Boone Clinton Joint Services

Special Education Procedures for Teachers of Record

2023-2024

BooneClintonJS.org

Website

http://booneclintonjs.org/

Information for Parents, Teachers, and Staff

Teachers and Staff tab

- For School Staff Use Only
  - Commonly Used Forms

Today's Agenda

- Joint Services
- Article 7
- Teacher of Record
- Results Driven Accountability
  - Compliance and Outcomes
- Referral and Evaluation Procedures
- Case Conference Procedures
- IEP Requirements
- ICLPs
- Medicaid
- Discipline and Removals
- Seclusion and Physical Restraint
- Developmental Preschool
- Policies
- Resources

What is Joint Services?

A Special Education Cooperative

The Boone Clinton Joint Services was organized to assist the member school districts in their important role of identification of and providing services to children with special needs in compliance with Title 511, Article 7, Rules 32-49 May 2019.

The five school corporations served by Joint Services are:

- Clinton Central School Corporation
- Clinton Prairie School Corporation
- Lebanon Community School Corporation
- Rossville Consolidated School District
- Western Boone County Community School Corporation

Joint Services Personnel

- Director – Madeline Sandberg
- Assistant Director – Rob Robinson
- Educational Consultants
  - Jamie Ladd, Missy Bourdon, Amanda Huffer
- TOR for BLV and DHH – Kathy McGee
- IA for Low Incidence Needs – Nikki Wilson
- School Psychologists
  - Eitan Gordon, Kristin Blessing, Erica Turano, Lauren Ott, Jessica Clark
- Office Manager – Joni Gordon
- Administrative Assistant/Data Collection, Medicaid Coordinator – Mara Williams

Services and Supports

- Psycho-educational Evaluations
- Article 7 and IDEA Compliance
- IEP Program Support
- Writing Effective IEPs
- Transition to Postsecondary Settings
- Assistive Technology Evaluations
- Autism Team Training and Assistance
- Functional Behavior Assessments
- RtI/M-Team support/AT evals
- Assistance with data collection and progress monitoring
- BLV and DHH services
- Preschool Coordination
- Alternative Services/Residential Placement
- Due Process/Complaints/Mediation processes
- Section 504 Compliance

Article 7

- Definitions
- General Provisions
- Nonpublic Schools or Facilities
- Program Planning and Evaluation
- General Administration of Programs
- Procedural Safeguards
- Confidentiality of Information
- Educational Surrogate Parents
- Identification and Evaluation
- Eligibility Criteria

Article 7

- Determination of Special Education Services
- Related Services; Transitions; Transfer of Rights
- Discipline Procedures
- Complaints Mediation and Due Process Procedures
- Child Count and Data Collection
- State Funding of Excess Costs
- Minimum Expenditure Requirements
- Provision of Special Education and Related Services by Choice Schools

“Teacher of record” defined

"Teacher of record" refers to the single special education teacher to whom a student with a disability is assigned. Each student with a disability must have a teacher of record identified.

The teacher of record must be appropriately licensed to work with the student or, where appropriate state licensure is not available, appropriately trained.

TOR Responsibilities
(511 IAC 7-32-97)

(1) Provide direct or indirect services to the student according to the student's IEP.

(2) Participate in the CCC meeting as the student's teacher to assist in developing measurable goals, benchmarks, and objectives to meet the student's needs.

(3) Regularly monitor the implementation of the student's IEP and provide progress reports to the student's parent.

(4) Ensure the student's IEP is accessible to each of the:

  (1) student's teachers;

  (2) related services providers; and

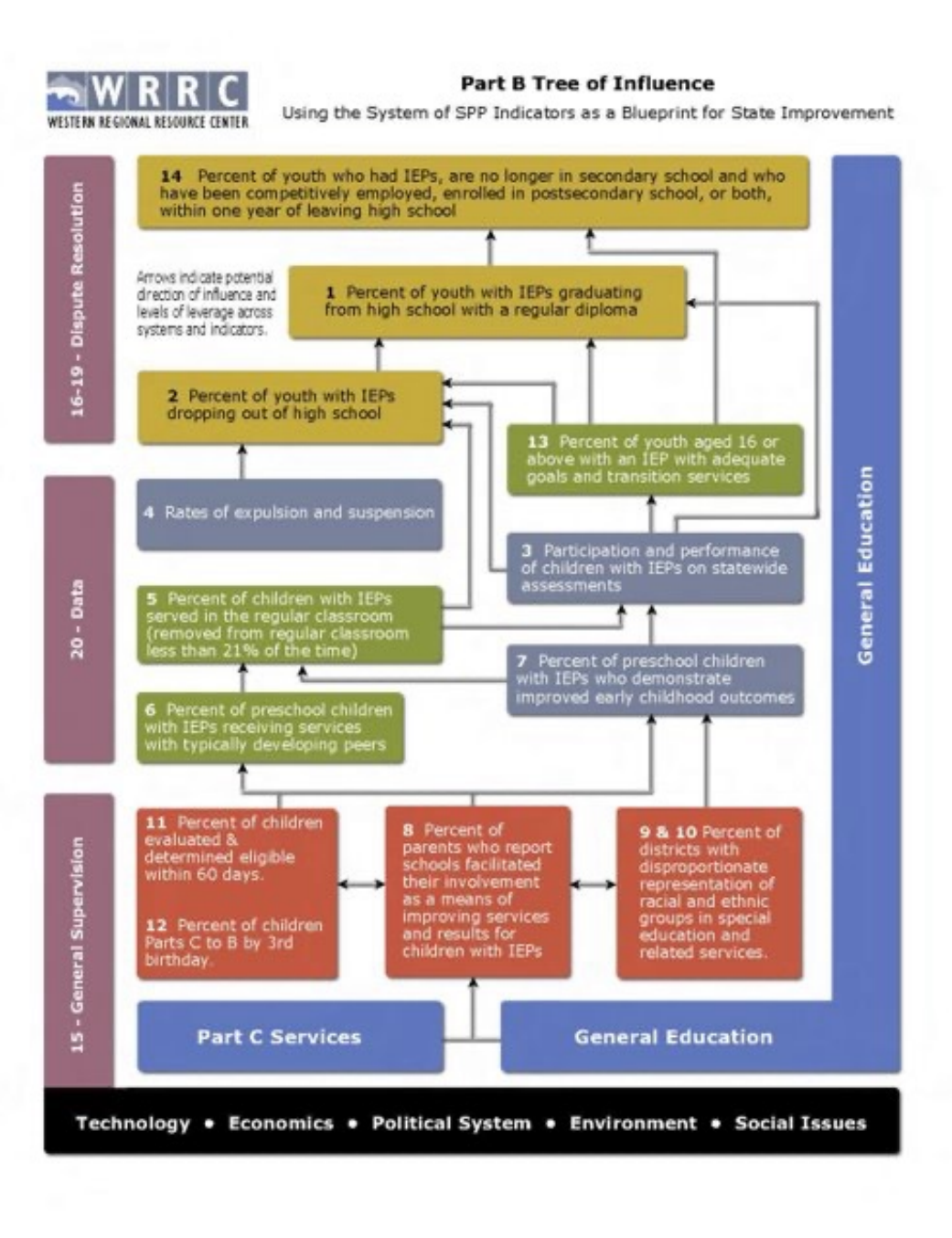
  (3) other services providers; who are responsible for implementation of the IEP.

THE IEP MUST BE IMPLEMENTED AS IT IS WRITTEN.

Results Driven Accountability RDA

- Compliance and Outcomes monitoring
- IEPS aligned with Indiana Standards
- Early intervention and all students reading by 3rd grade.
- LRE is General Ed setting within content areas with support.
- Evidence-based practices and interventions to match skill deficits.
- Flexible scheduling as well as grouping students based on similar needs. (Co-teaching, in-class supports).
- PD supports for teachers to support all learners.
- Instructional assistants work with multiple students.
- Fidelity of services for students.
- UDL for learning, accommodations, assistive technology in all settings.
- SDI delivered in group rotations and multiple opportunities for learning (all forms of delivery such as individual, cooperative learning, computer-based learning, or project-based learning).

Compliance Indicators



Current Ruling

- IEP must confer more than minimal growth
- Endrew F. v. Douglas County School District (March 22, 2017)
- "To meet it's obligation under IDEA, a school must offer an IEP reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances".
  - Reasonable
  - Progress
  - Appropriate

Free Appropriate Public Education

F=FREE

Students with disabilities are educated at public expense.

A=APPROPRIATE

The student with a disability is entitled to an education that is appropriate for the student's individual needs.

P=PUBLIC

A student with a disability is educated in a public school system. Parents may unilaterally choose to have their child educated in a private school setting or to homeschool their child and are still eligible for special education services.

E=EDUCATION

Education must be provided to an eligible student with a disability.

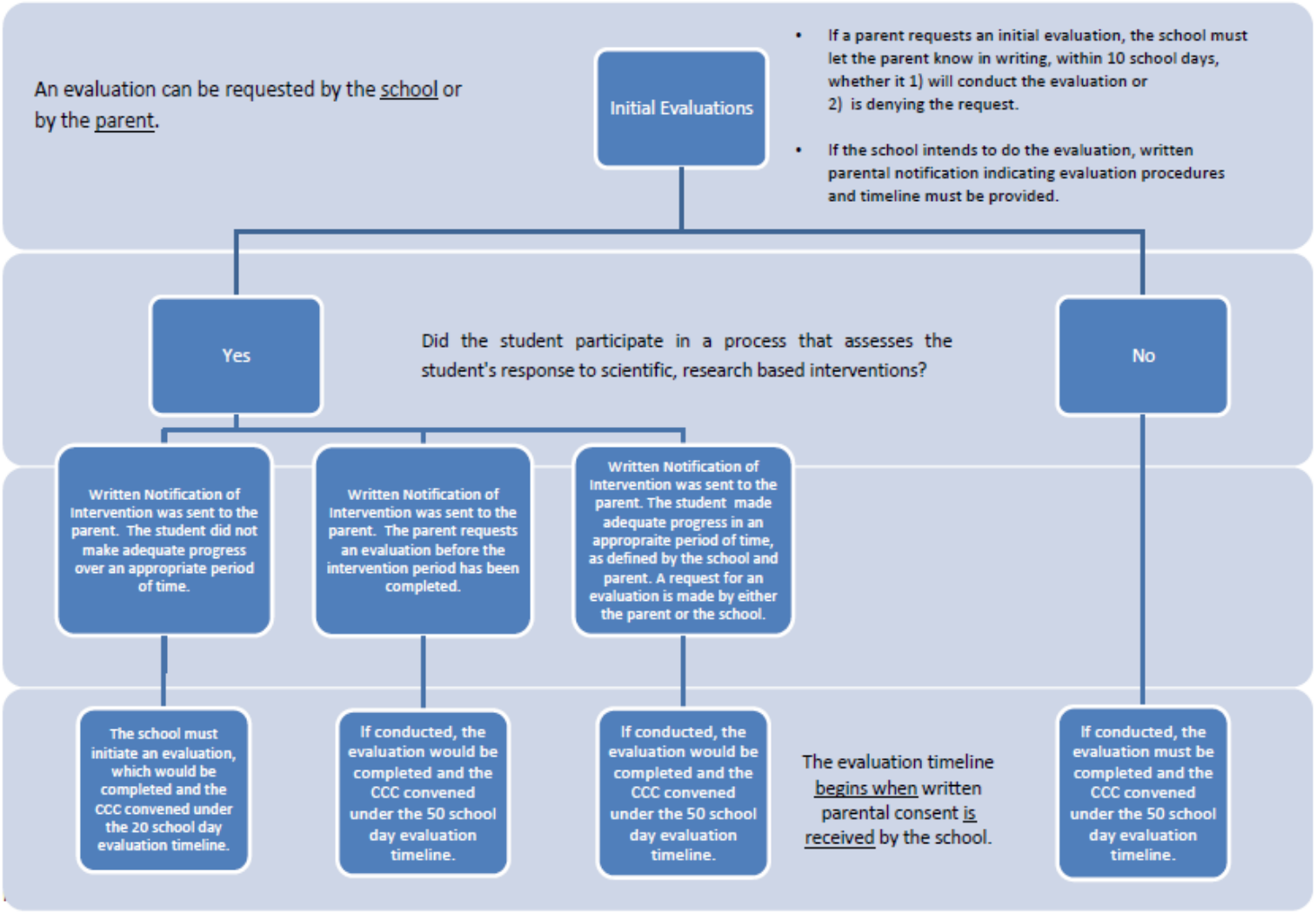
Referral and Evaluation Process

1. Evaluation Request
2. M-team meeting and decision
3. Consent or Refusal for evaluation
4. Parental consent
5. Evaluation process
6. Reports
7. Case Conference

Evaluation Requirement Chart

Assessment Domains	ASD	BLV	CD	DHH	DB	DD	ED	LI	SI	MU	OHI	OI	SLD	TBI
Development														
Assessment of developmental areas						X								
Cognition														
Assessment of cognitive ability and functioning (norm referenced or criterion referenced)			X							X				X
Academic Achievement														
Assessment of current academic achievement as defined	X	X	X	X	X		X	X	X	X	X	X	X	X
Assessment of progress and interventions								X					X	
An observation to document academic progress and behaviors in areas of difficulty								X					X	
Functional Performance or Adaptive Behavior														
Assessment of functional skills or adaptive behavior across various environments from multiple sources	X	X	X	X	X					X	X	X		X
An assessment of emotional and behavioral functioning							X							
A functional behavioral assessment							X							
A systematic observation across various environments	X	X			X	X				X	X			
Communication Skills														
Assessment of communication… in mode of student				X	X									
An assessment of the student's receptive, expressive, pragmatic and social communication	X													
Assessment of articulation, fluency, and voice									X					
Observation of student's speech by an SLP									X					
An assessment of functional literacy		X			X									
Motor and Sensory Abilities														
Vision and hearing screening						X								
An assessment of functional vision		X			X									
An assessment of motor skills and sensory responses	X													
An assessment of motor skills including travel skills		X			X									
A written report from an optometrist or ophthalmologist		X			X									
A written report from an educational or clinical audiologist, otologist, or otolaryngologist				X	X									
A statement from a physician if an organic cause suspected									X					
Available Educationally Relevant Medical Info						X		X	X	X	X	X	X	X
…and mental health information							X							
Social and Developmental History	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Any Other Assessments or Information Necessary to Determine Eligibility and Inform the CCC	X	X	X	X	X	X	X	X	X	X	X	X	X	X

DETERMINING THE APPROPRIATE EVALUATION TIMELINE FOR INITIAL EVALUATIONS



BOONE CLINTON JOINT SERVICES

Education Evaluation Checklist

Task	Task Assigned To	Date
Fax ***Notification of Request for Educational Evaluation (NOREE)*** to Joint Services the day a parent or school requests a special education evaluation (This includes upcoming ACR's when it is anticipated that a re-evaluation will be requested). Upon receipt, Joint Services will enter the referral information in the IIEP program. **Give Notice of Procedural Safeguards to parents.**		
Schedule a multidisciplinary meeting (M-team) within 10 days of request. Invite the parent and team members involved in the evaluation process to the meeting.		
Circulate the ***Multi-disciplinary Team Data Form*** to gather data to be reviewed at the meeting. The data likely will come from multiple sources and people.		
Data on the *Multi-disciplinary Team Data Form* is used to complete the pre-conference planning tabs in IIEP prior to/at the M-team meeting.		
The IIEP pre-conference planning tabs are updated during the meeting. Either the ***Notice for Evaluation*** (consent) or ***Refusal for Evaluation*** is printed for parent. Send signed ***Consent*** or ***Refusal*** to Joint Services for processing.		
If the M-team is proceeding with a special education evaluation, the IIEP program will calculate the due date. During the M-team meeting, members can schedule the case conference to discuss evaluation results. **Create Notice of Case Conference and give or send to parents as soon as the meeting date is set.**		
If the M-team is proceeding with a special education evaluation, the family is provided with the ***Social and Developmental History Form*** and any relevant evaluation questionnaires or rating scales.		
Observations and testing are conducted. ***Vision and Hearing Screening Form*** is completed by nurse and/or SLP. ***Classroom Observation*** completed by school staff. Systematic observations are completed by Educational Consultant or School Psychologist.		
Notice of Initial Findings and Proposed Actions is entered into IIEP for the initial case conference by the School Psychologist. This is to be completed and provided to parents 5 days prior to an **Initial** case conference if parent requests, indicating an overall description of the evaluations and findings by the school psychologist.		
Reports of evaluation results are created, uploaded into IIEP, and team members are notified. For initial evaluations, the report is uploaded into IIEP prior to the conference.		
Teacher of Record generates a draft IEP for discussion at the case conference based on evaluation data and academic and functional present levels from teachers and school data. The IEP draft is revised during the case conference.		
IEP is finalized at the conference. If not, it is received by parent by the 10th business day following the conference. Send a final IEP to Joint Services for the student's permanent special education file.		

Disability Areas

ASD – Autism Spectrum Disorder

BLV – Blind or Low Vision

ID – Intellectual Disability (mild, moderate, severe)

DHH – Deaf or Hard of Hearing

DB – Deaf/Blind

DD – Developmental Delay (3 to 8 year-olds)

ED – Emotional Disability

LSI – Language/Speech Impairment

MD – Multiple Disabilities

OHI – Other Health Impaired

OI – Orthopedic Impairment

SLD – Specific Learning Disability

TBI – Traumatic Brain Injury

Independent Evaluation Requests

- Parents may request at public school expense an IEE if they do not agree with the school's evaluation.
- IDEA and Article 7 allows the public school Due Process as a recourse to deny a request.
- The parents must provide the written request to the Director of Special Education.
- Outside evaluation has to include Article 7 criteria and the evaluator meet requirements as a school psychologist.
- A case conference is held to consider the IEE and any recommendations

Case Conference Committee Meeting

- When to hold a CCC Meeting
- Who must be Invited?
- Case Conference Notices
- Procedural Safeguards
- IEP Meeting Agenda
- IEP Checklist
- Components of Final IEP
- LRE Codes
- Written Notes
- Revocation of Consent

Procedural Safeguards

A copy of the notice of procedural safeguards shall be given to the parent of a student with a disability one (1) time a school year, except that a copy also must be given to the parent upon:

(1) initial referral or parental request for evaluation;

(2) receipt of the first filing of a complaint under 511 IAC 7-45-1 in a school year;

(3) receipt of the first due process hearing request under 511 IAC 7-45-3 in a school year;

(4) the date the public agency decides to make a removal that results in a disciplinary change of placement under 511 IAC 7-44-2, which includes removals to interim alternative education settings for:

(A) weapons;

(B) drugs; and

(C) serious bodily injury;

under 511 IAC 7-44-6; and

(5) request by a parent.

Case Conference Committee Meeting

- Case Conference Committee (CCC) is the group of persons described in Article 7, including the parents and public agency personnel who are responsible for:
  - Reviewing the educational evaluation to determine eligibility
  - Develop, review or revise IEP (including transition IEP)
  - Determining:
    - Appropriate special education and related service
    - Other matters related to the provision of FAPE.
    - Parent signature required for initial placement and implementation of services.
  - Every 60 instructional days when on homebound or in an out-of-school location

Required Participants

511 IAC 7-42-3

- The Public Agency Representative (PAR)
- Teacher of Record
- General Educator (not fewer than one of the student's teachers)
- Parent
- Instructional Strategist/Multi-Disciplinary Team Member
- Student (age 14+ or beginning their ninth-grade year)

Scheduling

511 IAC 7-42-2

- Meeting date and time is mutually agreed upon
- Must have adequate notice
- All required participants are notified via the CCC notification form.
- Student may attend any CCC Meeting if parent chooses.
- Student must attend if Transition (age 14 +) is being discussed. (if parent does not wish student to attend, document and make sure the student is on the notice of CC to invite document and has provided transition information)
- IEP must be completed and provided at the completion of the CC. If not, it is received within 10 business days after the date of the CC.
- FINALIZE EVERY IEP.

When To Convene

511 IAC 7-42-5

- Annually from the date of the last conference
- Move-In (within 10 instructional days)
- Disciplinary Change of Placement
- Re-Evaluation Review
- Parent or school Request
- Revisions to the IEP
- 60 instructional days when homebound or an out-of-school location

IEP Required Components

511 IAC 7-42-6

- Student Strengths
- Present Levels of performance
  - Data and progress on goals
- Accommodations
  - Instructional and State Assessment use
- Annual Goals
  - Observable, Measurable, Skill based
- Progress Monitoring
  - Data on progress toward goals
- Provisions/Services
  - Direct, indirect, or related
- Least Restrictive Environment
  - With same-aged, typical peers to the extent appropriate
- Progress Reporting
  - Same schedule as typical peers (report cards)
- Other Considerations
- Written Notes
  - Document discussions and agreements

IEP Best Practice

- Know your timelines.
- Send home the Notice of Case Conference prior to the conference.
- Be prepared with a DRAFT IEP for the case conference.
- Finalize every IEP.
- Written consent is required for the initial IEP for special education services.
- Ensure general education teachers and staff who work with the student are provided with a copy of the accommodations and behavior plan.
- Describe the impact of the disability to staff who work with the student.
- Document, Document, Document.
- Progress monitoring on goals must be collected per the IEP goal statement.
- Progress reports are provided as often as non-disabled peers receive reports on progress such as report cards.

Present Levels of Performance

- Talk with the student to obtain their view of their own progress in the last year.
- If appropriate, complete Transition Assessments for developing postsecondary goals. Report on the transition activities the student completed.
- Contact all Teachers of Service with specific questions about the student and progress on their IEP goals.
- Collect evidence of student progress (or lack of progress) towards IEP goals and the content the student is learning.
- Request current and accurate records from teachers.
- Gather most recent progress on goals data.
- Gather most recent formal assessment data.
- Solicit Parent and Student input on progress, strengths, and concerns.
- Gather relevant medical information.
- This information becomes evidence of the student's current skills (Present Levels of Academic Achievement and Functional Performance).

Data Sources

- Psycho-educational reports
- Outside evaluations
- Performance on State Assessments
  - Skill deficit areas
- School wide screeners and benchmark assessments
  - Baseline data on skill deficit
  - Compare progress to school identified normative data.
- State standards to identify key skills
- Progress data on current goals

Accommodations

Accommodations

An accommodation is a support or service that is provided to help a student fully access the general education curriculum. Accommodations provided during classroom instruction and assessments must also be provided during state assessments, if permitted.

Modifications

Modifications are changes to course content, required work, or instructional level. They change the learning goal for an individual student and are used when the general curriculum is too advanced for a student. Modifications usually involve changing an assignment or objective.

ILEARN Read Aloud Accommodation

- DOE guidance document to make determinations for read aloud
- For students in grades 3-8 ELA
- The Read Aloud accommodation for Students with Disabilities is an accommodation available for the ELA portion of ILEARN that is to be identified by a student's CCC in advance of testing.
- It is an accommodation that is appropriate for a relatively small number of students in order to meet their particular needs.
- The Indiana Department of Education will monitor frequency of use for the purpose of carefully monitoring and determining appropriate decision making.

Goal Writing

Padlet

Goals Development Checklist

Indiana IEP Resource Center

IEP must show evidence of a direct relationship between present levels of educational performance, the goals, and the services to be provided.

Present Levels of Performance

- [ ] Are current and relevant to the student
- [ ] Evidence of need for the target behavior clearly identified
- [ ] Contains baseline data
- [ ] Includes how the student's disability impacts access to general education curriculum

Annual Goals

- [ ] Aligned to grade level standard (Indiana Academic Standard or Content Connector)
- [ ] Three components of measurability are evident
  - [ ] Target behavior (observable, repeatable, verifiable)
  - [ ] Stimulus material or Conditions under which the skill is expected to occur
  - [ ] Criterion for mastery or acceptable performance
- [ ] Addresses a unique or acceptable performance
- [ ] Clearly written in common language understood by all stakeholders
- [ ] Identifies the skill the student will be taught
- [ ] Reflects a realistic expectation of one year's growth considering the student and his or her current skills
- [ ] Allows a clear yes or no determination of whether the goal has been achieved
- [ ] Can be reliably assessed
- [ ] Measures the effectiveness of instruction/interventions specially designed for the student

www.indianaieprc.org • Ph: (317) 757 - 8297 • Fax: (317) 672 - 2839

Specially Designed Instruction SDI

511 IAC 7-32-88

Specially Designed Instruction
Checklist

IEP Indiana IEP Resource Center

Does it:

- ☐ Describe the practices a teacher uses to provide individualized instruction to a student receiving special education services
- ☐ Meet the unique needs of a student
- ☐ Allow delivery through customized changes to content, methods, or instructional delivery

Developed:

- ☐ Based on data in the Present Levels of Academic and Functional Performance
- ☐ Through a connection to a student's IEP goal
- ☐ To address academic, functional, social/emotional and/or behavioral needs

Provides Instruction by:

- ☐ Maintaining high expectations and ensuring access to grade level academic standards or content connectors
- ☐ Utilizing systematic and explicit instruction, that is evidence based, in the use of a strategy or device
- ☐ Teaching specific skills identified as learning barriers, rather than just providing support to students

Results in:

- ☐ Progress towards academic and functional standards, graduation, and meaningful postsecondary outcomes
- ☐ Generalization of skills across settings

www.indianaieprc.org • Ph: (317) 757 - 8297 • Fax: (317) 672 - 2839

SDI: Instructional Practices the teacher provides

- Guided practice of listening strategies
- Scaffolded instruction, visual, written, verbal, physical, picture prompts and cues
- Modeling
- Instruction of calming strategies
- Grapho-phonic (visual/auditory) including letter sound knowledge, phonemic awareness, decoding
- Explicit instruction on the use of supplementary aides
- Direct instruction and support for specialized software and equipment
- Explicit instruction in the writing process including prewriting activities, writing, revising, editing, and publishing
- Multi-sensory teaching strategies
- Direct instruction in computation and math principles

Progress Monitoring

- 511 IAC 7-32-76 "Progress monitoring" defined: a systematic procedure for the frequent and repeated collection and analysis of student performance data.
- Academic or functional performance, or both academic and functional performance, is monitored over time to evaluate the effectiveness of instruction and interventions.
- Regular data collection on goals

Functional Behavior Assessment

- Functional behavioral assessment is a process that uses data to identify patterns in the student's behavior and the purpose or function of the behavior for the student.
- A functional behavioral assessment may require written parental consent.
- Parental consent is not required when a functional behavioral assessment reviews existing data regarding a student.

FBA: Questions to Consider

- What is the history of the behavior?
- Under what conditions does the student do well?
- What are areas of strength?
- What curriculum is being used to teach the student?
- How is the majority of the student's day spent?
- Are there specific times/settings where the behavior is more likely to occur?
- Does the behavior serve a purpose?
- What is the student's method of communication?
- Does the student have a medical problem? Take medication? Difficulty sleeping/eating?
- Are there conditions at home that may be impacting the educational environment?

Behavior Intervention Plan

- Behavior Intervention Plan is a plan agreed upon by the CCC and incorporated into a student's IEP that describes the following:
  - The pattern of behavior that impedes the student's learning or the learning of others.
  - The purpose or function of the behavior.
  - The <u>positive interventions and supports, and other strategies</u> to:
    - Address the behavior
    - Maximize consistency of implementation
    - Skills to be taught to modify the pattern of behavior.

CENTER ON PBIS Positive Behavioral Interventions & Supports

Transition IEP Components: Indicator 13

- A statement of the student's present levels of academic achievement and functional performance.
- Appropriate, measurable post-secondary goals, based upon age-appropriate transition assessments.
- Documentation regarding whether the student will pursue a high school diploma or certificate of completion.
- Transition services needed to assist the student in reaching post-secondary goals. (Including the individuals and agencies identified for implementing the transition services. Persons responsible must include an adult such as TOR or TOS and parent.)
- IDOE Transition Info Resource Board

Transition IEP

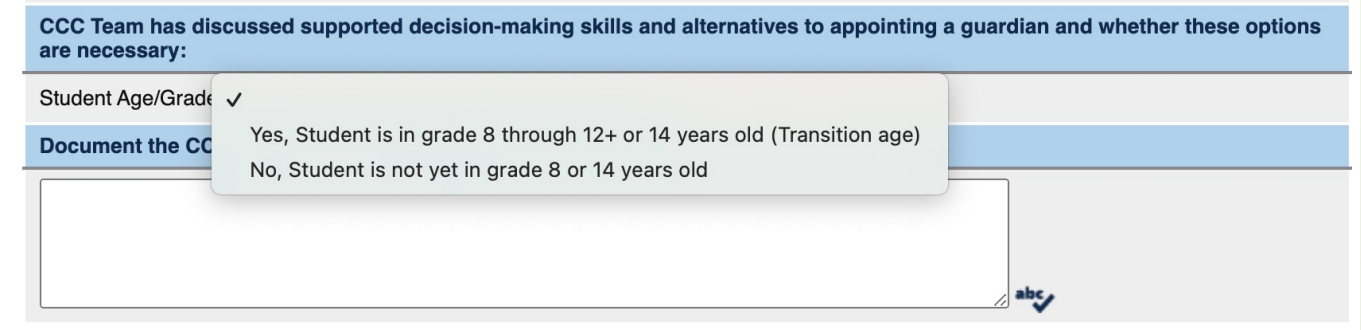
- Transition Assessment Matrix
  - Choose the topic area to assess (Employment, Education/Training, Independent Living),
  - Choose the grade level of student you are working with (6-8, 9-10, 11-12),
  - There are assessments in Spanish or Burmese,
  - There are assessments for students with high support needs.
- Transition Services to be assessed and discussed
  - Vocational Assessment
  - Career/Vocational Instruction and Guidance
  - Work Experience
  - Residential Services
  - Adult Services
  - Post-Secondary Training
  - Domestic Skills
  - Transportation

Transition IEP

- Documentation that the CCC reviewed information and the public agency presented the information to the parent and student regarding available adult services.
- A statement of measurable, annual goals including academic and functional, designed to support the post-secondary goals.
- A description of the student's progress toward meeting those post-secondary annual goals.
- Courses of study to achieve post-secondary goals.
- 1 year prior to turning 18 discussion of transfer of rights.
- Supported Decision Making

Supported Decision Making

- The CCC in grades 8-12 must address decision-making skills every year until exit
- At 18, there is a natural transfer of rights.
- Some students continue to need support and there are various levels they can choose.
- DOE guidance document
- Document the discussion on the Create IEP tab



Transition IEP

Checklist

Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Indiana Transition Individualized Education Program (IEP)
Indicator 13 Compliance Checklist

This checklist provided by the Indiana Department of Education's (IDOE's) Office of Special Education serves to provide guidance for local educational agencies (LEAs) as they review Transition IEPs to ensure compliance with requirements outlined in Indicator 13 of the Individuals with Disabilities Education Act (IDEA). In order to achieve a Transition IEP, all criteria of a compliant IEP must meet all requirements of Indicator 13. All questions in this checklist must be indicated as yes (Y) or not applicable (N/A) to successfully meet Indicator 13 requirements. If questions are indicated as no (N), the IEP is non-compliant. For additional information, please refer to IDOE's Indicator 13 Monitoring and Compliance Guide, available on IDOE's Special Education webpage.

Transition Assessments						
	Employment		Education/ Training		Independent Living	
Is there evidence that the measurable postsecondary goals were based upon an age appropriate transition assessment? ("Age appropriate" means that the assessments change and become more specific to the student's goals as they age.)	Y	N	Y	N	Y	N
Are transition assessments related to each postsecondary goal mentioned in the *Summary of Findings* section from recent transition assessments? ("Recent" means that they were conducted within the 12 months prior to the current IEP.)	Y	N	Y	N	Y	N

Postsecondary Goals							
	Employment		Education/ Training		Independent Living		
Are there postsecondary goals written for Employment, Education and Training, and Independent Living (if needed)?	Y	N	Y	N	Y	N	N/A
Can the goal(s) be measured?	Y	N	Y	N	Y	N	N/A
Will the goal(s) occur after the student graduates/transitions from school?	Y	N	Y	N	Y	N	N/A

Transition IEP

Based on information available, does the postsecondary goal seem appropriate for this student?	Y	N	Y	N	Y	N	N/A
Are the postsecondary goals updated annually? Is there evidence that the postsecondary goals have been discussed/updated and continue to be relevant in conjunction with the current IEP?	Y	N	Y	N	Y	N	
Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion? Is the discussion documented in the Transition IEP?					Y	N	
Transition Services and Activities							
	Employment		**Education/ Training**		**Independent Living**		
Are there transition services and activities in the Transition IEP that will enable the student to confirm, refine, or change each postsecondary goal? Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)?	Y	N	Y	N	Y	N	N/A
Does the *By Whom* section contain both a school staff member and the student?						Y	N
Is the *Date of Completion* one year after the start of the IEP?						Y	N
	Employment		**Education/ Training**		**Independent Living**		
Is there evidence that representatives from outside agencies, that were indicated in the transition services and activities, were invited to the Transition IEP meeting?	Y	N	Y	N	Y	N	N/A
Annual Goals							
	Employment		**Education/ Training**		**Independent Living**		
Are there annual goals written to support each postsecondary goal?	Y	N	Y	N	Y	N	N/A

Are the annual goals skill-based?	Y	N	Y	N	Y	N	N/A
Are the annual goals measurable?	Y	N	Y	N	Y	N	N/A
Does the goal statement measure the skill identified?	Y	N	Y	N	Y	N	N/A

General IEP Questions		
Does the IEP include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their transition from school to post-school?	Y	N
Is there evidence that the student was invited to the Transition IEP Case Conference where transition services were discussed?	Y	N
Does this Transition IEP meet the requirements of Indicator 13? If all questions above have a Y or N/A, this is a compliant Transition IEP. If one or more questions were marked N, it is not compliant.	Y	N

This information was adapted from materials originally published by the National Technical Assistance and Center on Transition: The Collaborative.

What's Next? Indicator 14

- Post-Secondary Outcomes survey to improve school programming and support future students with transition services and activities.
- At the Exit Secondary conference, update contact information in IIEP. This is the source for DOE follow-up with students and families.
- Share the link to ***What's Next?*** - a monthly newsletter with transition resources with Juniors and Seniors

Alternative Assessment Criteria I AM

- IDOE Participation Guidance and Flowchart
- Review of student records indicates a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
- The student requires extensive, repeated, individualized instruction and support that is not of a temporary nature.
- The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.
- Goals listed in the IEP for this student are linked to the enrolled grade level Alternative Achievement Standards (Indiana Content Connectors).
- No Mode of Communication guidance
- **1% of the total corporation population**.

Alternate Diploma

- In May 2021, the Indiana State Board of Education approved a proposed rule amendment for 511 IAC 6-7.1 (Graduation Requirements) to establish an Alternate
- The Alternate Diploma is standards-based and will be available to students with
  - significant cognitive disabilities
  - that are participating in the alternate assessments and
  - satisfy graduation requirements.
- The first students able to take advantage of the Alternate Diploma will be the 2022-2023 cohort (Class of 2023).

Certificate Of Completion

- Indiana Diploma Decisions
- Functional skills and academic skills
- Significant delays evident from evaluation and progress
- Unique Learning System
  - Provided by JS to Life Skills TORs
- Course of Study and DOE defined credits or units of study.
- Transition Portfolio required
- Alternate Diploma Option
- Project Success

Transition Portfolio

- Graduation Pathways
- Certificate of Completion requirement
- Indiana Career Explorer and Google Sites template.
- This fulfills the requirements to demonstrate completion of the employability skills component of Pathways.
- The Summary of Performance is still a requirement in IIEP.
- INSTRC Training and Support
- IDOE Portfolio Resources

Least Restrictive Environment LRE

511 IAC 7-42-10

IEP TA Information

- LRE placement is determined after eligibility, present levels of performance, accommodations, and goals.
- General education with supplementary aides and services should always be the first option at the CC.
- LRE must be based on the student need, not school convenience.
- Some students will need more support in school and may need a resource room, self-contained class, or other placements based on the need and CC decisions.

Assistive Technology Device

- Must be considered at each meeting where the IEP is being addressed.

- *Assistive technology device* – defined as any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability.
  - The term does not include a medical device that is surgically implanted or the replacement of such devices.

Assistive Technology Service

- *Assistive technology service* – is any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.
- The term includes, but is not limited to the following
  - Evaluation of needs
  - Purchasing, leasing, providing AT devices
  - Selecting, fitting, customizing, adapting AT devices
  - Coordinating and using AT with other therapies, interventions or services
  - Training/technical assistance to
    - Student
    - Professionals

ICLP

- E-learning/other Closures and services
- State what services will look like during a closure (weather, quarantine, class/school closure, scheduled PD).
- How will services be provided, how are goals addressed and progress monitored, how accommodations are provided, and how accessibility is addressed?
- DOE Guidance Document

eLearning

- Continue to have a statement In the IEP
- IDOE Example:
  - "[corporation name] is participating in the eLearning day program which may be utilized on a day when school is cancelled, as a planned day, or as a makeup day when a day of school was missed. In these instances, work may be modified to meet IEP goals. Instruction will be provided to [student name] through_____."
- Options such as online materials, paper and pencil assignments, projects.
- **Additional Descriptor box of IIEP**;
- "The Dept. of Education has approved eLearning days for this school corporation. During school hours classroom teacher and the teacher of record will be available via email or previously approved method to address student work and goals".

eLearning Tips

- What are the corporation expectations for all teachers?
- Did you utilize your curriculum map?
- What online resources can students access remotely (ULS, MobyMax, N2Y, Attainment, Apps, etc).?
- Did you establish check-in times or office hours?
- Did you explain eLearning days to your students?
- Did you plan for non-English speaking parents?
- Did you consider accessibility needs?
- Did you consider families without Wi-Fi?
- Did you communicate to parents what the expectations and availability will be (prior to eLearning days)?
- Did you consider lessons/activities for multiple and/or severe disabilities?

Progress Reports

- Provided to parents at least as often as parents are informed of grades
- Reported information needs to match the measurable goal criteria
- Report qualitative (narrative) and quantitative (data) measures.
- This is the collection of data on goal progress

Extended School Year (ESY)

511 IAC 7-42-6(8)

- Services are provided to a child with a disability
  - Beyond the normal school year,
  - In accordance with the child's IEP; and
  - At no cost to the parent of the child.
- Documented factors to determine need
  - Critical learning needs
  - Degree of progress on IEP goals
  - Emerging needs and/or break-through learning opportunity
  - Regression and recoupment
  - Interfering behavior
  - Severity of disability
- DOE Guidance Document

Indicator 8 Parent Survey

- Survey of parent satisfaction with the IEP process
- Experience with the planning and implementation of their child's IEP
- Advise them of the short survey
- Annual requirement for completion (ACR)
- Allow parent to complete the survey after the conference
- Send the link via email after the meeting

Medicaid

- Students who receive SLP services, OT or PT services.
- Consent to bill Medicaid uploaded in IIEP
- Parents must sign document one time within the corporation.
- The document acknowledges that parents have been informed of Medicaid billing opportunities.
- The document must be signed and DATED to be eligible for monetary reimbursement.
- A parent's private Medicaid eligibility will NOT be affected.
- A parent may refuse to consent.
- Parent Flyer

Disciplinary Removals

511 IAC 7-44-1

- The school is not required to provide services to a student with a disability during the first 10 cumulative days of removal during a school year.
- Removal for any part of the instructional day constitutes one day of removal.
- In-school suspension is not considered a removal if special education support and services are provided.
- If bus transportation is part of the student's IEP, removal from the bus would be a removal unless the school provided alternative transportation.

Disciplinary Change of Placement

511 IAC 7-44-2

- A removal or series of removals from a student's current educational placement occurs when:
  - The removal is for more than 10 cumulative days in a school year.
  - The student is subjected to a series of removals that constitute a pattern because:
    - The series of removals accumulate to more than ten school days per year.
    - The student's behavior is similar to behavior resulting in prior removals.
    - Length, cumulative amount of time, and proximity of the removals to one another.

Manifestation Determinations

511 IAC 7-44-5

- Must be held within 10 days of any decision to change placement for a violation of behavior policy.
- Need to determine if the behavior was a manifestation of the student's disability.
  - Does the behavior have a direct and substantial relationship to the disability?
  - Was the conduct a result of the failure to implement the IEP as written?
- If a manifestation, the student returns to current placement and the CCC determines revisions to the IEP to meet the student's needs.
- If not a manifestation, CCC determines services to allow the student to make progress toward goals?

Seclusion or Physical Restraint

- Procedures approved by the BCNWH Governing Board 02/06/08
- Follow procedures for annual requirement
- July 1, 2014: All corporations must have a plan available to students and parents for all students not just special education
- Parents must be informed.
- Must be written in the IEP when seclusion time-out or physical restraints might be used.
- Documentation of seclusion time-out and physical restraint are maintained.
- Training for staff: Crisis Prevention Intervention Training (CPI).
- Should not be engaging in seclusion or restraint without the CPI training through Jt. Services.

Nonpublic Schools or Homeschooled

511 IAC Rule 34

- All students who are determined eligible for special education and related services have the right to be offered a free appropriate public education from the school corporation of legal settlement.
- If the nonpublic school is outside the school corporation of legal settlement, the local school (where the nonpublic school is located) will provide special education services.
  - Parent rejects FAPE
  - Service plan developed (SP)
- TORs with homeschooled students on their caseload must contact parent annually to revise the SP or ensure parent is aware of options.
- Contact Joint Services for support with the service plan process and determination of services.

Revocation of Consent

- After the initial parent consent for the provision of special education services, a parent may revoke that consent if the student is less than 18 years of age.
- Document in IIEP in Documents tab.
- The request must be made in writing to school personnel.
- The school must provide parent with a copy of parent rights and explain the consequences for revocation of consent.

Revocation of Consent

- Once the parent has parent rights and provided an explanation of consequences, all special education services stop.
- The parent may not request partial revocation of consent.
- The school is obligated to determine if the student is eligible for services under Section 504.
- If parent wants to seek special education services at a later date, an initial evaluation process is initiated.

Parent Recourse

Complaint: a claim that a school has not implemented federal or state special education rules or has failed to comply with an order issued by an independent hearing officer.

Mediation: a voluntary process in which the parent and school attempt, with the assistance of trained impartial mediator, to resolve a dispute.

Due process hearing: a claim concerning the identification or eligibility of a student for special education services; the appropriateness of the educational evaluation or the student's proposed or current level of special education services or placement; or any other dispute involving the provision of a free appropriate public education.

https://ichamp.doe.in.gov/

Superintendent and Director notified of filings

Developmental Preschool

- First Steps Transitions (birth to 3)
- Procedures for Evaluation
- Educational Consultants Role
- Transition to Kindergarten Guide (inviting K TOR)
- Early Childhood LRE Codes
- Withdrawal From Services
- ISPROUT assessment (JS Support)

Developmental Preschool

Dear Colleague Letter November 2015

- Equitable access
- Meaningfully participate

Every Student Succeeds December 2015

- Improving outcomes
- Strong core curriculum
- Kindergarten Ready

ISPROUT Assessment to monitor:

- Social/emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behavior to meet needs

Board Approved Policies

- Seclusion Timeout and Physical Restraint Guidelines and reporting forms
- Students Placed by Parents in Private Schools
- Nonpublic Schools or Facilities
- Independent Evaluations at Public Expense
- Do Not Resuscitate
- Responding to Parent Request for a CCC meeting
- Audio and Video Taping of Case Conferences

Paraeducator Training

- Special Education Program Personnel: Public agencies may allow paraprofessionals and assistants who are appropriately trained to work under the direction and supervision of: (1) licensed teachers; or (2) related services personnel; to assist students in areas that relate to personal, social, and educational needs.
- Paraprofessionals and assistants may NOT provide primary instruction to student
- Annual requirement for training
- New Hires prior to first day
- Training video on website
- Roles in the classroom
  - Classroom management
  - Assessment
  - Behavior management
  - Relationship with parents
  - Other
- Confidentiality
- Signature page

BOONE CLINTON JOINT SERVICES

FREQUENTLY ASKED QUESTIONS

WHAT IS JOINT SERVICES?

Joint Services FAQ

What goes where?

- **SCAN/email or FAX to Joint Services**
  - **Notice of Request for an Educational Evaluation (NOREE)** after a school or parent request for an evaluation.
  - Any **parent consent** for evaluation the day it is received. These are time sensitive and must be received as soon as possible so staff involved are notified quickly. Consent for evaluations will be EasyFaxed after the request is processed at Joint Services.
  - **New Student Move-In** Forms can be emailed or faxed to Mara Williams to check IIEP, request a file transfer, and assign TOR.
- **All IEPs** (i.e., move in, ACR, revise, re-eval review, etc.), reports, Change of Enrollment Status forms, or any other information related to a student's file that is not time sensitive are sent to Joint Services. These documents can be sent with the Educational Consultant assigned to your building emailed or faxed. These documents are used for caseload lists and data management and submission.
- Easy FAX or Smart Scan to PCG/IIEP parent signatures provided on a final IEP. ***Do not upload/Easy Fax an unsigned form.*** The signature page will upload into the IIEP file for the student.

Move-In Students

- Scan/Email or Fax the **New Student Move-In** Form to Joint Services. It is located on the Joint Services website (https://www.booneclintonjs.org/).
- Be sure the student is enrolled and entered in the student data management system (Harmony, Power School, Skyward).
- A record transfer will occur in IIEP between the sending LEA and Joint Services (if the sending school uses IIEP and the student is transferring within Indiana).
- You will be granted access as the TOR to the IEP in IIEP by Mara or the Educational Consultant.
- Schedule and hold a move-in conference within **10 instructional days** of enrollment to create an IEP for the current placement.
- Send a copy of the move-in IEP, the previous IEP, and the current psych report to Joint Services.

Withdrawal or Dismissal from Special Education

Complete the **Change of Enrollment Status** form and fax/send to Joint Services.

This form is located on the Joint Services website

https://www.booneclintonjs.org/

FINAL REMINDERS

- The IEP must be implemented as written – by everyone.
  - If there are issues, convene the CCC to discuss.
- If a student is not making progress or has achieved goals, convene to update the IEP.
- Any change in provisions, services, accommodations need to be in the current IEP.
- Collect data on goals and behavior plans.
- Final IEPs are received by parents 10 **BUSINESS** days after a CCC (this includes school breaks).
- If there is a concern about eligibility, consider a re-evaluation.
  - Excessive absences, hospitalizations, change in needs
- For HS students, written notice of progress toward diploma is required. Send to parent and upload in IIEP.
- All IEPs are sent to Joint Services – ACR, move-in, revise, MD, etc.

Resources

- PATINS
- IEP Technical Assistance Center
- IDOE Office of Special Education (Moodle)
- PBISWorld.com
- Project Success
- National Center on Intensive Intervention
- Indiana Secondary Transition Resource Center
- National Technical Assistance Center on Transition
- IRIS Center for Professional Development
- Individuals with Disabilities Education Act
- Positive Behavioral Interventions & Supports

Questions? Requests? Help?

125 Lakeshore Drive

Lebanon, Indiana 46052

Phone: 765-483-3090

800-423-5107

FAX: 765-483-3087

https://www.booneclintonjs.org/

Madeline Sandberg, Director of Exceptional Needs

Rob Robinson, Assistant Director of Exceptional Needs