

INFORMATION TO COVER IN AN IEP:

Health/Physical-

Put in most recent vision results (get from school nurse-Cathe Ira if you don't have)
Put in most recent hearing results (get from speech pathologist-Megan Clark)
Look in SASY and see how many days they have missed school and document if they miss very many days of school and why
If they have a medical diagnosis (ADHD for example) it should be listed in this section along with any medication they take
Any physical handicaps are listed here
If they receive OT/PT services may be stated here. (Make sure to invite providers to IEP if they receive services)
Make sure you have listed a strength
Make sure you have addressed parent concerns- could be no concerns at this time

Social/Emotional-

If students have a behavior disorder or a behavior plan, it should be addressed in this section.
If they work regularly with the social worker (Dotty Schuckman) there should be something addressed in this section as to what the needs are. (If have social work services, make sure to invite Dotty to the meeting)
Generally state how they get along with other students and teachers
Address self advocacy in this section or how they relate to teachers and peers

General Intelligence-

This section comes from the school psychologist and any testing that has been done. I don't usually add anything to this section.

Academic Performance-

this will be your longest section
Put in any recent re-evaluation testing (if applicable Woodcock Johnson test)
Put in any recent FAME testing (Stanford Diagnostic Reading test in folder in my room)
Put in recent MAPS testing (In folder)
Put in state assessment results (in folder unless freshmen)
Put in recent grades in all classes
Put in DMCT scores and that they are required to pass with an 80% accuracy to meet graduation requirements or if passed, listed date and score when passed
Add any teacher comments you have
Put in comments as to students favorite/least favorite class (student questionnaire)
Put in comments as to goals student wants to meet, stated challenges, etc. (questionnaire)
Make sure you have put down student academic strengths/weaknesses- should be clear what student's disability is after reading this section
Add any parent comments/concerns
State how the present functioning affects his/her progress in general curriculum

Communication

If a student receives speech services, it should be noted in this section. The speech pathologist will most likely put comments here. If no speech services, there shouldn't be a need noted here. (If speech services, invite the speech pathologist)

Other

Under this section you can list student strengths or state other comments that you feel need to be addressed. Often I will put that the student has concerned and supportive parents if applicable.

Instruction

Under this section I usually mention students are taking classes to meet graduation requirements and if they are taking college recommended requirements or if they are not. I also list any classes that they are taking which are elective classes that could show that they are learning transition skills. I often look in the course description book and list specific skills they are learning in classes such as Foods, Construction Exploration, Computer classes, Work Tech, etc.

Under this section you can also discuss if they are taking a FAME class to improve reading skills or if they are in a math improvement class to improve math skills to pass the DMCT.

Transition Related Services

State any services the student receives that will help them transition. This could include freshmen link crew training and freshmen transition day. This could include senior visits to colleges or linkages with outside agencies. See default for ideas to include.

Community Experiences

In this section I always state the student participates in the mentoring program at the high school and that they meet monthly with an adult mentor and peers to engage in conversations and to participate in community service activities.

I also use the student questionnaire to list any school activities, sports or community activities the student is involved in.

I usually list what the student states they like to do in their free time (questionnaire)

I usually state the student will participate in Senior Interview Day where they will write a personal resume, cover letter, complete an application and interview with a community member for careers of their choice.

State the student will participate in career day and what was done for career day.

Employment & Adult Living Outcomes

State the goal of the student after graduation- what they want to do and where. Could be a college major, military, work force, etc.

If senior, I state that they receive copies of the senior notes from the guidance office which notifies students of admission requirements, scholarships, financial aid, etc.

State what living objectives they either are learning or need to learn. State if they have their drivers license or if they are planning to get on (student questionnaire)

State any job experience the student has (student questionnaire)

I usually state that the student is encouraged to participate in job shadowing opportunities.

Current and Future Daily Living Skills

State if the student is having any difficulty in the daily living skills. Most of our students don't struggle in this area. I state what chores the student is responsible for at home (questionnaire). Sometimes I list that students are encouraged to take a class if it is an area they are struggling in. For example, personal finance or living on your own to help with budgeting skills or Work Tech to help employment skills.

Functional Vocational Evaluation

Under this section I list any tests we give students that give them information about their career interests or skills they have for future employment. In the past I have always listed Work Keys test results (in cum folder in counselor's files). I also list results from the ACT PLAN test which is new for juniors or state that they will take the test their junior year. This test provides information about career interests and aptitude for success in college and the career area they have stated an interest in. It will also give ACT prediction scores.

Vocational Rehabilitation and Other Agencies

Use defaults. If a student is not 17, state that the student was not referred for services because of age. (Voc-Rehab doesn't want us to refer any student until the second semester of their junior year at the earliest). If a student is 17 or older and services are not needed, state why. If they need services, make sure you invite Kenny Foust (I have his email address).

Action Statements

You can put any statement here you want to add but we are required by law to carry them out necessarily like an IEP goal. I usually put the statement that the student will meet with the counselor to develop a plan of study that best meets their career interests and transition plans. (All students meet with counselors for individual enrollment)
Also I usually put that students are encouraged to take part in job shadowing opportunities.

Graduation Plan

List the courses students are taking. State if the student is on track to graduate or if they are behind in credits. Address if student is taking Regent requirements if they plan to attend college. State that there are 24 graduation credits required. State the year and month of anticipated graduation.

Goals/Benchmarks

Your goals should match the academic weaknesses or needs. If students are in FAME, see the FAME teacher for a reading goal. If not in FAME, get a reading goal from the Practical English teacher if reading is a weakness. If in a math improvement class, get a math goal from me. If not, get a math goal from their Practical Math teacher. If writing is a weakness, get a goal from Practical English teacher. If student is all out in inclusion, try to talk to regular teachers and develop a goal that is based on the state standards. Also students may need transition goals, especially if enrolled in a Work Tech class. If the student is a senior and needs a writing goal, write a goal for senior interview day. If the student has speech, OT/PT or speech services, the support staff will write those goals. If the student has behaviors that are interfering with learning, a behavior goal may be needed or maybe just a behavior plan written in IEP. Just make sure if you list a weakness in the IEP that it is addressed with either a goal or somehow within the IEP. Don't write goals that are just tied to the student making a certain grade in a class. List specific skills that can be achieved and make sure you have baseline info and a way to access if student is reaching that goal.

Anticipated Services

State what special ed services the student is receiving. List specific self contained classes, inclusion classes, speech services, social work services, OT/PT services and what they are. Don't forget to list FAME, study skills or Work Tech classes. State why the services are needed. State that Snapshot IEPs were given to all of the student's teachers and that copies of the IEP are available to teachers. See default.

Related Services

List related services- para educators in classes, speech, social worker, OT/PT services, etc. See default

Supplementary Aids and Services

State accommodations student can receive. List accommodations listed on snapshot. If student in regular education I usually put that they can listen to supplementary novels on tape. Standard accommodations include: use of calculator, extended time on tests up to 1.5 times, tests read aloud and in an alternate setting, copies of classroom notes.

Supports for School Personnel

See defaults

Program Modifications

State any modifications that need to be made for student to be successful. A student in mainly self contained classes would most likely need modifications to be successful in regular classes. This could include alternate tests, lower reading level, word banks, study guides, etc.

Participation with Non-Disabled Students in the Regular Education Environment

Use defaults

Participation in District Wide Assessments

State which test the student will be taking. If student is enrolled in a Practical English or Math class and scores are very low, they will probably take an alternate test. If student is in inclusion class and scores are low, they will probably take a KAMM test. If a student is in inclusion class and scores are fairly high, they will probably take the test with accommodations. If a student is in FAME, they will probably take either a KAMM or alternate reading test based on their low scores. Document why they need a KAMM or alternate test. *Make sure you qualify those students who are behind in their skills. Also state what accommodations they can use. Here are standard ones for all students: They can use all accommodations listed in their IEP that they use on a regular basis, including extended time, tests read aloud, use of a calculator, use of word processing and spell check, testing in an alternate environment, use of a tool kit for math and directions read aloud and re-explained as necessary.

Participation in State Assessments

Check the same as the previous page and mark the same categories and same comments. If they qualify for the KAMM, you will need to go over this section on the IEP. The first three questions are always yes. The last question on the KAMM asks about extended or general standards. Extended standards is for alternate tests and general standards is for the KAMM.

Extended School Term

Our students don't attend summer school. State that services are not necessary. But we do offer a para for students who want to take summer drivers education.

Behavior Intervention Plan

For most of our students I say, No behavior plan is needed at this time. The student will follow the school rules as outlined in his student agenda.

Assistive Technology Plan

State if the student needs an assistive technology plan to be successful. I usually state that the student is able to use word processing, spell check, teacher/para/peer editing help and grammar check for writing assignments if they request.

Special Considerations

See defaults

Progress report

Check quarter by written report

Medicaid/Spectra Form

Have parents sign that it is okay for our school to see if we can get Medicaid funding. All information is on the front page of the IEP if you want to fill it in later after parents sign permission.

Destruction of Records.

Have parents initial that the coop will keep their students' records for 5 years after they graduate and they have the right to come get the files. The files will be destroyed if not picked up after 5 years.

Before IEP is over:

1. Have parents sign meeting notice form if not already signed
2. Have parents sign consent for services form
3. Have parents, student and all teachers sign front page of IEP
4. Have parents, student and all teachers sign staffing summary
5. Have parents initial second page of IEP in three places
6. Have parents initial Medicaid section
7. Have parents initial destruction of records section