

2010 Annual Review Frequently Asked Questions

Q. What is new for 2010?

A. Not much! The only significant change is that some routine LD annual reviews may be done with a building administrator and psychologist instead of your coordinator.

Q: What should case managers do to prepare for annual reviews?

A: Case manager must: 1) collaborate with building and coordinator to select annual review dates and reserve the building's conference room for these dates; 2) schedule the times their annual reviews; 3) use Easy IEP to prepare staffing notices and distribute them to parents and team members; 4) enter required information into Easy IEP system (see details below).

Q: How do I schedule annual reviews?

A: Annual reviews should be scheduled to correspond with the date of the last annual review. Re-evaluations should be combined with the annual review. IEP's done Fall 2009 should not need an annual review.

KCSEC Teachers: It is your responsibility to contact the KCSEC office and arrange for a substitute to cover your class on annual review days.

District Special Education Teachers: Be sure your building administrator(s) are aware of your annual review schedule and have subs available.

The amount of time to allot for each conference depends upon whether it is an annual review or re-evaluation, the services a student receives, and if the parent requires an interpreter. Allow 30 minutes per student for a simple annual review, more for students with multiple related services or an interpreter, and one hour for re-evaluations. Re-evaluations with multiple services may need additional time.

Students transitioning to another level (i.e. elementary school to jr. high) can be held at the new school, however, this is not written in stone.

Give your coordinator the schedules for your reviews at least 4 weeks in advance.

Q: How do I prepare and have Notification of Conference (staffing notices) sent?

A: Notification of Conference is available on Easy IEP. (Refer to **Create Parent Notification of Conference** in the directions below.) The primary participants are the case manager (you), your building administrator(s), your coordinator, related service providers, and a general education teacher who works with the student (and the parents to whom the notice is addressed). Others can be invited as appropriate.

If a change of placement is being recommended for a student, staff from the potential new placement must be invited. Be sure to discuss this with your coordinator in advance.

Staffing notices must go to parents at least 10 days prior to the meeting.

Notices are to be distributed within your building. Notices to parents should be mailed through your school office. **A COPY MUST BE BROUGHT TO THE I.E.P. CONFERENCE FOR THE STUDENT'S FILE.**

Q. Should I come to the meeting with the goals completed?

A. Goals should be entered into the Easy IEP system. If goals need to be added or modified at the meeting, changes can be entered into Easy IEP at the meeting and finalized with the IEP at the meeting's conclusion.

Q. What information should be included in the goals?

A. This has not changed. Easy IEP goals require the same information as all well-written goals.

The current level of performance for the targeted skill area must be stated in clear terms.

Please state current academic performance in terms of specific grade levels. "Below grade level" is not an adequate statement of current levels of performance. Include progress monitoring data and curriculum based assessment information if available.

The annual goal statement itself must also be measurable and reflect the student's individual need, not the curricular skills that the class will cover in the following year. The goals statement should have three components: 1) what you want the student to do; 2) how you want the student to do it; and 3) to what extent it is to be done. (Example: Billy will increase math skills to the third grade level as evidenced by averaging 80% correct on quizzes and tests.)

PLEASE DO NOT CONFUSE THE ANNUAL GOAL WITH THE OBJECTIVES/BENCHMARKS OR WITH STATE LEARNING STANDARDS. The annual goal statement is the critical information on the goal page. Please make is specific and measurable.

ONLY DEVELOP GOALS FOR THE STUDENT'S IDENTIFIED AREA(S) OF DEFICIT.

Students enrolled in Life Skills classrooms should have their current levels described in terms of a specific skill and where the student stands in terms of its achievement (i.e.: *money skills*--student can match coins but does not label or identify values; *switch use*--student activates switch with a physical prompt at the wrist but does not initiate switch activation independently).


Q. What other information should I have at the Annual Review?

A. You should have current grades/assessments and a copy of the updated goals from the last I.E.P. Case managers should provide input from the student's general education teacher(s).

Q. How are the copies of the I.E.P. distributed?

A. Two copies of the finalized IEP will be made: 1 for the parent and 1 the student's file at the KCSEC office.

ADDITIONAL CONSIDERATIONS

TRANSITION PLAN. If a student will be **14.5 or older by the completion of this IEP** regardless of current grade, a Transition Plan must be completed. You will need to complete something in each of the three areas to obtain a  and be able to save and continue. **PLEASE NOTE:** *The Easy IEP Transition Plan does not have the goals as part of the plan.* **THESE GOALS ARE IN ADDITION TO THE TRANSITION PLAN AND MUST BE**

WRITTEN IN THE SAME FORM AS ALL OTHER ANNUAL GOALS, COMPLETE WITH OBJECTIVES/BENCHMARKS. There must be an annual goal for Education/Training and an annual goal for Employment. If your student requires services for Independent Living, an annual goal for this area is required, also.

TRANSFER OF RIGHTS. If you teach students aged 17 or 18, you need the *Parent/Guardian and Student Notification Of Transfer of Rights Due to Age of Majority*. Choose “Documents” from the blue menu and click ICAD-3457I-TransferOfRights. Follow the directions to create this document. For 17 year olds, mark that this serves as 1-year notice, for 18 year-olds, mark that the rights have been transferred.

TIME FRAME FOR THE IEP. *All IEP’s are written for one calendar year, starting the date the IEP is written, or shortly thereafter. Unless the annual review is done at the very end or beginning of the school year, it will include services for two different academic years.*

Here are the Step by Step instructions for the IEP Process. These instructions correspond with the list you see when you click on “IEP Process” in the student’s blue menu strip across the top of the Easy IEP page.

PLEASE BE SURE TO CHANGE THE INFORMATION FROM THE LAST IEP. THIS ESPECIALLY INCLUDES ASSESSMENT DATA, GOALS (AND DATES).

Note: The steps that are most common to a typical IEP are in *italics and written in a larger font.* The steps less likely to be needed are written in a small normal font.

Here you go:

EASY IEP/IEP Process Step by Step

NOTE: The official, final staffing reports are kept at the Cooperative. Changes made on the web, are not official unless they are on the documentation at the Cooperative.

When preparing for an IEP Meeting; 99.9% of all information can and should be entered before the meeting. Overall the Parents concerns are the one area that will need to be added and anything discussed at the meeting, will be added on the form.

IEP Process- In order to complete an IEP in the system, you’ll need to complete all steps below.

GREEN 4: This is good. The section is complete and you may proceed

RED 6: This means there is missing information. When you click *Save and Continue*, a list of errors to be corrected will pop up in red. Fix the errors and then *Save and Continue* to receive a green check.



Review IEP TEAM - Log in and verify that all team members are selected. Remember to include Principal, Assistant Principal, Coordinator, OT, COTA, PT, Speech, Hearing Itinerant, Vision Itinerant for students as applicable.



Create Parent Notification of Conference (34-57D) - This is where you create the notice of conference to the parents. Be sure to click a signature for whoever is creating the document (It is a drop down of team member names) or the document won't print. **A FINAL Notification of Conference must be created before the IEP can be completed.**



Team Member Excusal- This is a simple yes or no drop down. If all team members that were invited are in attendance, click yes and save and continue. If someone is absent, click no, hit save and continue and complete the next form.



Create Team Member Excusal Form (34-57H) – If you excused any members above complete this form otherwise, click save and continue. **Parents need to sign this form and the original goes to the Coop along with all of the other original documents.**



Create Conference Report- This is the front page for signing in. **Please print this before the IEP meeting and before you enter information** in the meeting participants section. Once you check off names in the meeting participants section, those names will print on this page, leaving no room for signatures.



Student Information-In this section you enter **Student Strengths, Results of Recent or Other Assessment Data** (AimsWeb, Read 180, MAPS, Data collected, Current Grades are all appropriate or any other assessments that might have been completed). **Parental Concerns** –Be sure to update this at every annual; **don't leave last years concern here. Academic, Developmental & Functional Needs Stemming from the Student's Disability (IES)** - A basic statement as to why Special Ed. Services are needed. This can come right from the eligibility document. Remember **needs should match with the goals. Don't write OT unless you know they are getting OT on the new IEP. Consideration of Special Factors**- These are all drop down selections; N/A/No/Yes please make notes for any that you answer yes to.



Behavior Intervention Plan- If you answer no to the first question (which will be for the majority of our current population, simple hit save and continue and move on.) If you answer yes, the system will continue to prompt you with questions to complete a Behavior Intervention Plan. **A Functional Behavioral Analysis (FBA) must be completed for all formal Behavior Intervention Plans.**



Transition- *If a student will be 14.5 or older by the completion of this IEP regardless of current grade a Transition Plan must be completed. You will need to complete something in each of the three areas to obtain a ✓ and be able to save and continue.*



Annual Goals- *All Goals and Objectives should be entered ahead of time as they are a draft until the meeting is held. There are typically 2 Objectives per Goal. **IF you have more than 2 objectives, the student’s name is missing from the top of the page.** Separate ESY Goals are not necessary if you check ESY as the type of Goal for those which will be focused on during ESY. REMEMBER the “GOAL” must be measurable too (% or some other means to measure.)*

4 Indicate how the parents will be informed of progress (report cards/ goal and objective updates.)

4 Criteria -must be measurable (%)

4 Procedure- How will you check? Will you really keep a log? Practice and drill? Work sample?

4 Schedule- Quarterly

4 Development date is the date of the staffing.

➔ Most goals will be “academic” as the goal, even one from related services has it has the ultimate purpose to improve achievement at school. Functional will be more like dressing, bathrooming. Don’t pick “transition” unless it could be associated with a transition plan for students 14.5 years and older.

➔ If there is a transition plan, some goal(s) should be marked as ‘transition.’



Assessments- *Here you will indicate in drop downs or by selecting the choices provided which Assessments the student will participate in.*

Classroom Based Assessments=Those tests that occur in class. Unit or chapter tests.

District-Wide Assessments =Terra Nova, PLAN, EXPLORE, MAP, etc.

State Assessment =ISAT, IAA, ACCESS.

Students can only receive accommodations on testing which they normally receive throughout the year.



Services, Supplemental Aids & Services, and Placement – *This is the most detailed, and one of the most important parts of the IEP.*

1. **Supplemental Aids & Services.** *First click Supplemental Aids For All Classes and then click*

*Add Supplemental Aids For All Classes to choose appropriate accommodations. If more detail is required, use **Conference Notes** text box at the bottom of the window, or there is a details button for each class with which accommodations can be added for individual classes.*

2. **Classes and Programs.** *Consult your coordinator before entering **Classes and Programs**. Your coordinator may want you to enter your recommendations and change them at the meeting if needed. However, your coordinator may prefer to enter this information at the staffing. Directions for entering **Classes and Programs** are a separate document, which your coordinator will provide if you are expected to enter your recommendations.*

3. **Placement Options.** Enter three placement options most likely to be considered for the student and put them in the boxes under **Placement Options** along with **Possible Harmful Effects**. You must have at least 3 options (too restrictive per IEP need, not sufficient per IEP needs, best meets IEP needs).

Here are the most typical options:

- General education with speech and language services.
- General education with consultation to staff.
- General education for 80% or more of the school day.
- Inside the general education classroom 40% to 79% of the school day.
- General education for 40% or less of the school day.

***Decision or Rationale** will correspond with the options selected.*



Transportation- Here you indicate what type of transportation the student is **ELIGIBLE** for. Complete a transportation plan for EC, LSP or any students who have specific transportation needs due to health, behavior or other conditions.



Extended School Year- Indicate whether a child is or isn't eligible for summer services. ESY eligibility is based on the likelihood of summer regression or a period of skill recoupment in the fall that would exceed 6 weeks. If you need to decide later in the year indicate that in this section "The team will review ESY eligibility after winter or spring break" **BE SURE TO RECONVENE** if you do this. Even when you indicate the ESY is not required a rationale must be entered. "No regression of skills has been noted".



Meeting Participants-*These names will be entered at the meeting.*



Review Conference Notes- Here you will see a list of all notes entered throughout the process in the conference note box in each section. You can also add any additional information here in the section as needed (like our old addendum forms with pages of notes©). **Many sections have an area for conference notes and there is a pull down page for the conference notes. They will all printout on one page.**



Create IEP Document-Enter IEP begin and end date and answer the questions listed in order to create a final IEP document. On the screen there is a Display Error button that will list out any errors in RED when selected. If you see a Create Final IEP button you do not have any errors 😊 Select and then print. **All errors have to be corrected before a final document can be created.**



Create Notification of Conference Recommendations (34-57E)-Complete all text boxes, be sure to select the signature of the team member creating the document (sp ed. coordinator). Do not create a final document. This will be done at the meeting. **NOTE: If the IEP is part of an Eligibility Review, this form was already created in the eligibility section and there isn't a need to have two.**



Create Parent Consent for Initial Provisions (34-57F)-This form is only required for an initial IEP. Click signature drop down and create the form. Parent signs and the original should be sent to Special Services.



Create Notification of IEP Amendment (34-57G) - This form can be used in lieu of an IEP meeting as long as a change of placement doesn't occur as a result of this amendment. Answer all questions and explain what is being amended in the current IEP. Be careful with changes from co-taught to instructional services one class can change a student percent from resource to instructional.

Examples of Good Reasons for Amendments:

- Reducing or increasing related service minutes that does not change .
- Changing transportation for Reg. to Spec. (Attach Transportation pages).
- Parent/staff request for team to add accommodations/supplemental aids.
- Change of schedule that doesn't change placement.



Manifestation Determination-This section is only needed when behavior or an isolated situation requires the team to address the behavior and possible change of placement due to the behavior/incident. This will only be done with a Special Ed. Administrator and Building Administrator involved

😊 **NOW WASN'T THAT EASIER THAN LAST YEAR** 😊

If you need help here are some sources of assistance:

1. Click the Help button in the green menu on the Easy IEP Main Menu. This will lead to a wide variety of help topics.
2. Contact your Coordinator
3. Call ICAD support at **866-506-2947.**