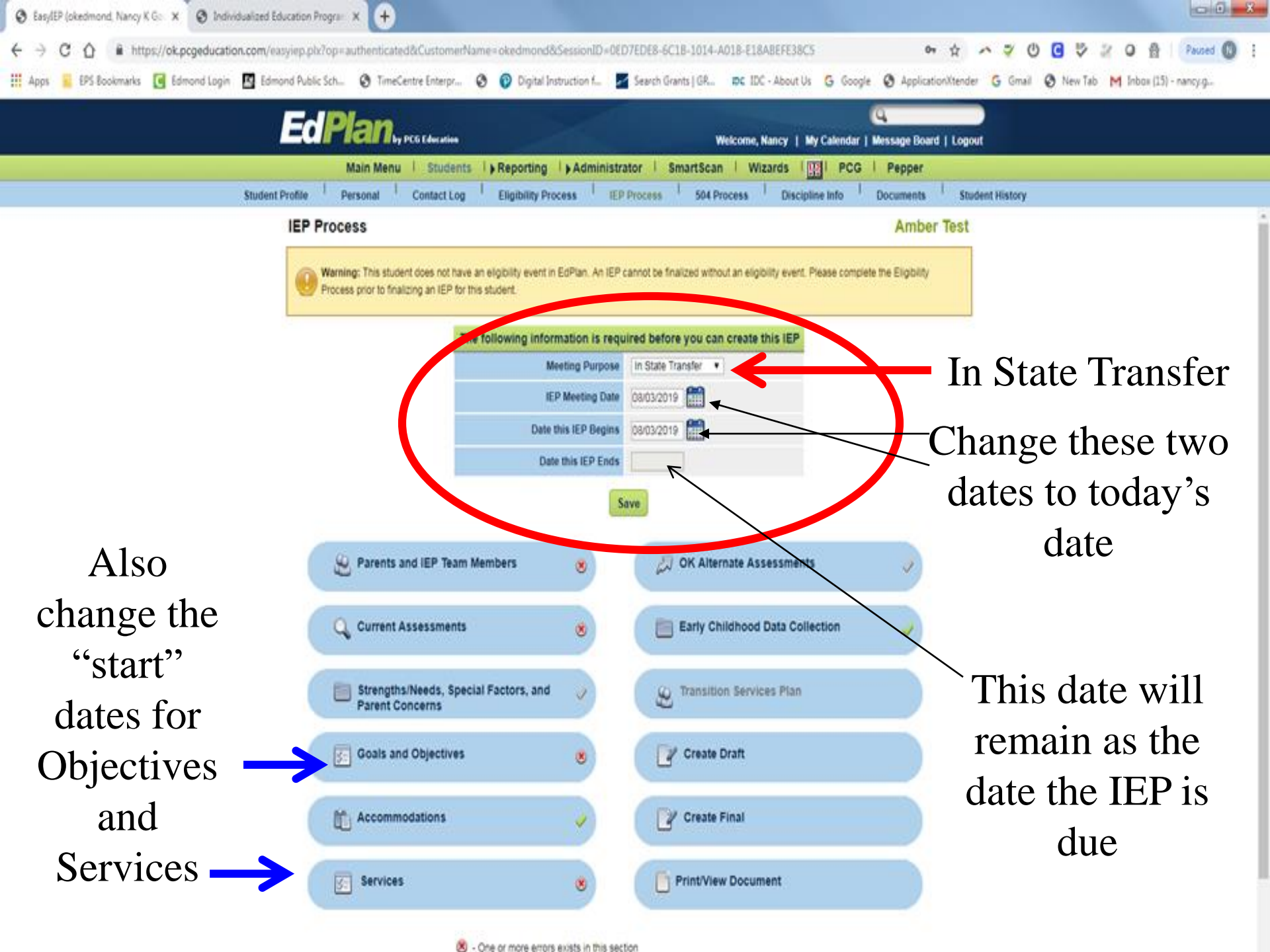
If **accepting IEP** from Previous

**Oklahoma** School District

**“as written” AND parent agreed when contacted—No formal meeting is required**

Follow these steps in EdPlan:

- Go to the specific student file in EdPlan
- Go to the “IEP Process” tab. Change “Meeting Purpose” to **“In State Transfer”**
- Change the “IEP Meeting Date” to **today’s date**
- Change the “Date this IEP Begins” to **today’s date**
- The “Date this IEP Ends” will remain the same and will not be able to change the date it ends..



IEP Process

Amber Test

Warning: This student does not have an eligibility event in EdPlan. An IEP cannot be finalized without an eligibility event. Please complete the Eligibility Process prior to finalizing an IEP for this student.

The following information is required before you can create this IEP

Meeting Purpose	In State Transfer
IEP Meeting Date	08/03/2019
Date this IEP Begins	08/03/2019
Date this IEP Ends	

Save

- Parents and IEP Team Members
- Current Assessments
- Strengths/Needs, Special Factors, and Parent Concerns
- Goals and Objectives
- Accommodations
- Services
- OK Alternate Assessments
- Early Childhood Data Collection
- Transition Services Plan
- Create Draft
- Create Final
- Print/View Document

In State Transfer

Change these two dates to today's date

This date will remain as the date the IEP is due

Also change the "start" dates for Objectives and Services

## Services and Supplemental Aids

Amber Test

[New Mail!](#)



Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.



There are currently no Special Ed Services determined for this student.

[Add Special Ed Services](#)



There are currently no Related Services determined for this student.

## Transportation Services

Del	Service	Transportation Special Requirements	Start Date	End Date	Serving School (* denotes external school)
<input type="checkbox"/>	Transportation Services	<input type="checkbox"/> Bus with Aide <input type="checkbox"/> Bus with Air Conditioning <input type="checkbox"/> Bus with Car Seat <input type="checkbox"/> Bus with Lift <input type="checkbox"/> Bus with Nurse <input type="checkbox"/> Bus with Seat Belts <input type="checkbox"/> Curb to Curb <input type="checkbox"/> Drop off/Pick up at day care <input type="checkbox"/> Provided by District <input type="checkbox"/> Provided by Parents <input type="checkbox"/> Special Equipment <input type="checkbox"/> Special Time of Day	11/02/2019	12/20/2019	- Assigned School -

[Add Related Services](#)



There are currently no Supplemental Aids determined for this student.

[Add Supplemental Aids](#)

## LRE and General Education

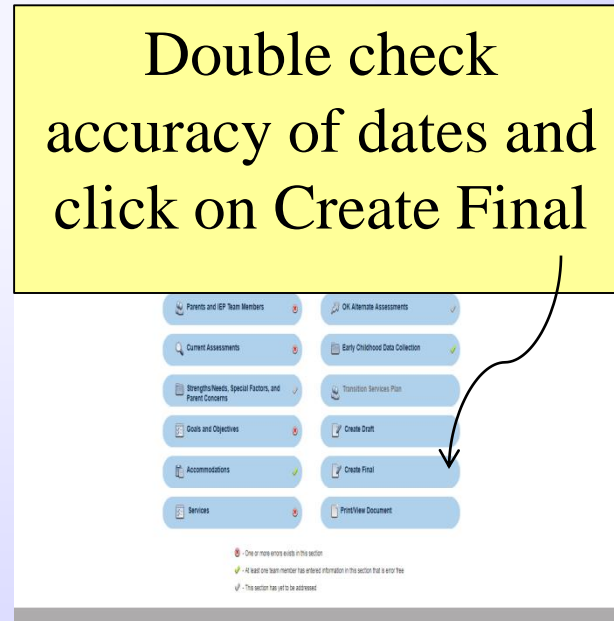


The Continuum of Placements for the least restrictive environment (LRE) includes regular classes full-time, special classes part-time or full-time, public/private separate day school facility, public/private residential facility, home instruction/hospital environment, correctional facility, or parentally placed in private schools.

For an In State Transfer change the start dates

After changing the start dates and saving each screen, now finalize the In State Transfer IEP

**Double check  
accuracy of dates and  
click on Create Final**



The screenshot shows a software interface for creating an IEP. It features a grid of buttons for different sections: 'Parents and IEP Team Members', 'OH Alternate Assessments', 'Current Assessments', 'Early Childhood Data Collection', 'Strengths/Needs, Special Factors, and Parent Concerns', 'Transition Services Plan', 'Goals and Objectives', 'Create Draft', 'Accommodations', 'Create Final', and 'Services', 'Print/View Document'. A yellow callout box with the text 'Double check accuracy of dates and click on Create Final' has an arrow pointing to the 'Create Final' button. Below the buttons, there is a legend for error icons: a red 'x' for 'One or more errors exist in this section', a green checkmark for 'At least one team member has entered information in this section that is error free', and a blue checkmark for 'This section has yet to be addressed'.

- **Please send Written Notice—stating the district will implement the IEP as written.**
- **Along with the Written Notice, please send a copy of parent rights (procedural safeguards) and information about the Lindsey Nicole Henry Scholarship)**



# If **NOT** accepting IEP from Previous School District **As Written**

Call Parent

Document in Contact Log that school personnel are needing to meet to  
conduct a Subsequent IEP Meeting

Meeting Purpose will be “Subsequent IEP”

Send Invitation of Meeting

Meet with parent obtaining their input

Provide Parent Rights & Lindsey Nicole Henry Scholarship  
Information, along with parent survey

Send a Written Notice as a summary of the meeting “after” the meeting  
is completed

# If student moved from Out-of-State

Must conduct a review of the Out-of-State Eligibility and IEP paperwork. Determine if there is sufficient evidence from this paperwork to indicate the student meets one of Oklahoma's categories of disabilities, as well as if there is an adverse impact to warrant special education and related services.

The team must determine if they can use existing data or obtain consent from the parent to gather new information. This evaluation will be considered an initial evaluation. Make the student eligible on the MEEGS until the testing can be completed using Oklahoma's criteria



Arizona

# Move-In Students Within State

Must conduct a re-evaluation to determine if the previous school district conducted a “comprehensive” evaluation if so then existing data is sufficient for the re-eval. If not, then obtain parent consent for more testing.

## When IEPs Must Be In Effect?

Review IEP received from previous district. If there is something on the IEP that may be different than the services we provide and we are not in agreement to implementing the IEP as written and/or the parent is also in disagreement with the previous IEP, then we **MUST** conduct an IEP meeting within

**10 School Days to amend the IEP.**

REMEMBER...

If we are in agreement to previous district's IEP, and we have contacted the parent who states they are also in agreement with previous IEP, then document on parent contact, **AND** send Written Notice. No meeting is required

# Summary of Scheduling the IEP Meeting



The School District must:

- take steps to ensure that one or both parents are present at each IEP Team meeting
- notify parents early enough to ensure that they will have an opportunity to attend and then remind them
- schedule an IEP meeting at a mutually agreed on time and place (Document on **Parent Contact**) all the different optional dates/times; **and**
- Send parents OSDE Form 6 **Invitation for Meeting** (along with draft copy of IEP) a week prior to the scheduled meeting

IDEA Regulations

Section 300.322

Parent Participation

# If Additional Information Is Necessary (Option for Interim)

- If additional information or new evaluations are necessary (e.g., School personnel or the parent disagrees with the previous placement decision from the previous school district), an **Interim IEP [good for 30 calendar days]** may be written to ensure continued services until additional data can be gathered to assist the team in making appropriate decisions.
- How is Interim IEP documented in EdPlan?:

Under the blue menu bar, click IEP Process, then click

Next to Meeting Purpose is a down arrow: select

“Interim IEP” which is good for 30 “calendar” days

When evaluations are complete or other information is received, then develop the subsequent IEP based on the current data gathered within 30 days of the Interim IEP date.

## IEP Process

Susan Test

[New Mail!](#)

The following information is required before you can create this IEP

Meeting Purpose	IEP Addendum
IEP Meeting Date	-Select-
Date this IEP Begins	Initial IEP
Date this IEP Ends	Subsequent IEP
	<b>Interim IEP</b>
	IEP Addendum
	Service Plan (ISP)
	In State Transfer

Only if more data is necessary



Save

- Parents and IEP Team Members ✓
- Current Assessments ✓
- Strengths/Needs, Special Factors, and Parent Concerns ✓
- Goals and Objectives ✓
- OK Alternate Assessments
- Early Childhood Data Collection ✗
- Transition Services Plan
- Create Draft

# No Current IEP

- Parent states the student was on an IEP at the previous district, but there is no IEP. Please contact the previous district to confirm the student was on an IEP. Request the district fax you the current IEP, as well as the current testing (Note: Some parents confuse the term “special” with PE, Music, Art)
- **Parent signature** is NOT required under IDEA to release confidential information from “public” school to “public” school.
- ANY outside agency or private school **REQUIRES** parent signature for release of confidential information



# What if I am not sure if I am TOR

- Contact Special Services if you are not sure about whether or not you can sign the IEP
- Each Teacher of Record (TOR) must be certified in the area of the child's Primary Disability or Mild/Moderate or Severe/Profound or Special Education General Certification (changed as of 2020)
- Mild/Moderate covers all (except Severe/Profound or Multiple Disabilities, as well as Sensory Disabilities which are Deaf/Hearing Impaired, Blind/Visually Impaired, Deaf/Blind)

# Writing an IEP before school starts

Dates for IEP Meeting Date and Date this IEP Begins must be the date the parent is meeting to sign IEP (e.g., 8-03-2020)  
Do NOT type date the IEP services starts (8-20-2020) under the IEP Process

Type the day the child will start receiving services 8-20-2020 under the Goals and Objectives tab as well as Services tab

Process prior to finalizing an IEP for this student.

The following information is required before you can create an IEP

Meeting Purpose	Subsequent IEP
IEP Meeting Date	08/03/2019
Date this IEP Begins	08/03/2019
Date this IEP Ends	08/03/2020

Save

- Parents and IEP Team Members
- Current Assessments
- Strengths/Needs, Special Factors, and Parent Concerns
- Goals and Objectives
- Accommodations
- Services
- OK Alternate Assessment
- Early Childhood Data Collection
- Transition Services Plan
- Create Draft

For Example:  
Met with Parent on 8-03-2020

Student starts school on 8-20-2020

Following Information is for

Elementary

ONLY

# Developmental Delay (DD)

- Developmental Delay.....Age range is

**3 to 10 years old**

**Must also have a **SUSPECTED Disability**  
**entered in EdPlan****

MUST document the Primary; and the Suspected (if DD) and Secondary Disability---If one exists.

Any related services **IF** the child is eligible for related services) within the Eligibility Process in **EdPlan**

**Who can sign the IEP when students are DD?**

- **Teacher of Record is based on “Suspected” disability**

### IEP Process

Amber Test

**Warning:** This student does not have an eligibility event in EdPlan. An IEP cannot be finalized without an eligibility event. Please complete the Eligibility Process prior to finalizing an IEP for this student.

The following information is required before you can create this IEP

Meeting Purpose	Subsequent IEP
IEP Meeting Date	08/03/2019
Date this IEP Begins	08/03/2019
Date this IEP Ends	08/03/2020

Save

- Parents and IEP Team Members
- Current Assessments
- Strengths/Needs, Special Factors, and Parent Concerns
- Goals and Objectives
- Accommodations
- Services
- OK Alternate Assessments
- Early Childhood Data Collection
- Transition Services Plan
- Create Draft
- Create Final
- Print/View Document

All Children ages 3 to 6 must have the Early Childhood Data Collection entered

### Early Childhood

Susan Test

New Mail!

Back Save Save and Continue

COSF EC Environments

Remember the EC tab

### Early Child Outcomes Summary (COSF)

Date of ECO Entrance Rating:

Date of ECO Exit Rating:

Use the following guide to select the rating for each question in all three sections:

#### Early Childhood Outcomes Rating Scale

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

#### Section 1: Positive Social-Emotional Skills (Including Social Relationships)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and

# Child Outcomes Summary Forms: Aged 3\* Through 5

Does **not** require a formal IEP Meeting.

However, it is often conducted within a formal meeting especially the initial entry

Just **before** the child turns **6 years old** the IEP team Must include Outcomes: **Preschool Exit Ratings**

**Initial IEP** must include Outcomes: **Preschool Entry Ratings**



**Note: A Preschool Exit must also be completed if the child moves away prior to turning 6 yrs. old or is dismissed from IEP.**

Below is an example of the Child Outcomes Summary Entry form to bring to the initial IEP meeting if the child is within the age range of 3, 4 or 5 years old. Child Outcome rating is **not required IF** the child's **6<sup>th</sup> birthday is within 6 months.**

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 1a

Source of information	Date	Summary of Relevant Results





# Summary of Relevant Results on the Child Outcome rating forms

- Please document current data in the boxes of the Child Outcome Forms.

This data supports and justifies the reason the team is determining to what extent the child displaying age-appropriate functioning of a skill:

1 = Not Yet

3 = Emerging

5 = Somewhat

7 = Completely

# Rating 1 - 7

- 1) **Not Yet:** Child's skills and behaviors do not yet include any immediate foundational skills—functioning much younger.
- 2) **Between** Emerging and Not Yet
- 3) **Emerging:** Child's skills and behaviors include immediate foundational skills—functioning like a younger child
- 4) **Between** Somewhat and Emerging
- 5) **Somewhat:** Child's functioning is a mix of age appropriate and not appropriate functioning—slightly younger child.
- 6) **Between** Completely and Somewhat
- 7) **Completely:** Child shows functioning expected for his or her age in all or almost all everyday situations—functioning appropriate for his/her age.

COSF | EC Environments

A regular early childhood program includes at least 50% typically developing children (children without IEPs)

Includes	Does not include
Public or private preschool classes	Babysitters
Public or private Kindergarten	Neighbors
Licensed child care centers	Relative
Licensed family and group child care homes	Home
Head Start	Mother's Day Out - unless provided <b>AS</b> a licensed day care center
Before and after school programs	

Enter EC Environment Data



View Previous Placement

Back

Save

Save and Continue

Is the student attending a regular early childhood program?

Yes ▾

Number of LEA-provided regular early childhood program hours per week:

Location of services:

If location not listed, enter location name here:

Number of parent-provided regular early childhood program hours per week:

Enter Name of Program Here:

Where does the student receive the majority of special education and/or related services?

Regular Education Program

Outside of the Regular Education Program

Placement decision:

Inclusion  
Preschool

Once saved A1

Save to Confirm EC Placement

View Previous Placement

Clear All

Cancel

DD Class

Once saved C1

# Preschool Exit

## Complete on or before child's 6th Birthday

The screenshot shows the EdPlan web application interface. At the top, there is a navigation bar with the EdPlan logo and user information: "Welcome, Nancy | My Calendar | Message Board | Logout". Below this is a main menu with categories like "Students", "My Calendar", "My Docs", "Reporting", "Wizards", "Administrator", "My Info", and "PCG". A secondary menu includes "Student Profile", "Personal", "Contact Log", "Eligibility Process", "IEP Process", "504 Process", "Discipline Info", "Documents", and "Student History".

In the center, there are two date selection fields: "Date of ECO Entrance Rating:" and "Date of ECO Exit Rating:". The "Date of ECO Exit Rating:" field is circled in red. Below these fields is a guide for selecting ratings:

Use the following guide to select the rating for each question in all three sections:

Early Childhood Outcomes Rating Scale						
Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Below the rating scale, there is a section titled "Section 1: Positive Social-Emotional Skills (Including Social Relationships)". It includes instructions: "To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):"

- Relating with Adults
- Relating with Other children
- Following rules related to groups or interacting with others.

At the bottom, there are two side-by-side question cards:

- Entrance 1 - Positive Social Emotional Skills**  
To what extent does this child show age-appropriate functioning across a variety of setting and situations, on this outcome? [Dropdown menu]
- Exit 1 - Positive Social Emotional Skills**  
To what extent does this child show age-appropriate functioning across a variety of setting and situations, on this outcome? [Dropdown menu]

Both cards have a section for "Supporting Evidence for rating response" below the question.

Secondary  
Only

# Transition Pages of IEP

Must complete these Transition Services pages of the IEP during the student's 8<sup>th</sup> grade year (**MUST** be in effect at the beginning of the student's 9<sup>th</sup> grade year) or if the student is turning 16 years of age; whichever comes first.

**AND** at every IEP through high school must have transition assessments completed annually

### Transition Services Plan

Peter Wontgrowup Pan

New Mail!

The IEP must include secondary transition services that are in effect no later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever comes first, or younger, if determined by the IEP team, and updated annually.

#### Academic Achievement and Functional Educational Performance:

Current Assessments

#### Preferences, Strengths, Interests and Course of Study Based on Present Levels of Performance and Age Appropriate Transition Assessments.

Include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)

Strengths, Interests and Course of Study:

Save

#### Curriculum Participation

Transition Assessments are required on an annual basis from the end of 8<sup>th</sup> grade and each year in high school



# Transition Assessment

- Required to administer an **annual** transition/vocational assessment
- Vocational assessments, including interest, aptitude and ability
- **MUST** be listed on the front page of the IEP under Current Assessment Data

Name of the Assessment,

Date of the Assessment, and

Results of any Vocational assessments

- No parent consent is required, since this assessment is part of the IEP---just like the assessments of your goals/objectives

# Areas of Transition Assessments

- Work Environments
- Personal/Social
- Curriculum
- Independent Daily Living Skills
- Career Planning
- Interest Inventories

Please check with Patricia “Patty” Lane if you have questions about Transition Pages of the IEP

# Other Examples:

## Brigance: Employability Skills Inventory

Includes in-depth assessments ranging in difficulty from grades 3–HS:

- reading grade-placement
- reading skills assessment
- speaking and listening
- pre-employment writing
- math skills and concepts
- career awareness and self-understanding  
job-seeking skills and knowledge

# Desired Post-Secondary/Outcome Completion Goals

- 1) Education/training;
- 2) Employment;
- 3) Independent Living (if appropriate—  
required for students participating in the  
OAAP/DLM state assessment)
- 4) Community Participation (if appropriate—  
e.g., using public transportation)

# Add Transition Goals

click blue button

- Area of Need: Use drop down to find “Transition Services”
- Write an Annual Goal and Two Objectives
- Make certain the goals and objectives are measurable since they will need data to complete these goals in the progress reports sent home at report card

# Invite Outside Agencies

- Depending on what avenue the student is taking, the IEP team might invite (for example):
- Francis Tuttle Vo-Tech
- DRS-Rehab Ser (Kim Fuqua 657-1802)
- Representative from a Shelter Workshop

NOTE: Must use “Parent Consent” form when inviting an outside agency to attend IEP meeting

**List and describe any accommodations necessary for  
Transition Services and Coordinated Activities:  
Example: Jane wants to be a preschool teacher**

- **Tour of Francis Tuttle to see the Child Care Center facilities**
- **Make college visits to hear more information on Early Childhood degrees**
- **Obtain a part-time or summer job working in a Child Care Center**
- **Learn First Aid/CPR**

# **Projected Date of Graduation/Program Completion and Type**

- This is a “Projected Date” and not a guaranteed date. Graduation is based on obtaining credits, as well as progress toward the IEP goals/objectives
- Oklahoma currently only has a Standard Diploma or GED route for all students. Oklahoma does not have a certificate of attendance nor any other alternate diploma as of the 20-21 school year.



# Vocational Education/Rehabilitation

- Provide parent information on vocational education (folders-materials can be obtained from Patty Lane)
- Complete a referral to DRS Counselor **by** age **16**. Remember to tell parent that they are responsible for contacting the Voc Rehab Counselor directly (Give them the phone number to call **Kim Fuqua at 657-1802**)

If you have questions call Patty Lane 726-3117

# Invitation to Meetings

All questions must be answered **“YES”**

- **Was the student invited to the meeting?**
- **Were members of outside agency(ies) paying for or providing secondary transition services invited to attend the IEP meeting (if appropriate)?**
- **If outside agency representatives were invited, was parent consent obtained?**

# Invitation for Meeting

## Include Student on the OK-Meeting Invitation

Form found under “**Documents**” tab

- **NOTE:** If Transition Pages are being completed, then make sure the **student** is sitting in the meeting **or** attends part of the meeting.
- It is **REQUIRED** to document on “Invitation for Meeting” that **the student was invited to the IEP meeting** by writing the student’s name on the line that states To: the student and their parents

# Student Summary of Performance

Form found under “**Documents**” tab

- Must provide the student, prior to graduation, with a summary of his/her academic achievement and functional performance that includes recommendations on how to assist him/her in meeting the desired postsecondary outcomes.
- May be used as a working document beginning their Freshman year
- Required to complete prior to graduation of their senior year

# Transfer of Rights/Age of Majority

- Parents must be informed about the “Age of Majority” and the transfer of rights by the time the student turns 17 years old.
- Universities, DHS, DRS-Voc. Rehab., all agencies will not speak to the parent **once the student turns 18 and the student will make all decisions** since they are considered an Adult under law.
- Parents have the option to seek legal advice **if** they believe their student is incompetent to function on their own at 18 and will **need to seek Guardianship** of their own child.

# Upon Graduation IDEA Services Cease

- When students with disabilities enter 9<sup>th</sup> grade they are expected to graduate with their peers.
- A student with a disability, **if necessary**, may be provided services under IDEA up through their 21st birthday in order to complete a standard diploma
- If a student with a disability completes all of the required credits, is provided transition services, and has progress toward IEP goals and objectives, then they must graduate at that time.

# Graduation requires a Written Notice

- Must document on Written Notice to Parent OSDE Form 8 that special education and related services cease upon graduation receiving a standard diploma ---or reaching the maximum age if the student was not able to obtain a standard diploma

# **Back to All Students**

- Funding formula includes the student's Primary and Secondary Disability indicated in the EdPlan program for each student.
- Child Count due October 1<sup>st</sup> of each year, please make certain all students on caseload have an IEP in EdPlan with a green check mark.



**Timeline from  
Initial Parent Consent Date to  
Initial Eligibility Date (Signature  
Date on the MEEGS)**

**45 School Days**

**Initial Evaluations**

**Only**

# How many days do we have from the initial eligibility determination to the IEP date?



Within 30 calendar days of the date the team signs the eligibility form making the determination that the child needs special education and related services on the last page of the MEEGS...

...Many times the initial eligibility MEEGS meeting is on the same day as the Initial IEP meeting, but you do have 30 calendar days.

Section 300.323(c)(1): “Initial IEPs; provision of services. Each public agency must ensure that—A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services.”

## Re-Evaluation

When a student is no longer exhibiting a  
“Secondary Disability”

OR

When the student is no longer eligible for  
special education and related services thus  
exiting a student off an IEP

Please notify Bethany Fecht if the student is no longer eligible in order to  
inactivate the file in EdPlan

# TAB File

Please Tab the initial IEP  
and the current IEP



Tab the current MEEGS  
or the last re-evaluation  
and the initial MEEGS



Really makes it easy for anyone to find the most current information



Stay organized by clipping one full school year together from July 1, 2019 through June 30, 2020

Start new year clipping together July 1, 2020 through June 30, 2021.



# IEP *M*eetings

# Record of Access



- AKA: **Sign-In Sheet**

No longer required by OSDE; however required in EPS

Make sure **everyone** at the meeting **signs** the “Record of Access to Educational Records” **Welcome** the parent and **introduce Edmond Public School personnel**.

**List purpose** of accessing records: Example: Initial Eligibility/Initial IEP or Subsequent IEP or Re-Eval

Double check that everyone **dated the form correctly**. We sometimes are just tired and make a mistake by accidentally copying the date from the previous meeting as today’s meeting date, even if it was a year ago.

Scroll to the bottom of the Main Menu screen under “Documents” click on “Special Education”

EdPlan by PCG Education

Welcome, Nancy | My Calendar | Message Board | Logout

Main Menu | Students | Reporting | Administrator | SmartScan | Wizards | PCG | Pepper

Message Center | Alerts, Action Items and Help Desk

New Messages [Send Message](#) [View All Messages](#)

You Have No New Messages

My Reports

All Reports

- [OK - All Student Export \(FTP\)](#) 08/04/2019
- [OK - All Student Export \(FTP\)](#) 08/03/2019
- [OK - All Student Export \(FTP\)](#) 08/02/2019
- [OK - All Student Export \(FTP\)](#) 08/01/2019
- [OK - All Student Export \(FTP\)](#) 07/31/2019
- [OK - All Student Export \(FTP\)](#) 07/30/2019
- [OK - All Student Export \(FTP\)](#) 07/29/2019
- [OK - All Student Export \(FTP\)](#) 07/28/2019
- [OK - All Student Export \(FTP\)](#) 07/27/2019

Documents

[Delete/Update Documents](#) [Upload File\(s\)](#) [Review the License Agreement](#)

General Files | **Special Education** | 504 | District | State | Help Links | SoonerCare (Medicaid-FFS)

Del	Pos	New Pos	File Type Category	Date Uploaded	Uploaded By	File Name
<input type="checkbox"/>	1	<input type="checkbox"/>	Special Education	08/21/2015	Angela Kwok	<a href="#">OSDE Form 01 Record of Access.pdf</a>
<input type="checkbox"/>	24	<input type="checkbox"/>	Special Education	10/10/2018	Shawna S Keene	<a href="#">CASELOAD_request_.pdf</a>
<input type="checkbox"/>	27	<input type="checkbox"/>	Special Education	10/12/2018	Shawna S Keene	<a href="#">HIPAA Authorization effective_08_14-0.pdf</a>
<input type="checkbox"/>	50	<input type="checkbox"/>	Special Education	07/02/2018	Shawna S Keene	<a href="#">Blank IEP Spanish.pdf</a>
<input type="checkbox"/>	54	<input type="checkbox"/>	Special Education	07/02/2018	Shawna S Keene	<a href="#">Blank.IEP_English.pdf</a>

Record of Access form



Can we conduct a staff meeting without the parent?

YES

- IDEA Regulations

Section 300.501(b)(3): “A meeting does not include informal or unscheduled conversations involving agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.”

### What to bring to Staff Meeting:

If initial or re-eval, School Psych brings test results/report and together staff provide ideas to develop a draft IEP (if eligible). If subsequent IEP, then bring the draft IEP to the staffing for everyone to review and give input.

## Parent Participation at the Meeting

May we hold the formal IEP meeting without the parent in attendance?

Section 300.501(c)(3)(4)

Yes, if we are unable to convince the parents to attend.

Document that you offered a telephone or video conference to include them in the meeting.

If you are unable to convince the parent to attend in person or by phone or virtually:

Keep detailed records on the “Contact Log” in EdPlan regarding attempts made to arrange a mutually agreed upon time and place for the meeting---offering the parent a variety of dates and times to choose from—Document all dates offered

# If the parent does not show

- **All school personnel sign** the subsequent IEP and if a re-evaluation was also conducted, then sign the MEEGS.

- Section 300.503

Complete OSDE Form 8 “**Written Notice to Parents**”-

--Copy all paperwork completed within the meeting and mail to parents. Include a copy of Parent Rights and Survey (Contact Special Services for additional parent survey).

Send Written Notice to Parents **After** the meeting/Never BEFORE you meet

# Initial Evaluation Eligibility Meeting

- Can you meet without the parent if they do not show for the Initial Evaluation Eligibility Meeting?

YES

Consent for the Initial Evaluation, also under law allows the team to conclude the findings of the test results.

Make every effort to get the parent to the meeting, but if they do not show complete the MEEGS and school personnel all sign. Then **send Written Notice to Parent**

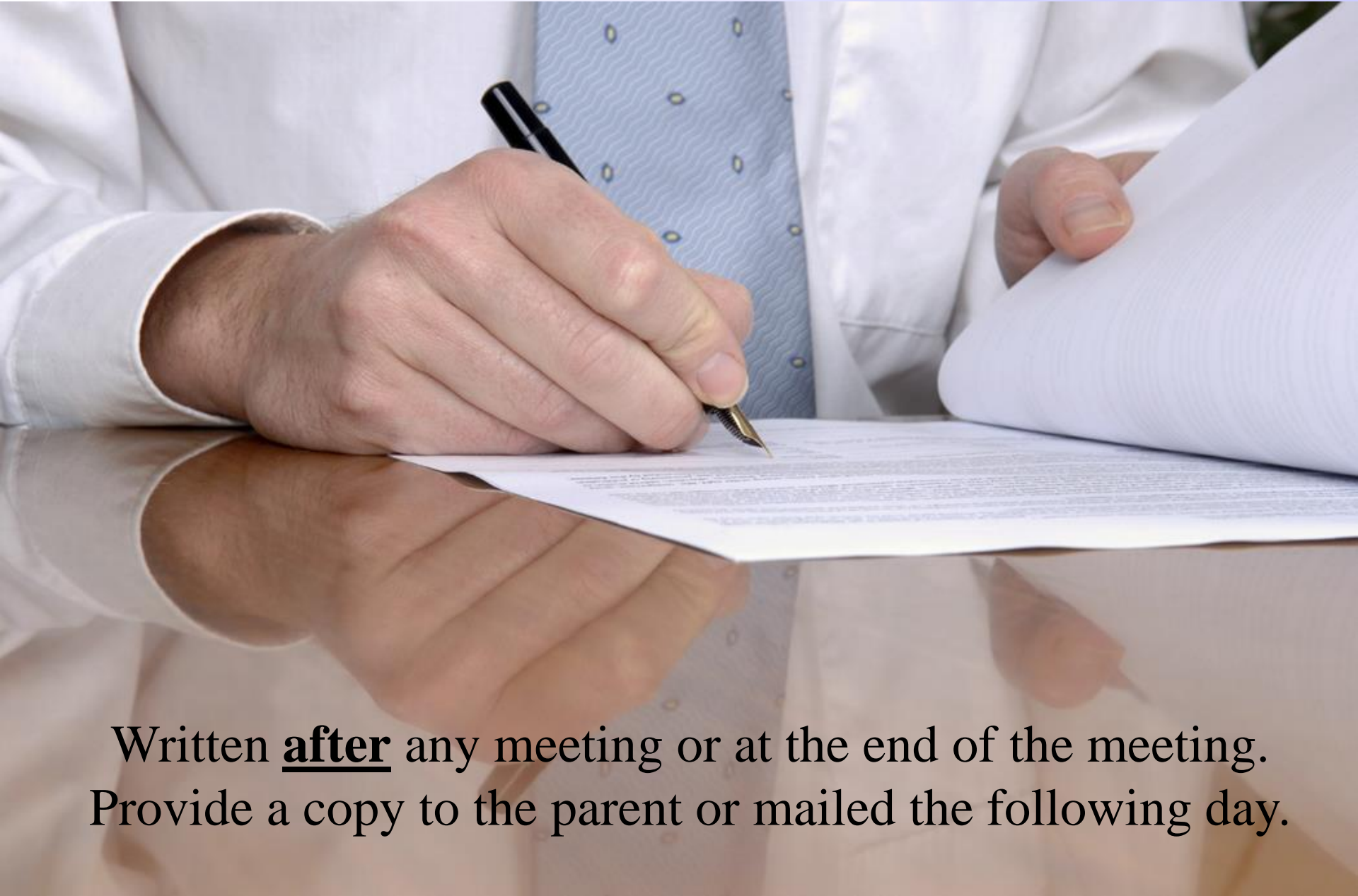
# Initial IEP

Can we place a child into special education if eligible and the parent does not show to the meeting?

**NO**

We must have parent's consent for an Initial IEP.

# Written Notice to Parents



Written **after** any meeting or at the end of the meeting.  
Provide a copy to the parent or mailed the following day.

# Written Notice to Parents

Required after any formal meeting or formal request, for example:

1. Parent Consent for evaluation
2. Eligibility—MEEGS meeting
3. IEP meeting
4. Parent Revoked Consent
5. Move-In and we are accepting IEP as written
6. Any time school personnel meet with parent (exception is Parent/Teacher Night)
7. Change in placement

# What not to write on a Written Notice

Do **NOT** Write a NOT/NOT Sentence under  
Options considered:

*To not write an IEP is not appropriate-Very Bad Sentence*

Instead Write

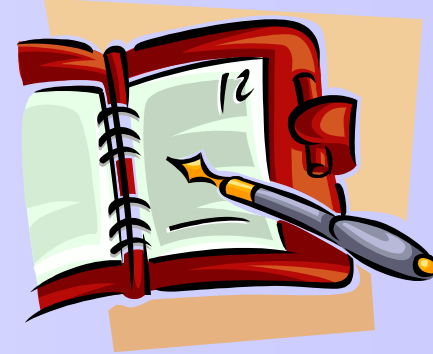
Options considered:

*The team discussed the option of increasing the amount of time in special education classes, but determined not appropriate since John's Rate or Improvement (ROI) trend line on his RtI graph indicates he is responding well to the interventions.*

Refer to Power Point on Written Notice



# When is the IEP due?



- If an IEP team develops a subsequent IEP on January 15, 2020, and amends or modifies the IEP on August 17, 2020. What is the date of the new timeline to write the Subsequent IEP?

January 15, 2021

# Lindsey Nicole Henry Scholarship

May receive LNH upon eligibility for Special Education even though never enrolled in a public school if preschool age. All other students must attend one full school year prior to receiving LNH

- Notify parents annually regarding LNH--- upon accepting the LNH Scholarship they are “revoking parent consent” to ALL special education and related services and their child will now be considered a non-disabled child. See school psych for assistance

# Present Levels on IEP



- **MUST** be current data (If a subsequent IEP complete progress report “prior” to writing new subsequent IEP. Use data from the evaluation used to complete progress report as the baseline data).
- Need full description

Of student’s current academic and functional performance. It is the foundation upon which all other decisions of the IEP will be made.

# Current Assessment Data

This is the **baseline data** or the **starting point** **for measuring progress** toward the annual goals.

Must contain the following information:

- **Name** of Assessment
- **Date** of Assessment
- **Scores** (explain the scores)
- Data must be **current** (assess the student in order to complete progress reports and close out previous IEP)

## Elementary Examples of Current

### Assessment Data:

AEPS if preschool DD

Fall/Winter/Spring Universal Screenings

Math/Reading Progress Monitoring CBMs

Data from curriculum program

News2You-Unique Learning

SuccessMaker

IXL or Capit

STAR Math/Reading

OSTP scores

Related Services Assessments:

OT, PT, motor assessments

Speech Language Pathologists-

Artic/Language Assessments

Secondary Examples:

Transition assessments

GATES Reading

ACT

OSTP results for

Freshman—8<sup>th</sup> grade results

AIMSweb

Curriculum Programs:

- Read 180/System 44
- Journey's

# (PLAAFPs)

## Objective Statements

Indicate the student's Primary Disability and Related Services provided. Describe for example

- The student's type of service or placement
- Current data or baseline skill level and
- Specific skills mastered (What the child "can do")
- List in detail the student's behaviors and how to intervene that works

Write as though you are writing to someone who has never met the student. Write factual information you would want to know if this was a new student coming into your classroom for the first time. Do **not** write an opinion.

# Present Levels of Academic Achievement & Functional Performance (PLAAFPs)

It is through the PLAAFPs that you will

- a) identify and prioritize the specific needs of the child
- b) establish baseline level performance in relation to the general curriculum academic standards in order to develop an individualized and meaningful plan, and
- c) identify the degree of functioning between skills of the child and the instructional environment for the purpose of guiding decision making.

PLAAFPs must include three parts:

1. Current performance,
2. The impact of the exceptionality, and
3. Baseline data for identified needs.

# Must be Current & Relevant

- For example, information about ear infections when a child was 5 is probably not still relevant for a student who is now 15 years old. However information about a traumatic brain injury at age 9 is undoubtedly still relevant for a 16-year old student.



# Add Behavior in PLAAFP

- For behavior, include information about how the behavior affects the child's ability to progress or access the general curriculum. If the student is having 5 office referrals a day, this prevents the child's ability to access instruction. Remember, behavior is a result of not only the student's skills, but also the student's environment. So descriptive statements such as "given a large group instructional environment", or "in activities that encourage movement" provide an understanding of a child's behavior within context. Also, include statements of how behavior interventions work in assisting the student to stay in class.

# Add Transition Activities

- Current skills related to post-school employment, independent living, post-secondary training/education should be addressed by IEP team and included in the PLAAFP. A description of activities the student is able to perform that are related to transition skills and other areas of need:

For example: Johnny is able to fold shirts at Old Navy with a folding board but struggles to pick up the pile of folded shirts to place on the shelf. OT will be focusing on the fine motor skills, including range of motion, to improve his functioning within job sites.

# Strengths & Anticipated Effects

- List Strengths **AND** write one statement about the anticipated effects

**EXAMPLE:** Strength of the child ...attendance and math fluency

Sally's excellent attendance will provide fidelity to improve her reading skills.

Sally's strength in math fluency will help her with applied problems

# Educational Needs

- These areas are to be considered in determining measurable annual goals and short-term objectives or benchmarks:
  - Reading
  - Math
  - Behavior
  - Articulation
  - Language
  - Gross Motor



## Special Factors to Consider

IEP Team must consider special factors associated with:

### Section 300.324(a)(2)

In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior

- Must document how this student's behavior will be addressed: develop a **Positive** Behavior Intervention Plan



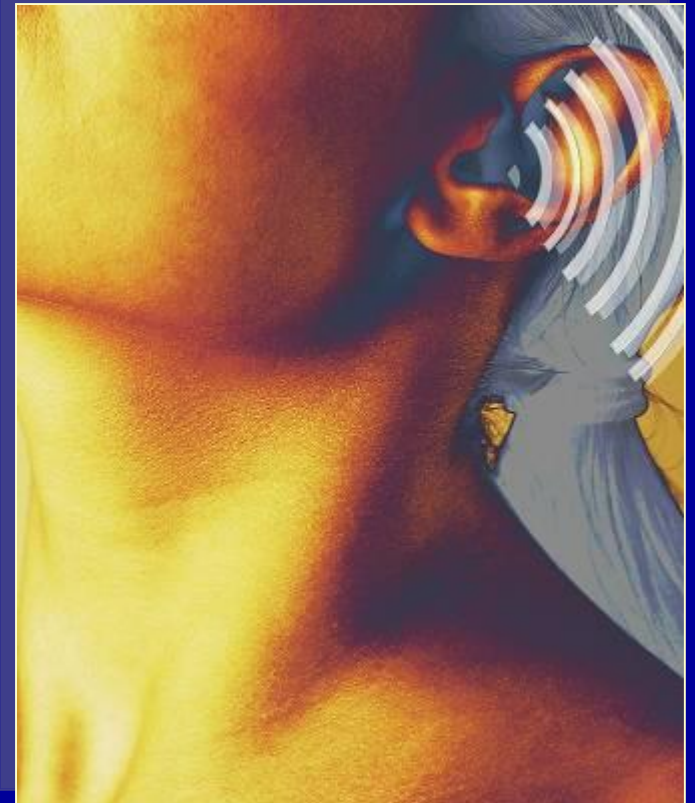
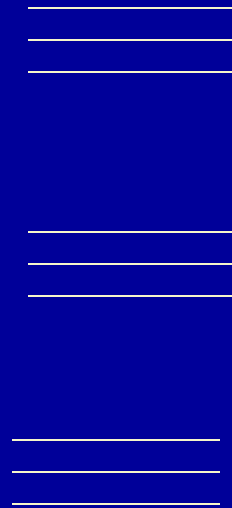
## Special Factors to Consider

- Language and communication needs of children with Limited English Proficiency (aka, ELL)



## Special Factors to Consider

- Communication needs of *all* children, with particular emphasis on children who are deaf or hard of hearing



Often times contact a related service OT or Speech Therapist provider for consultation

## Special Factors to Consider



Regardless of the child's disability, the IEP Team must consider:

- Whether the child needs **assistive technology** devices and services

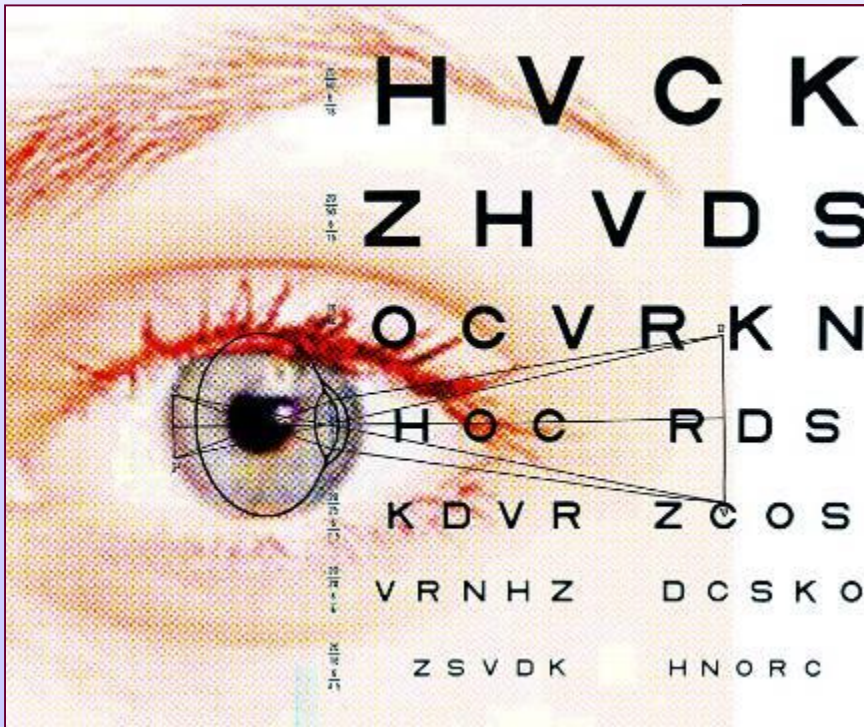


# Please consult with OT, PT, Speech, as well as one of the Special Services Consultants regarding AT Devices

- Slant Boards
- Adaptive keyboard (do NOT list specific brand names like Alpha Smart or NEO)
- Visual schedule/written schedule
- Sound Field System
- Augmentative communication device

## Special Factors to Consider

- Instruction in Braille and the use of Braille for children who are blind or visually impaired



# If any box is checked “YES”



Must explain determinations as to whether services are required in the IEP and how these special factors will be addressed to meet the child’s needs:

List out the type of assistive technology devices, or any other type of items to explain the special factor(s), or write “see attached Behavior Intervention Plan”



# Parent Concerns

- Encourage parents to write their concerns down in their own handwriting. This prevents any miscommunication of their concern.
- Make sure to **address parent's concern in writing** somewhere on the IEP (either through the goals, or in modifications, or Comment Form, or wherever applicable).
- It is best practice not to leave this area blank. If parent has no concerns, then ask the parent to write down that they have no concerns, as well as that they are pleased with their child's program placement and progress.

# Parent Concerns about specific academics....

---

Must be addressed  
in **writing**  
somewhere on the  
IEP.



Address through the  
Goals

**Measurable Benchmarks or  
Short-term Objectives**

---

Who

Will Do What

Under What Conditions

&

How Well

Must be at least **two**  
objectives/benchmarks **per goal**

# SMART Goals Contain Condition, Target Skill or Target Behavior, Performance Criterion and Timeframe

Condition	Target Behavior	Performance Criterion	Timeframe
When given a sheet of 20 double-digit multiplication problems,	J will calculate the problems	with at least 85% accuracy on 4 consecutive weekly progress monitoring probes	by the end of the first 9-week period.
During the 20-minute morning recess,	J will initiate a positive peer-to-peer interaction	at least once per recess, 3 out of 5 days, for 4 consecutive weeks, as deemed appropriate using a 3-point rubric	by the end of October.

# Short-Term Objectives/ Benchmarks

- **Who:** The person who will perform the behavior
- **Will do what:** The specific, measurable, and observable behavior or skills to be performed, including a verb that tells what the learner will do
- **Under what conditions:** This may indicate what specific assistance or help will be given to the child to accomplish the skill. Conditions also include settings or circumstances in which the child will perform the skill or additional criteria; **and**
- **How well:** The child must successfully perform the skill listed in the objective or benchmark to accomplish the progress criteria, milestones, or steps for meeting the annual goal. This could be expressed in fractions, percentages, frequency rates, CBM scores, or phrases.

# Parents will be Informed regarding progress of Goals

- As often non-disabled students receive a report card, but some IEP teams may determine a more frequent time frame on progress reports of the goals/benchmarks/short-term obj.
- List specific assessment tool or checklist or data collection or Pre/Post Tests, Graphs RtI Data, Graphs of programs
- Do not use “Report Cards” the progress is reporting the specific goal not the class grade.
- Do not use observation unless you have data to show to document the observation





# Supplementary Aids and Service

## Examples:

- Educational Deaf Interpreter
- Braille writer
- Sensory devices (cushion for chair)
- Assistive Technology
- Access to Adult Assistance
- Access to OT or PT as needed



# Supports for Personnel

Examples:

Consultation with OT

VI Consultant

Deaf/HI Consultant

Specific Training in Autism

or visual schedules or whatever training is needed for the regular ed teacher to understand the student's disability



# Program Modifications and Accommodations

Examples: Setting, Timing, Schedule, Methods of Response, and Presentation of materials/curriculum

- More time to complete assignments (be specific— How much extra time? One day? Two Days? Etc.
- Oral Testing (tests read aloud unless

The test measures reading)

- If the student can re-take a test if it falls below a 60%, then indicate how long of a time is the second exam and then will it be an average of the two scores or the highest score. Be specific

# State and Districtwide Assessments

- Accommodations **MUST** be **implemented on a regular basis** and **listed under** the Program Modification portion of the IEP, as well as under the State and District-wide Assessment **portions of the IEP**
  - If the team thinks a student might need an alternate assessment, then pull out the Criteria Checklist for Alternate Assessments: OAAP is a DLM for 3<sup>rd</sup> – 8<sup>th</sup> grades & 11<sup>th</sup> grade.
- Must keep the checklist with the IEP in file as back-up documentation of the team's decision making process.

# Accommodations

- State/District Testing  
3<sup>rd</sup> grade and up must have state/district testing.

If the district assesses all students in a certain grade level even if it is not a state test, must have accommodations.

- Class/Activity  
All Students from DD/Preschool through High School will have accommodations listed under “Class/Activity”

# ESY Paperwork



## **1 ESY Determination documentation: 12 Factors**

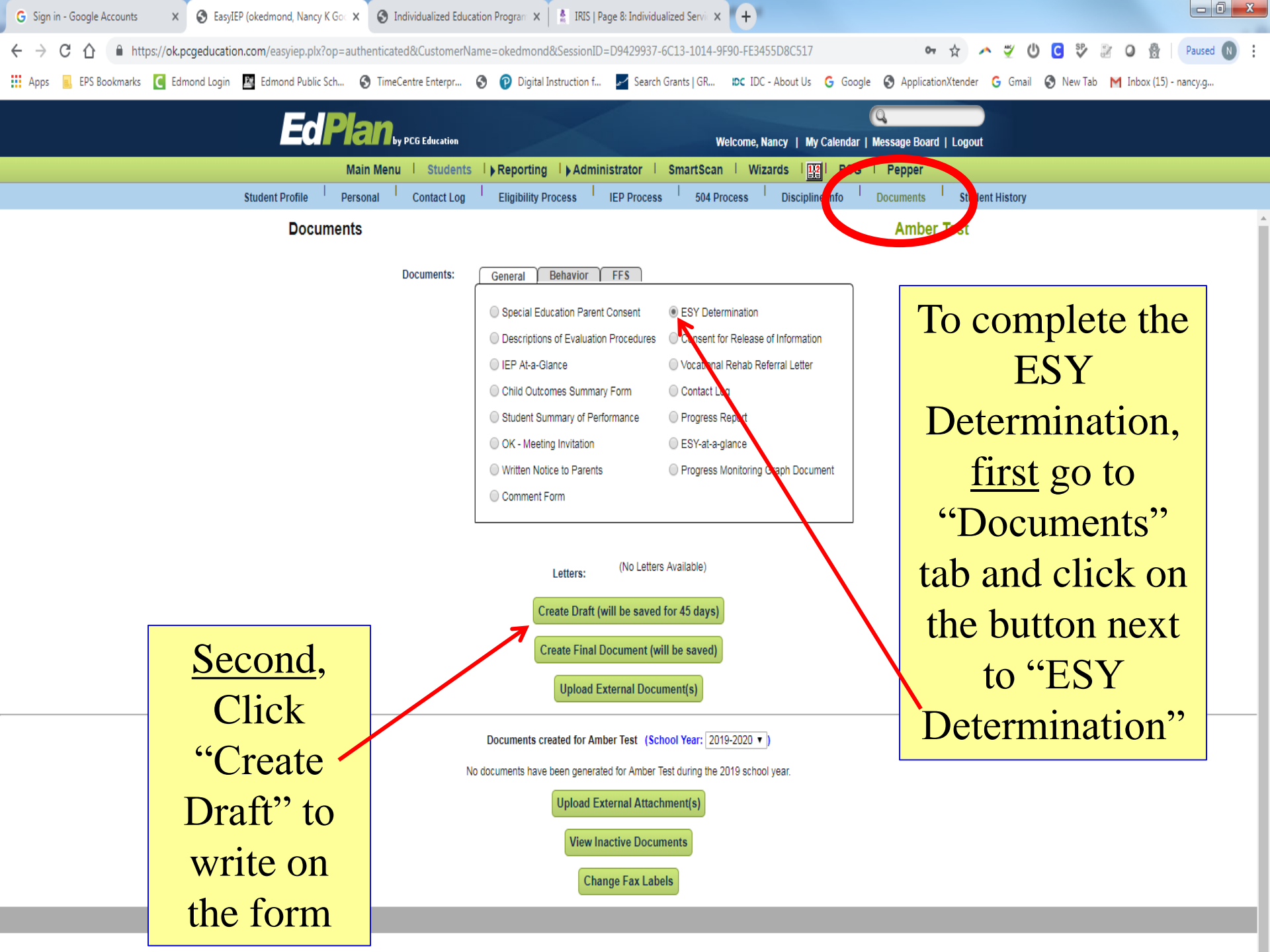
Complete ESY Determination form if Student needs ESY or team is in disagreement about whether or not the student needs ESY

**2 Service tab----**Create another line for ESY services with summer dates and check box within ESY column

**3 Goals/Objectives tab--**Check box within the ESY column

**4 Complete Enrollment form**





Documents

Amber Test

Documents:

General Behavior FFS

- Special Education Parent Consent
- Descriptions of Evaluation Procedures
- IEP At-a-Glance
- Child Outcomes Summary Form
- Student Summary of Performance
- OK - Meeting Invitation
- Written Notice to Parents
- Comment Form
- ESY Determination
- Consent for Release of Information
- Vocational Rehab Referral Letter
- Contact Log
- Progress Report
- ESY-at-a-glance
- Progress Monitoring Graph Document

Letters: (No Letters Available)

Create Draft (will be saved for 45 days)

Create Final Document (will be saved)

Upload External Document(s)

Documents created for Amber Test (School Year: 2019-2020)

No documents have been generated for Amber Test during the 2019 school year.

Upload External Attachment(s)

View Inactive Documents

Change Fax Labels

Second, Click "Create Draft" to write on the form

To complete the ESY Determination, first go to "Documents" tab and click on the button next to "ESY Determination"

# Describe Continuum of Placement

- Describe placement options AND reasons why the team determined these options were not appropriate.
- Is this placement the team agreed to the child's home school "normally attend if non-disabled?"



# Potential Harmful Effects

Examples:

- Missing out on instructional time
- The label itself
- Becoming dependent on adult support

## Reason for Removal

Example: Even with modifications and supplementary aids/services, Johnny was not responding to the interventions implemented in the regular classroom (list specific academics or behavior)

# Dates and Signatures

- Next IEP and 3 year re-eval (or if the student will be turning 10 years old) will be automatically generated
- Obtain everyone's signature
- **Tip:** Highlight all areas that need parent signature and/or initials so that you don't miss any:

Parent Initial needed which covers:

1. Parent Rights
2. Parent Survey
3. Lindsey Nicole Henry Scholarship
4. Oklahoma School for the Deaf and the Oklahoma School for the Blind
5. Translation/Interpreter needed (speak another language)

## When the IEP Is Completed...

Must give the parent a copy of their child's IEP, as well as all other **educational** records at the close of meeting. May ask to scan and email to them

**Upload the final signed documents in EdPlan.**

Scan into the copy machine to send electronically to parent. The Original paper file must match the EdPlan file.

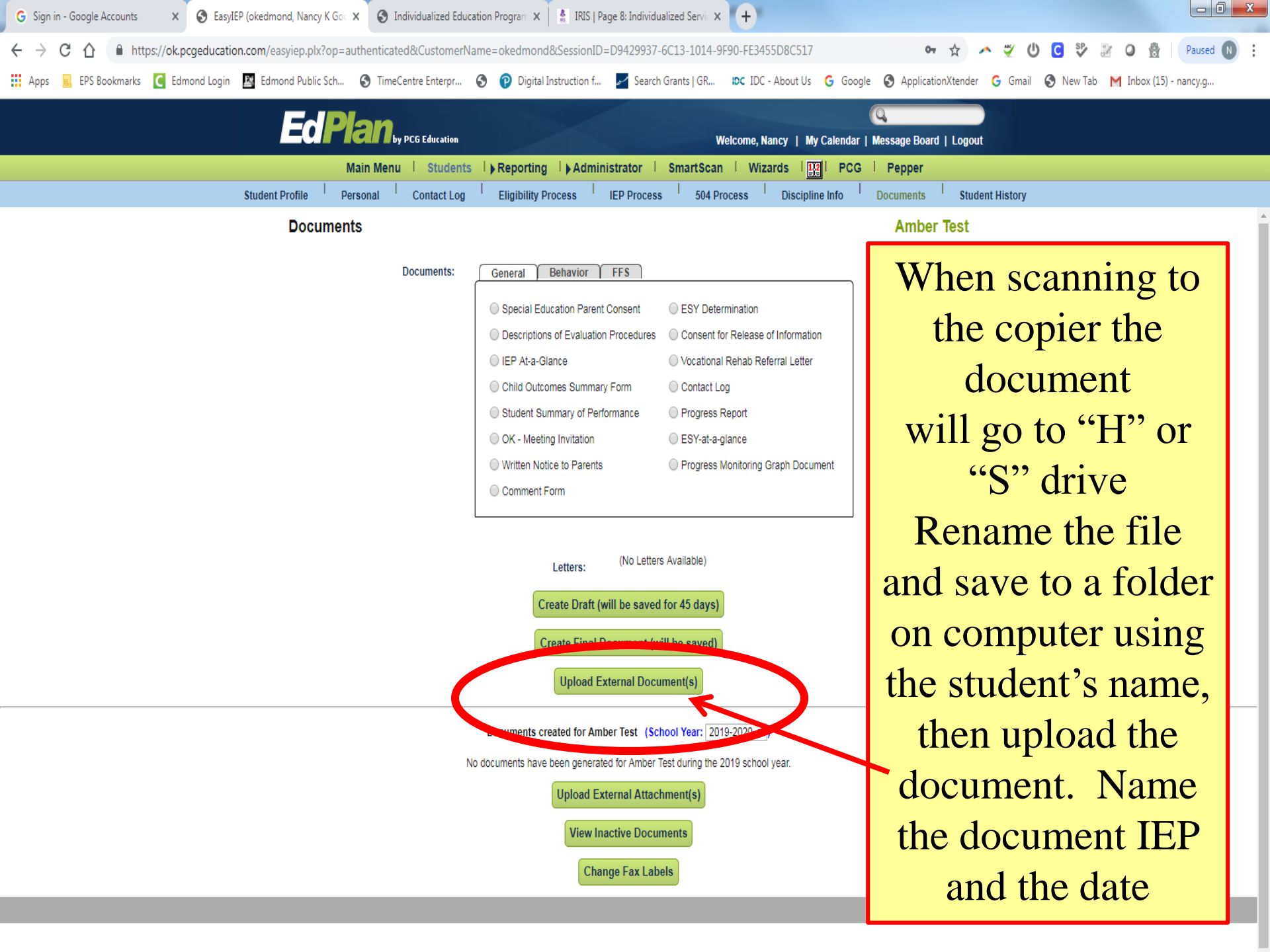
Paper file stays at school

When copies of entire educational records are requested beyond normal IEP meetings, we must provide the copies within 45 days of a request



# Finalize Document

1. It is recommended to hold all meetings with a projector, computer and printer (if not utilizing the electronic signatures).
2. Make changes to the document in EdPlan while going through the IEP or other documents (e.g., MEEGS).
3. Print off document (if not using electronic signature feature) and have parent sign document
4. Go to copier and scan IEP
5. Upload IEP into EdPlan that has the original signatures



### Documents

Documents:

General Behavior FFS

- Special Education Parent Consent
- Descriptions of Evaluation Procedures
- IEP At-a-Glance
- Child Outcomes Summary Form
- Student Summary of Performance
- OK - Meeting Invitation
- Written Notice to Parents
- Comment Form
- ESY Determination
- Consent for Release of Information
- Vocational Rehab Referral Letter
- Contact Log
- Progress Report
- ESY-at-a-glance
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### Amber Test

When scanning to the copier the document will go to "H" or "S" drive. Rename the file and save to a folder on computer using the student's name, then upload the document. Name the document IEP and the date

If student moves out of district or graduates, please send  
paper file to Special Services Center  
53 E. 12th



Any questions contact  
Special Services Center

