Schedule

- 8:00-8:10- housekeeping/rules- 10 minutes (Carin)
- 8:10-8:40- Mythbusters- 30 minutes (, Derick, Andrew, Cami)
- 8:40-9:40- Standard Based IEP (Carin, Allisona)- 60 minute
- 9:40-9:50- brain break (Allison, Cami)
- 9:50- 10:00- Review IEP Binder (Linda, Derick)
- 10:00-11:00-Transition- (Melany,Linda)

- 12:00-12:10- housekeeping/rules- (Carin)
- 12:10-12:40- Mythbusters-(Michele, Cami)
- 12:40-1:40- Standard Based IEP (Carin Allison, Ana)
- 1:40-1:50- brain break (Carin,Ana)
- 1:50- 2:00- Review IEP binder (Allison)
- 2:00-3:00-Transition- (Melany, Allison)

Mission mPossible
Beyond the Basics
High School Session
October 9, 2019

Mission Possible

Please sign-in using the QR code.



Professional Development Norms

Be Committed

- Be a learner, focused on improving student outcomes.
- Commit to implementing learned strategies and programs with students.

Be Responsible

Actively participate by engaging and collaborating to accomplish the professional learning objectives.

Be Respectful

- Allow others to listen.
- Allow others to speak.
- Use technology for the task at hand.

Be Safe

- Take care of your needs.
- Ask clarifying questions.
- Respect all ideas.

CSD Multi-Tiered System of Supports (MTSS) Framework MTSS Critical Components High Quality Academic and Behavioral Instruction and Intervention Data for Decision Making Team-based Problem Solving



Student Achievement Principles for Academics and Behavior

- Building a positive school climate involves actively promoting building positive relationships, setting high expectations, and committing to every student's success.
- Equitable education ensures equal access regardless of race, color, national origin, gender, sexual orientation, age, religion, disability, language, or socioeconomic status.
- Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students.
- Leadership at all levels is vital.
- ALL CSD students, parents, and educators are part of ONE proactive educational system that is committed to equitable outcomes.
- · Evidence-based instruction and interventions are aligned with rigorous standards.

- CSD educators use assessments that are reliable, valid, and aligned to standards.
- CSD educators use data to measure student progress and implementation of system supports
- CSD educators use data to guide instructional decisions, and allocate resources.
- CSD educators problem solve collaboratively to meet student needs.

| Standards for Instruction | Evidence-Based Instructional Priorities: ACADEMIC | Evidence-Based Instructional Priorities: BEHAVIOR | Time Allocation for Instruction | Teacher and Team Learning Data | Student Performance Data | Teaming Structures | Continuous Problem Solving for Improvemen |
|--|--|---|---|---|--|---|--|
| Standards clarify what students are expected to learn and do. | Planning, instructing, and assessing techniques are implemented to increase student engagement and learning. | Classroom PBIS expectations are aligned to schoolwide PBIS expectations and implemented to prevent and decrease behavioral disruptions. | School culture ensures that instructional time is maximized to increase student growth. | Supporting teacher learning and professional growth is fostered through public practice and ongoing feedback. | Student academic and behavioral performance is assessed using a variety of reliable and valid methods. | Structures in all schools that provide comprehensive support for academic and behavior monitoring. | Multiple data sources are used for ongoing problem solving an equitable decision making across tiers. |
| instructional content aligned with the Utah Core Standards School-wide Positive Behavioral Interventions and Supports PBIS) Curriculum maps with common accing guides Scientifically research-based programs Standards-based instruction and eporting Cognitive Rigor (Depth of Knowledge—DOK) International Society for Technology in Education Standards (ISTE) World-Class Instructional Design and Assessment (WIDA) Federal and state requirements IEP, 504, ELs) | Teacher clarity (ES: 0.75) Explicit instruction (ES: 0.57) (I. We, Y'all, You) Instructional hierarchy (ES: 0.57): Acquisition, Automaticity, Application (AAA) Feedback cycle (ES: 0.75) Systematic vocabulary (ES: 0.67) Structured classroom discussion (ES: 0.82) Maximizing Opportunities to Respond (OTR) (ES: 0.67) Scaffolded Instruction & Grouping (SIG) structures (ES: 0.57) | Classroom PBIS (ES: 0.68) 1. Establish and post rules/ routines 2. Teach rules/routines 3. Monitor rules/routines 4. Reinforce rules/routines 4. Reinforce rules/routines 5. Correct behavior errors 6. Use data for decision making Positive teacher-student relationships (ES: 0.75) Active supervision (ES: 0.62) Pre-correction (ES: 0.83) High ratio of positive to corrective feedback (ideally 4:1 or higher) (ES: 0.75) Precision requests Differential reinforcement (ES: 0.95) De-escalation Strategies: Help, Prompt, Walt PBIS Toolbox: Self-monitoring (ES: 0.97) Group contingencies (ES: 1.02) Token economy (ES: 0.90) | Classroom instructional time prioritized for instruction of standards Individual and team planning time intentionally increases the application of evidence-based instructional priorities and standards for instruction Master schedule considers the learning needs of the student population Scheduling ensured for: Intervention and skill-based instruction. Special Education services English Language Development (ELD) | Annual setting of goals and documentation of progress (e.g. CSIP, LANDTrust, CTESS) Public practice applications: Coaching cycles with peer coaches, teacher specialist, achievement coach, and/or new teacher coach Learning walkthroughs and targeted observations Lesson study Video analysis Formalized classroom and system protocols and checklists to monitor and support implementation | Effective assessment practices: Increase instructional agility Provide feedback about learning to students, parents, and teachers Build student efficacy Monitor student acedemic and behavioral growth Celebrate teaching and learning successes CSD Assessment System: Screening Assessments (DIBELS, RI, MI) Classroom Assessing Team and School-wide Assessments District-wide Standards-based Assessments (e.g. SAGE, ACT) Specialized Assessments (VIDA, IDEA eligibility assessments, Phonics Surveys) | Building Leadership Teams (BLT) use data to: Design a tiered system of academic and social/emotional supports Plan professional development Develop CSIP goals and monitor progress Monitor implementation effectiveness across tiers Instructional Professional Learning Communities (IPLC) use data to: Design instructional adjustments needed to ensure success for all students Plan for increasing the intensity of core scaffolds to address social emotional needs of students as needed Refer students for consideration of more intensive standardized interventions as need to the students of the students whose social emotional needs require more intensive, individualized supports | Standardized problem solving process is used by teams to identify, analyze, plan, and evaluate relevant data in a timely and consistent manner! I identify academic and behavioral risk Analyze relevant data in a teams (e.g. BLT, IPLC, SST Plan implementation of academic and behavioral interventions as student needs indicate Monitor and evaluate effectiveness of academic and behavioral instruction across liers using valid and reliable data (student and teacher data) |

HouseKeeping

IEP Due Date

Hold IEPs due by November 1st before the school year ends.

UAA Science Task

Must choose and document task by October 31st.

Special Class PD

Sign up for your classes by October 18th.

ESY

Great time to be collecting data for ESY determination.

Beyond the Basics

Next BTB will be January 28, 29, or 30, 2020. Please sign up as soon as possible using Midas.

KTEA

Who can administer KTEA?

Once trained you can.

Standard Based IEPs-

Sometimes as a teacher I turn into Dora the Explorer. I ask a question and then stare in silence, blinking, until I'm forced to answer my own question.



What is a Standard Based IEP?

 A standards-based IEP is "a process and document that is framed by the State standards and that contains goals aligned with, and chosen to facilitate, the student's achievement of State grade-level academic standards."

History

In the past, the practice was to write IEPs that weren't tied to grade-level standards, and were randomly chosen. But in 2015, the U.S. Department of Education issued a guidance letter that made it clear that all IEPs must be tied to state academic standards.

If a school doesn't tie a child's IEP to state standards, it would be violating that child's legal right to a free and appropriate education (FAPE). The only exception is for students with significant cognitive disabilities. These students may have IEPs tied to alternate standards.

The idea behind standards-based IEPs is to hold students to the same standards as their peers.

And they should get the support they need to reach those standards, even if it takes a while.

According to the guidance letter, goals must be "ambitious but achievable." They should aim to close the gap between your child's performance and grade-level standards. But they also need to be realistic.

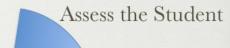
In 2017 came the case *Endrew F. v. Douglas County School* **District**— It involved "Drew," a boy with <u>autism</u> who made almost no progress on his IEP goals. His parents said he was entitled to more under the Individuals with Disabilities Education Act (IDEA), the nation's special education law. They asked the Court to rule that the boy should have had an "equal opportunity" to achieve success like other kids. The school district, however, argued that the boy only had the right to a de minimis, or minimal, benefit from the IEP. And that's what he received, the school district said. When all was said and done, a student offered an educational program providing "merely more than de minimis" progress from year to year can hardly be said to have been offered an education at all. For children with disabilities, receiving instruction that aims so low would be tantamount to "sitting idly ... awaiting the time when they were old enough to 'drop out."

If grade level standard is not a reasonable prospect for a child, his IEP need not aim for grade-level advancement. But his educational program must be appropriately ambitious in light of his circumstances, just as advancement from grade to grade is appropriately ambitious for most children in the regular classroom. The goals may differ, but every child should have the chance to meet challenging objectives.

Paradigm Shift: Connecting IEP's to Standards

Develop Annual Goals





Determine Needs and Present Levels



The Paradigm Shift

When IEPs are connected to the standards, the focal point of the IEP team discussion changes to:

- 1. Identifying the standards that ALL students at a specific grade or age level should "know and be able to do."
- 2. Assessing where the student is functioning with regard to the above standards.
- 3. Determining disability related needs that prevent the student from being proficient on these standards.
- 4. Developing an Annual Goal to address these needs.

Paradigm Shift: Connecting IEP's to Standards

Develop annual IEP goals

Assess Student

Determine present
academic and
functional
levels related to
standards

Determine student needs

Discuss Standards

How is it individualized if it is standards based?

Basically, the law says that academic standards are the same for all kids. That's true whether or not they have IEPs. But the IEP is a unique, individual path for a student to reach those standards. It helps level the playing field.

BEGIN WITH THE END IN MIND

Begin With The End In Mind!

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen R. Covey

steps

- Consider grade-level content standards
- Examine class and student data to determine where the student is functioning
- Develop the PLAAFP-
- Develop measurable annual goals aligned with academic content standard
- Identify accommodations/modifications needed to access the general education curriculum
- Determine the most appropriate assessment option

Find the standards

Website-corestandards.org

Achievethecore.com

dynamiclearningmaps.org

Grade level curriculum maps

Curriculum Maps

High School:

https://canyonsdistrict.cld.bz/High-School-Curriculum-Maps/ /11th-ELA-19-20/142/#zoom=z

Middle School:

Vertical Alignment:

https://canyonsdistrict.cld.bz/Middle-School-Curriculum-Maps/8th-ELA-19-20/128/#zoom=z

Unpacking the standards

- Choose a standard
- Pick out the nouns and verbs
- Create an I Can statement
- Determine the instructional standard
- Determine accommodations and assessments

Change of PLAAFP

Traditional IEP

- Discussion of student strengths and weaknesses
- Review existing formal and informal evaluation data identifying student's areas of need

Standards-based IEP

Discussion of (Present Level of Academic Achievement/Functional Performance) <u>PLAAFP</u> within context of enrolled grade-level standards Identify skills possessed by student that will allow/support (all standards are not created equal) their access to enrolled grade-level curriculum

Characteristics of a good PLAAFP

- > Standards-centered
- > Data-driven
- Understandable and Measurable
- Lists strengths and weaknesses
- Discusses how disability impacts access to general curriculum

PLAAFP checklist

PLAAFP Checklist

| T LIMIT T GHEEKIISE | | |
|---|-----|----|
| The statements describe how the student's disability affects participation in the general curriculum | YES | ИО |
| The statements address academic and functional performance of the student related to grade level standards. This can also include instructional strategies that have been successful | | |
| The statements describe the academic and functional needs of the student related to grade level standards | | |
| The information is understandable, specific, measurable and objective so that goals, services, assessments, LRE, etc. may easily be developed | | |
| The statements provide baseline information for each need | | |
| The PLAAFP uses information from a variety of sources in a comprehensive statement (Information from all providers, teachers, progress monitoring, formal testing, informal testing, observations, prior IEPs, etc) The information is instructionally relevant (Avoids unneeded comments) | | |
| Anyone would be able to begin instruction or intervention using this PLAAFP | | |
| Transition assessment results have been included (If applicable) | | |
| The PLAAFP provides a "snapshot" of the student | | |

Example 1

Standard Based

Includes meaningful assessment

Includes strengths and weaknesses

Includes what deficit impacts access to general curriculum

Math assessments using content tests and teacher made assessments indicate that Jennifer can consistently identify rational numbers with 90% accuracy and can identify 2 parts of an expression (sum, factor). She is working on seeing simple parts of an expression as a single piece. (6.EE.A.2). She needs to be able to interpret complicated expressions. She understands basic ratios and can solve 1-2 step real-world problems with 70% accuracy. She needs to be able to use various units to solve multi-step problems. Her difficulty with solving multi-step problems and understanding more complicated expressions negatively impact her access to math in the general education curriculum.

Example 2

No standard mentioned

Does not include meaningful assessment

Does not include strengths and weakness

Does not include what deficit impacts access to general curriculum

Joe is in a resource math class. He can not do grade level work. Joe can solve basic equations with assistance. He works very hard and has an average of 70% over the year with his assignments. He needs to keep reviewing and have skills broken down to succeed. This makes it risky for him to participate in the regular math class.

Remember...

The present level of academic achievement and functional performance sets the stage for developing IEP goals!

From PLAAFPS to Goals

- Goals are based on the information in the PLAAFP.
- The PLAAFP should define the student's gaps in learning in comparison to grade level standard expectations

YOU CAN NOT SCARE ME.

I AM A SPECIAL EDUCATOR.

I HAVE PROBABLY WRITTEN A GOAL FOR ANYTHING YOU ARE ABOUT TO DO.

What are the Challenges of Closing the Gap?

- CEC views the CCSS and RTI as providing special education students the opportunity to access the general curriculum.
- This positive outlook does not camouflage the challenges inherent in teaching the CCSS to special education students.
- Among the challenges, teachers must have knowledge of (1) grade level CCSS and (2) how to <u>close the achievement</u>
 <u>gap</u>.

Biggest Loser

• Lose 1 Pound Per Week

Entirely Doable

Wouldn't Take THAT intense an Intervention to Achieve

Lose 5 Pounds Per Week

Would Take a Much More Intensive Intervention to Meaningfully Reduce the Gap!

Accommodations

One way to also help students close the gap is to look at meaningful accommodations.

What are some accommodations that you can use that can help level the playing field and help students better access grade level standards?

Example- 4 grade student labeled SLD Present Level of performance- Grade 1

Goals and Program -Old

- Read Grade Level 1
 Material Successfully in 1 Year
- Small Group Instruction
- 5 X per Week for 15 minutes

Goals and Program - New

- Read text fluently with accuracy, appropriate rate, and expression to support comprehension
- Small Group Instruction
- 5 X per Week for 75 minutes
- Accomodations:

Change of Goals

Traditional IEP

 Goals and objectives focus on basic developmental and functional skills, typically written based on curriculum at the student's functional level without specific links to enrolled grade- level curriculum standards and therefore, designed to close skill gaps but not focused on closing achievement gaps as well.

Standards-based IEP

- Determine skills student needs to acquire in order to achieve enrolled grade-level standards based upon evaluations and other information.
- Goal and objectives focus on identifying accommodations/strategies and supports that will be necessary to allow student access to enrolled grade-level curriculum.
- Goals and objectives might be linked to pre-requisite skills. They are designed not only to support skill gaps, but also to close the achievement gap between functional and enrolled grade-level curriculum.

Annual Goals

- Purpose
 - To describe what a student can reasonably expect to accomplish in one school year
 - Annual Goals answer the question

"What should the student be doing?"

How to choose standards

- Not all standards are created equal!
- Select the most powerful standards to address, such as those that will:
 - Target foundational skills;
 - Target high leverage skills; and
 - Move the student closer to grade-level standards

- If a large number of needs are identified in the present level, the IEP Team must consider how each need impacts the students' progress in the general education curriculum.
- Select the need that has the greatest impact on progress, and develop a goal to address that need.

Consider content standards

- Look at all grade-level content standards and district benchmarks
- Determine which standards are most important for each student (based on progress in the general education curriculum)
- Compare standard(s) with student's areas of needs and the impact of the disability
- Use data to determine the areas that student will find difficult without additional supports

Remember....

- The IEP goal is NOT the content standard.
- Do not copy the content standard word for word to become an IEP goal.
- The IEP goal is part of a plan to make the content standard immediate and individualized for the student.

Let's Practice!

In your groups, review the information provided.

Develop a standards-based PLAAFP and goal. Write the present level and goal on the giant sticky note.

Useful goals

Using the PLAAFP you have Look at written, identify the student's needs based on current data

Determine
what the
student needs
to access the
standard
Break the
standard
down to the
essential

parts

Write a goal that is measurable: condition, who, behavior, crite rion

Report progress on the goal

Witting Measurable IEP Goals

Parts of an annual Goal:

| CONDITION | Factors relating to the goal; "When asked to" "When dealing with" "After lunch" "When given a" |
|-----------|--|
| WHO | Student's name |
| BEHAVIOR | The behavior that will be observed |
| CRITERION | The rate at which the student must be observed in order to achieve the goal |

| NOT MEASURABLE | MEASURABLE |
|----------------|--------------|
| Denonstrate | Readorally |
| Improve | Sary |
| Seek | Retell |
| Feel | List |
| Develop | Label |
| Appropriate | Draw |
| Understand | Match |
| Distinguish | W ite |
| Apply | State |

Stranger Test:!!! Would a person who is not familiar with the student or goal be able to implement the goal?!

Percentages: 80% of the time = 80% of what? A24 hour day? Must add accountability: 80% of 15-ninute period

80% of witing assignments Using a % does not necessarily make it measurable!

Examples:

| CONDITION | WHD | BEHAVIOR | CRITERION |
|---|--------------|--|----------------------------|
| Given 100 high frequency words | Darlenewill | correctlyspell 75 of the 100 words | in 4 of 5 monthly trials. |
| Given a writing sample with errors | Barbara will | read the sample and make written corrections in capitalization and spelling for 8 of 10 errors | in 4 of 5 opportunities. |
| Given 5 scenarios involving "wh" questions | Mariah will | aska "wh" question with 100% accuracy | in 4 of 5 opportunities. |
| Gvena predrawndrde | Herman will | autout the dirde, staying within 1/4" of the line | in 8 of 10 opportunities. |
| Gven a set of coins that are a randommix of pennies, nickels, dimes, and quarters | Jernywill | be able to match the coins to their corresponding value with 80% accuracy | in 10 of 10 opportunities. |
| Gvenalistof 20 verbs | Jackie will | orallysaythepast tense formof the word with 100% accuracy | in 4 of 5 opportunities. |
| Gven a stress-inducing situation | Brenda will | arally describe ane of five learned strategies she can use to calm herself | In 4 of 5 opportunities. |



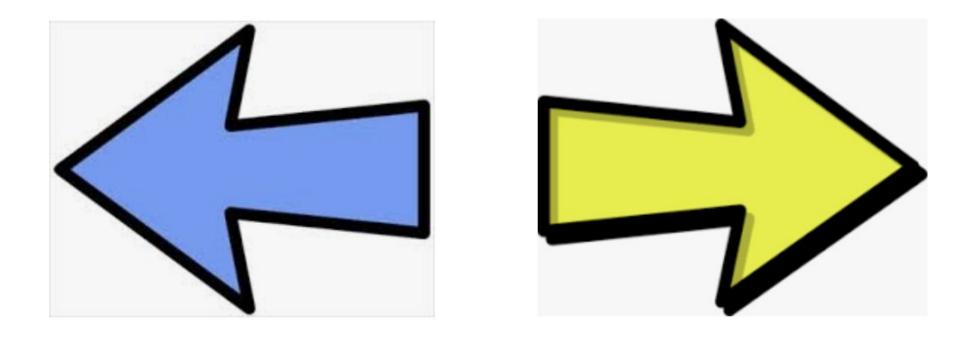
- What was challenging?
- What did you find that was beneficial?

"Assessment is teaching. To teach without engaging in profound and accurate assessment processes, day by day and moment by moment, is to engage in curriculum coverage."

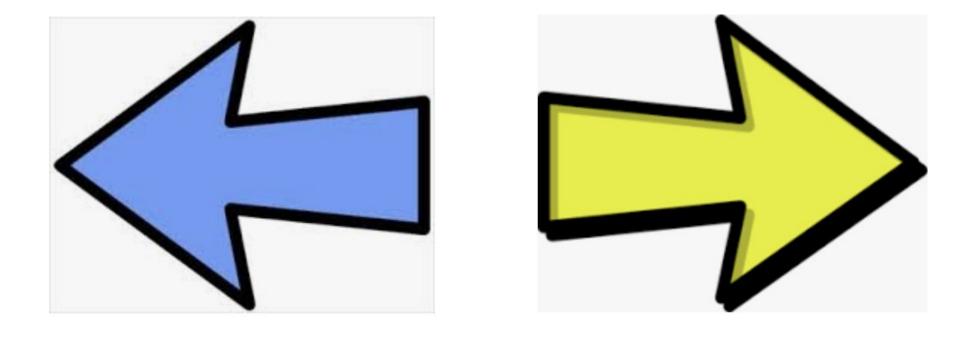
-Cassandra Erkens, 2016

Brain Break



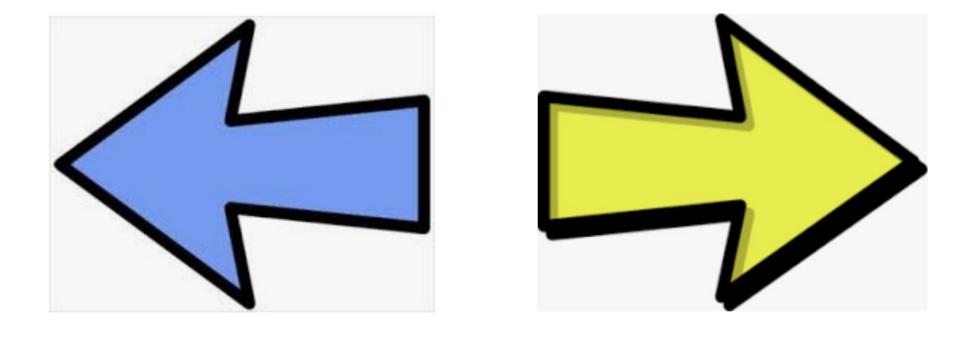


MAC PC



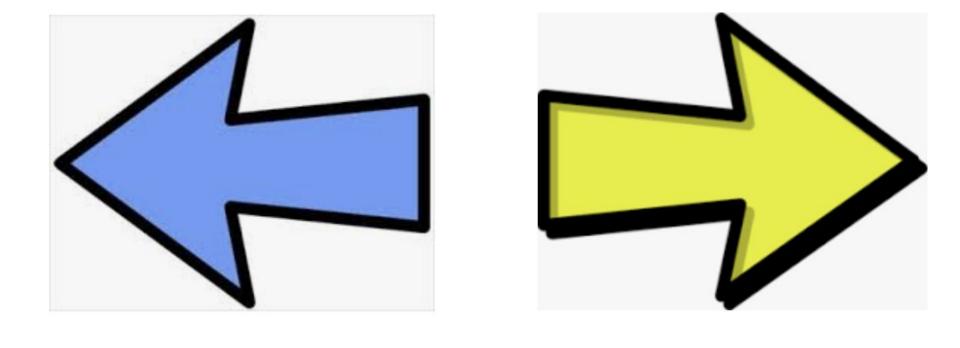
Plane

Train

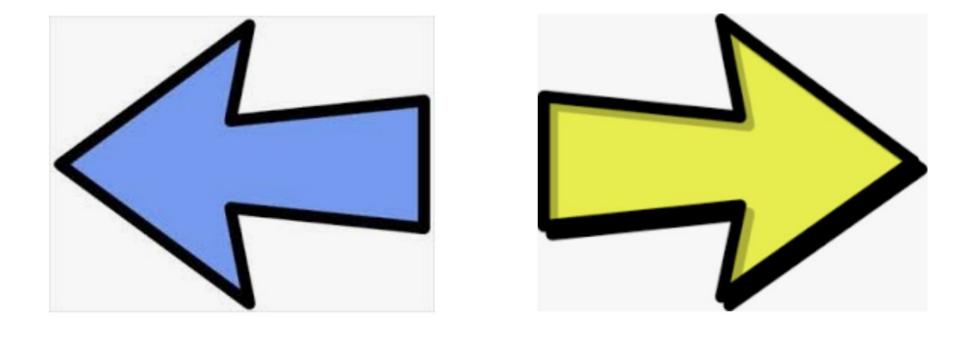


Beach

Mountain

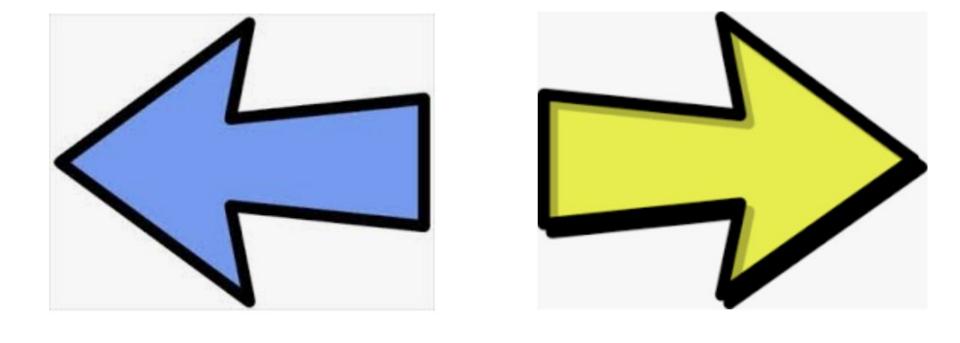


Home Cooked Restaraunt



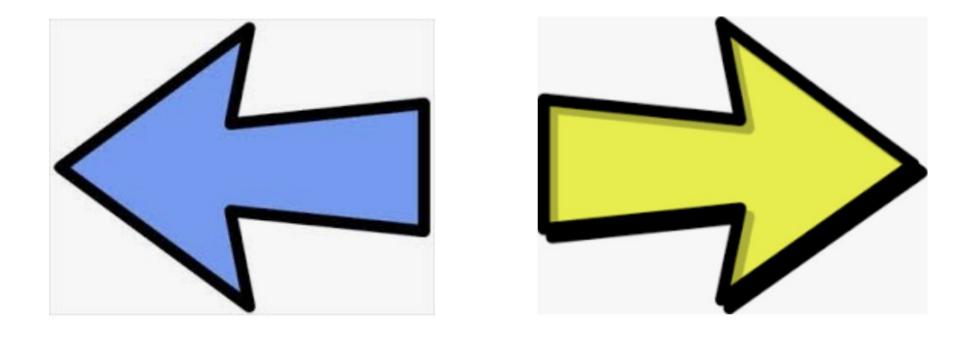
Movie

Book



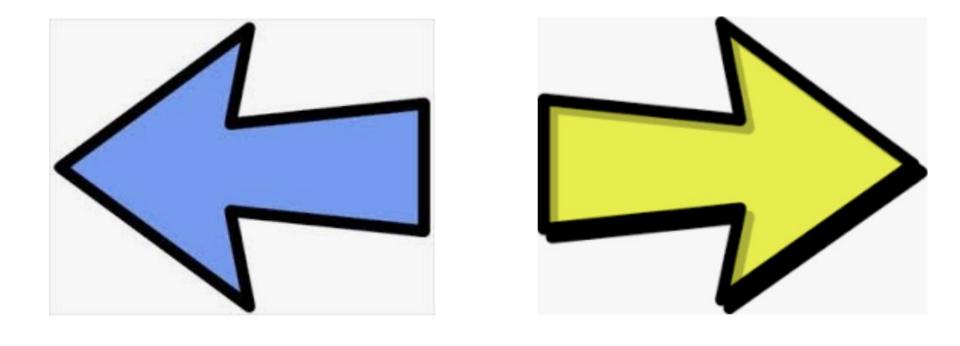
Vacation

Staycation



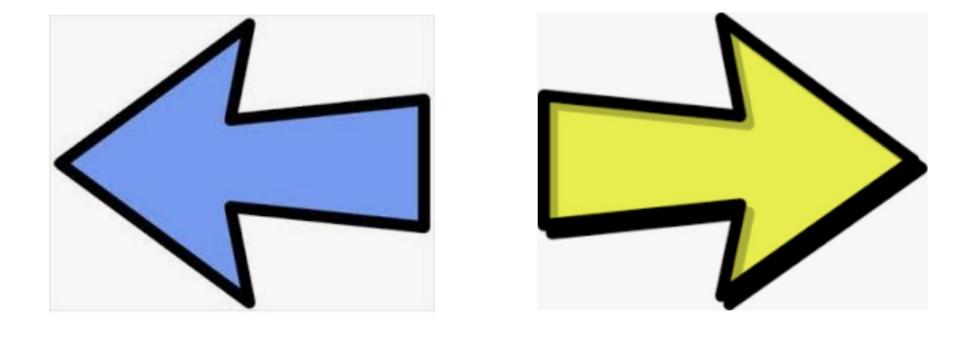
Pancake

Waffle



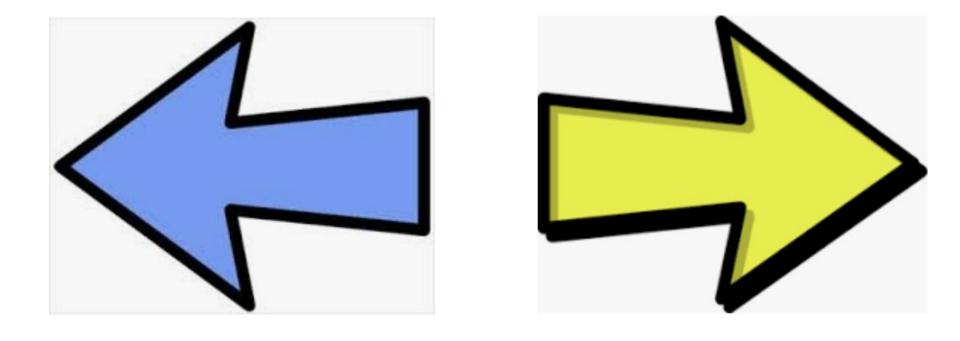
Hot Tea

Iced Tea



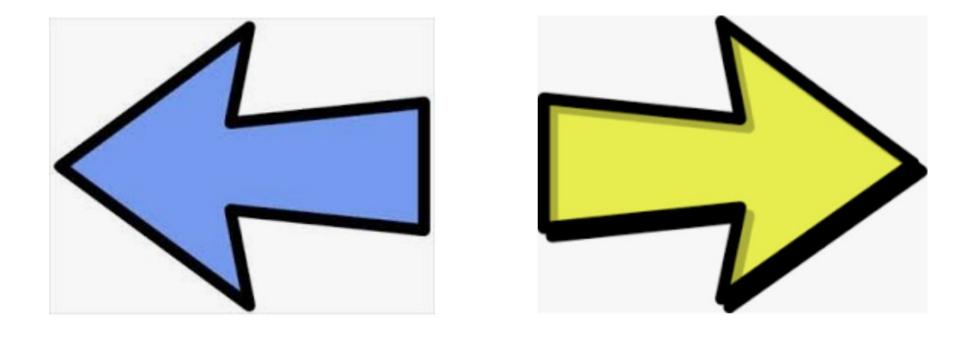
Cake

Ice Cream



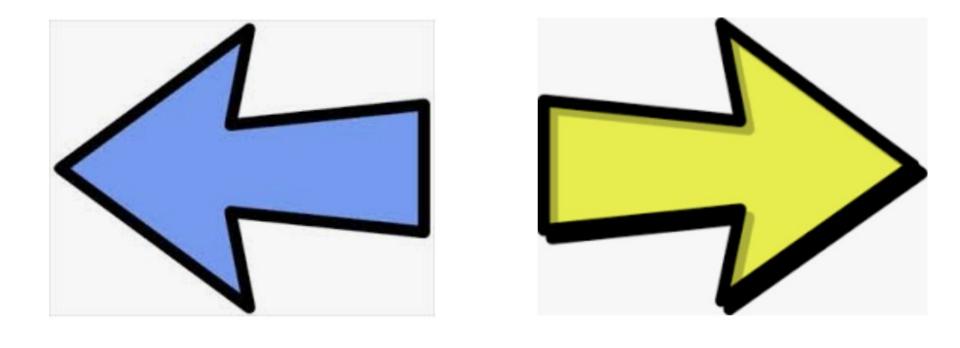
Group

Alone

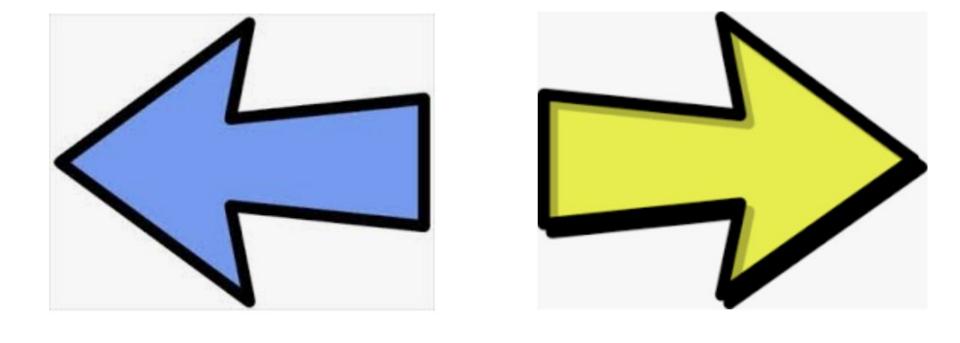


Backpack

Suitcase

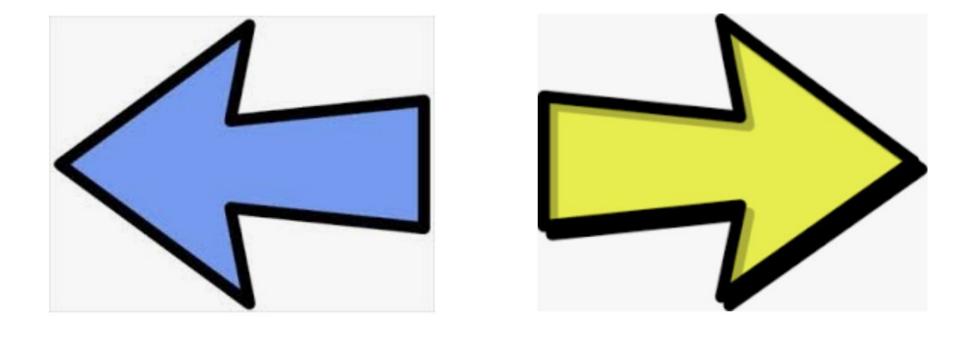


Cat Dog



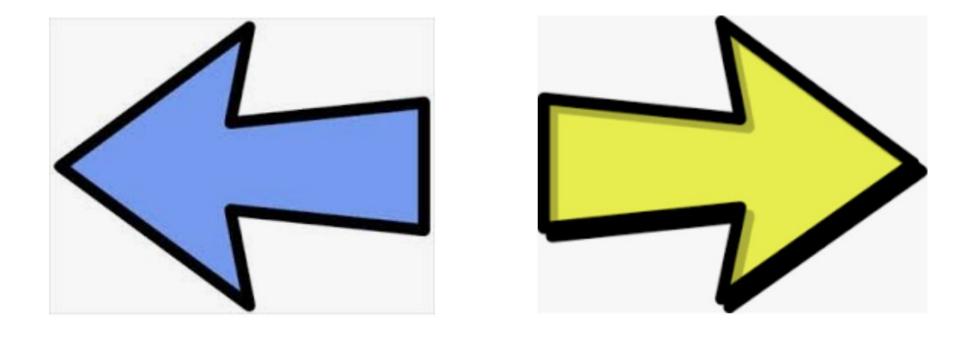
Dinner

Breakfast



Sunrise

Sunset



Early Bird Night Owl

Mythbusters!

Related Services: Personal Care and Behavior Support

- 1. Dressing
- 2. Feeding Assistance
- 3. Hygiene
- 4. Mobility Support
- 5. Other Health Support
- 6. Respiratory
- 7. Toileting

Ex.

Personal Care: Dressing, Mobility Support, Toileting

Math Applied Skills

Math Basic Skills

General Education Class

Special Education Class

Related Services Luke requires to benefit from his Special Education:

Service Location

Behavior Supports Other

Personal Care: Hygiene, Toileting Other

U. ...U

Reading Basic Skills Accommodated core classroom

Related Services Luke requires to benefit from his Special Education:

Service Location

Counseling Services counseling office

Personal Care Services Special Education Class

Reading Basic Skills Special Education Class

Math Basic Skills Special Education Class

Written Language Special Education Class

Behavior Support Special Education Class

Related Services requires to benefit from his Special Education:

Service Location

Adapted P.E. Other Location

Personal Care Other Location

Counseling Services Other Location

Related Services: Personal Care and Behavior Support

- 1. Dressing
- 2. Feeding Assistance
- 3. Hygiene
- 4. Mobility Support
- 5. Other Health Support
- 6. Respiratory
- 7. Toileting

Ex.

Personal Care: Dressing, Mobility Support, Toileting

Math Applied Skills

Math Basic Skills

General Education Class

Special Education Class

Related Services Luke requires to benefit from his Special Education:

Service Location

Behavior Supports Other

Personal Care: Hygiene, Toileting Other

Reading Basic Skills Accommodated core classroom

Related Services Luke requires to benefit from his Special Education:

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Counseling Services counseling office

Personal Care Services Special Education Class

Reading Basic Skills Special Education Class

Math Basic Skills Special Education Class

Written Language Special Education Class

Behavior Support Special Education Class

Related Services requires to benefit from his Special Education:

Service Location

Adapted P.E. Other Location

Personal Care Other Location

Counseling Services Other Location

IEP Binder

MEDICAID EXPLANATION

GENERAL EDUCATION INPUT

MEETING SUMMARY NOTES

INITIAL IEP MEETING AGENDA

IEP PLANNING CHECKLIST

DETERMINATION OF ELIGIBILITY GUIDELINES

PLANNING CALENDAR

BELL CURVE CHARTS

PARENT INPUT

45 DAY CALENDAR

DISCREPANCY GUIDELINES

PROCEDURAL SAFEGUARDS SUMMARY

IEP MEETING AGENDA

IEP CHECKLIST

PARENT INFORMATION

ABSENCE EXCUSAL FORM

IEP MEETING GUIDELINES

FILE TRANSFER CHECKLIST

TRANSITION MATERIALS

TRANSITION AT A GLANCE

GLANCE

TRANSITION PARENT INPUT

PROGRESS TOWARDS GRADUATION

TRANSITION CHECKLIST

Determination of Eligibility/Re-evaluation

Must be completed at least every 3 years

Timeline:

50 days before evaluation is due-

- · Convene as an IEP team (Parent included) to conduct a Data Review.
- · Take the completed summary form to your weekly team meeting
- As a team, review the data and determine if testing is or is not required, fill out the Goalview Re-eval Data Review form (have team members sign).
- Send home permission to test along with a copy of the signed Re-eval Data Review—parent signature is not needed on the RDR form but their input must be noted.
- Note the date that permission to test is received from parent.

You have 45-school days to complete testing (less if the re-eval due date is before the 45-day window)

At least 2 weeks before the re-eval due date-

- · Set a meeting with the parents.
- . Make sure everyone is aware of the date and time.
- Fill out a Notice of Meeting (send to parents and email teachers and LEA/Principal—send an outlook invite of possible)
- · Begin to get information from teachers and other special education staff who provide services to the student
- Get input from parents (in writing and/or by phone)

Five (5) days prior to IEP-

Have all information on GoalView and be ready to print a DRAFT copy

(to ensure parent input/communication and avoid pre-determination)

- Evaluation Results Summary
- Determination of Eligibility
 IEP (if applicable)

Day prior to IEP (or morning of) -

- · Call and remind parents of time of Meeting
- Email/contact LEA/Principal, teachers and staff to verify attendance at meeting

After IEP/At conclusion of IEP-

Make sure the parents have a copy of:

- Evaluation Results Summary
- Determination of Eligibility
- IEP (if completed)
- Meeting Notes
- (They should already have a copy of the Re-Eval Data Review, Permission to Evaluate, and Notice of Meeting)

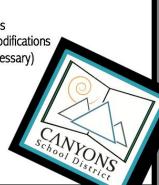
If you are unable to copy all forms at the conclusion of the meeting, make sure they are mailed home the following school day.

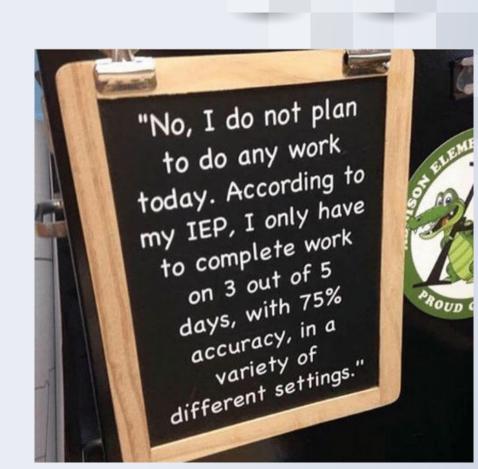
Canyons Special Education IEP Checklist

| Preparation For IEP | |
|--|---|
| ☐ Prepare and send <i>Notice of Meeting*</i> to all required team participants. | ı |
| Arrange for an interpreter for meeting, if appropriate. | |
| Complete the IEP Team Member Not Attending Meeting form, if appropriate. | |
| ☐ Prepare and send "Draft" copy of IEP to parents for review/input. | |
| Assign a note taker to complete the Special Education Meeting Summary during the IEP meeting. | |
| <u>Introduction</u> | |
| ☐ LEA conducts meeting, welcomes IEP members and sets positive tone. | |
| LEA introduces all persons present, briefly explains each team member's role. | |
| ☐ State the purpose of meeting; review agenda and timeline. | |
| Review Procedural Safeguards and give parents their annual copy. | |
| Eligibility Determination (For Initial Eligibility meetings or Re-evaluation meetings only) | |
| Review and interpret evaluation results, all applicable data and information. | |
| Review/complete the Evaluation Results Summary Report*, include parent/team members input and provide a copy to parents. | |
| Complete <i>Prior Notice for Identification and Determination of Eligibility*</i> and provide a copy to parents. | |
| Complete Annual Review of Existing IEP (not applicable for Initial Placement) | |
| Review IEP Progress Report* and goals from the existing IEP. | |
| Review past services. | |
| Check Annual Review box located on the last page of the IEP document, upon completion of new IEP. | |
| Complete IEP | |
| ☐ Review/revise draft IEP*considering parental input. | |
| Address transition planning for all students 14 years or older. | |
| Complete and review ALL sections of IEP with entire team, including parents. | |
| Determine Placement | |
| ☐ Based upon student's needs and IEP goals, discuss and determine placement options. | |
| ☐ Check the Placement Review box on the IEP*. | |
| If applicable, complete and review the Prior Notice and Consent for Initial Placement* or the Prior Notice and Consent for Change of Placement*. | |
| Closure to Meeting | |
| ☐ Review Special Education Meeting Summary Notes; summarizing discussions and decisions. | |
| Review who will follow up on specific items addressed. | |
| Ubtain signatures on IEP (All team members sign, even if parent declines). | |
| If another meeting is necessary, schedule it before adjourning. | |
| Post-IEP | |
| Submit SCRAM to the Special Education Department. | r |

ANNUAL | EP | Meeting AGENDA

- Introductions
- Attendance Roll
 - Meeting Summary
- Procedural Safeguards
 - Summarize information for parents
 - o Give a copy to parents (if needed)
- State the Purpose of the Meeting
- Review current IEP
 - Progress Notes
 - Current assessments
 - Parent information
- Review proposed IEP
 - Discuss Transition and create Transition Plan (for students age 14 & older)
 - Present levels of progress
 - Annual goals and objectives
 - Service Minutes/ Related Services
 - Testing Accommodations and Modifications
 - o Graduation Requirements (if necessary)
 - Age of Majority (if necessary)
- Medicaid Explanation
- Sign the new IEP
- Read and sign Meeting Summary





WRITING COMPLIANT TRANSITION IEPS

CANYONS SCHOOL DISTRICT

OBJECTIVE

- Teachers will be able to write a Transition plan for students starting at 14 years of age.
- Teachers will understand Transition IEP components (Indicator 13)

WHAT IS TRANSITION

- Change
- · A Plan for post high school
- · Goal setting and action steps
- · Based on a student's interests, preferences, strengths, and needs · Career exploration
- Adult living skills
- Work experiences
- · Self-advocacy/Self-determination/Student lead IEP's

Quality Transition Plans Linked to Improved Post School Outcomes

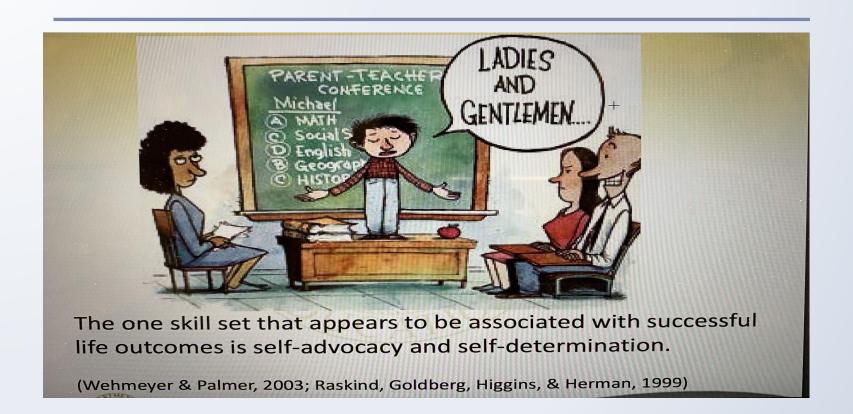
The National Longitudinal Transition Study-2 (NLT52)http://www.nlts2.org)

- Significant relationship between the post-school outcomes of students with disabilities and the quality transition plans-level of transition services, activities, and planning that took place in high school.
- Better planning more experiences, and continued discussions ensure that students are better prepared for employment, education/training, and independent living.

The National Technical Assistance Center on Transition (NTACT, transitionta.org)

- Identified 17 in-school predictors of post-school success in the three transition domains (employment, education/training, and independent living).
- The predictors outline and confirm the importance of coordinated effors in planning for transition for students with disabilities in each of the critical areas.
- Each of these practices impact the successful post-school outcomes and can serve as quality indicarts of your LEA's program.

Who Am I



HELP THE STUDENT ANSWER THESE QUESTIONS

- □ Who am !?
- What are my unique talents and interests?
- When and where am I at my best? (Conditions for employment)
- What do I want for my **future**?
- What are my main barriers to succeeding after high school?
- What are the options in my community for employment/training?

IDEA TRANSITION MANDATES

■ Transition Services - The term "transition services" means a *coordinated set of activities* for a child with a disability.

 Transition plans are designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

CONTINUE.....

Transition plans are based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

UTAH SPECIAL EDUCATION RULES

Students with disabilities must have access to school counselors for the purpose of planning and must be actively invited and included (when appropriate) in school activities which address course planning (including online courses), graduation, and post-secondary education and employment (i.e., college week, scholarship opportunities, ACT, and concurrent enrollment).

IDEA INDICATOR 13 DEFINITION

"Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.

90 Continue....

There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority."

TRANSITION IEP COMPONENTS (INDICATOR 13)

- Beginning at age 14 Are there appropriate measureable Postsecondary Goals in the areas of education, employment, and where appropriate independent living?
- Are the Post Secondary Goals updated annually?
- Is there evidence that the measureable post secondary goals were
- based on age appropriate Transition Assessments?
- Are there Transition Services in the IEP that will reasonably enable the student to reach his or her post secondary goals?

TRANSITION IEP COMPONENTS (CONT.)

- Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
- □ Is (are) there Annual IEP Goal(s) related to the student's transition service needs?
- Is there evidence that the student was invited to the IEP meeting and is part of the meeting?
- If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has

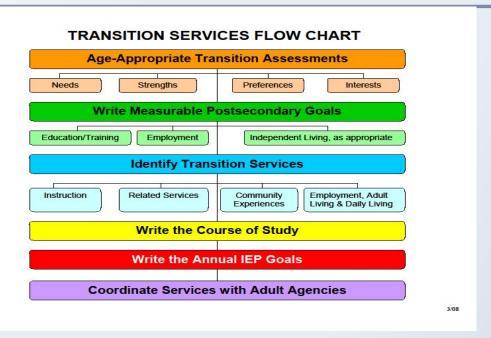
TRANSFER OF RIGHTS AT AGE OF MAJORITY

 Not later than the student's 17th birthday, the IEP must include a dated statement, signed by the student, parent, and an LEA Representative, that the student and the student's parent(s) have been informed of parent's rights under Part B of the IDEA that will transfer to the student on reaching the age of majority (age 18), except for a student with a disability who has been determined to be incompetent by a court.

NOTICE OF TRANSFER OF RIGHT AT THE AGE OF MAJORITY (NEW FORM)

| Your School/District Your City | | SpEd 11A 1. | 19 |
|---|--|--|----|
| Notice of | Transfer of Parental Rights USBE SER IV.V | | |
| | (USBE SER IV.V | w., | |
| Parent(s) name: | | | |
| Student name: | Grade: | DOB: | |
| School: | 207 | Date of notice: | |
| • | udents who are incarcerated | luals with Disabilities Education Act (IDEA) no d in an adult or juvenile State or local correction | |
| Student is 18 years of age. Student is under 18 years of age. Student is under 18 years of age. | of age and married. of age and is legally emancip | pated. | |

TRANSITION IEPS COMPONENTS MUST ALIGN



TRANSITION ASSESSMENTS

- ☐ There must be evidence that the student's measurable postsecondary goals were based on age- appropriate transition assessment.
- Transition assessment leads to the development of postsecondary goals, transition services, annual goals, courses of study, and agency linkages (there should be alignment in all these components).
- ☐ Transition assessment is used to provide information on the student's strengths, interests, preferences, and needs.
- ☐ Transition assessments help students make a **connection** between their IEP and **their post-school ambitions**.

WHAT IS NEEDED FOR COMPLIANCE?

- Transition assessment(s) must be conducted each year beginning at age 14.
- There must be **evidence** that the transition assessment(s) was completed **prior** to the current IEP.
- Transition assessment results must be written in the student's PLAAFP or a copy of the current assessment(s) must be in the file.

TRANSITION ASSESSMENT DOMAINS

- Employment/Career Interests
- College Readiness/Postsecondary Training
- Self-Determination/Self-Advocacy/Student Lead IEP's
- Independent Living/Adult Living Skills

TYPES OF TRANSITION ASSESSMENTS INFORMAL

- Interviews
- Questionnaires
- Direct Observations
- Environmental/situational assessments
- Curriculum-based assessment

TRANSITION ASSESSMENTS FORMAL

- Intelligence tests
- Achievement tests
- Aptitude tests
- Employability tests
- Adaptive Behavior

HOW DO YOU CHOOSE APPROPRIATE ASSESSMENTS?

- Become familiar with different types of transition assessments and their characteristics
- Know your student and determine which assessment(s) will be the most helpful in determining their transition needs
- Multiple types of assessments/evaluations is recommended

POSTSECONDARY GOALS (PSGS)

Appropriate, measurable postsecondary goals.

POST SECONDARY GOALS BEGINNING AT AGE 14

- The IEP must have PSGs in the areas of Education/Training
- Employment
- Independent Living (where appropriate)
- Goals must contain active language (After high school, After graduation)
- Occur after the student leaves school

POSTSECONDARY GOALS

- PSG Checklist:
- Must have at least 2 goals
- ☐ Goals must:
 - have active language
 - occur after the student exits school
 - be appropriate for the student
 - be updated

HOW DO I WRITE APPROPRIATE, MEASURABLE POSTSECONDARY GOALS?

Postsecondary Goal Formula

EXAMPLES: COMPLIANT POSTSECONDARY GOALS

- After graduation from high school, Maria will be enrolled in welding courses at Davis Technical college.
- After post high school, Lori will maintain her budget independently, paying all of her utility bills on time.
- Peter will work full time in the construction industry after high school.
- After high school Alexia will work in the music industry.

EXAMPLES: NONCOMPLIANT POSTSECONDARY GOALS

- Pedro wants to work with animals either at a shelter or vet office.
- After high school Sue will learn vocational skills in a post high program.
- The fall after graduation from high school, Allison plans to enroll in a four-year university.
- Jane will attend a job fair on the college campus.

BEST PRACTICE

- PSGs should be stated more specifically as student gets closer to graduating
- Generated by the student based on assessments and preferences and interests
- Goal for Independent Living should be considered for all students
- Independent living goal should include specific skills related to adult living, such as: managing budgets, making appointments, organizational skills,

WHAT ARE TRANSITION SERVICES ON THE IEP? COMPLIANCE

- Are there transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goals in Education and Employment?
- Is a type of instruction, related service, community experience, development of employment or other post-school adult living objectives, and if appropriate, acquisition of daily living skills listed that support the student's postsecondary goals?

TRANSITION SERVICES DEFINITION

- Coordinated set of activities based on individual student's needs that help facilitate movement toward postsecondary goals
- Education/Instruction
- Career/Employment development
- Post-school adult living
- Community Experiences
- ☐ Must be individualized and align with PSGs for the student
- They are the activities/strategies/steps/actions that the community of adults, including special/general education teachers, counselors, school club advisors, outside agencies, parents, community members, etc., provides to help the student achieve his/her postsecondary goals.

BEST PRACTICE TRANSITION SERVICES

- Consider student's need for instruction and practice in self-advocacy and disability awareness
- Community-based instruction leads to better student outcomes for students who have difficulty generalizing skills to other settings
- Work based learning and paid employment are strong predictors of post school success
- WIOA Pre-Employment Transition Services (Pre-ETS) align
- ☐ Consider assistive technology instruction for all students

WHAT ARE COURSES OF STUDY?

- A multi-year description of coursework from the student's current IEP to the anticipated exit year, specific and individualized to the student, taking into account the student's preferences and interests, and link to the postsecondary goals.
- It is acceptable to include "all classes to satisfy all requirements for _____ High School Diploma". Specific elective courses that are aligned with the postsecondary goals must be included.
- You can attach a student's CCR course plan to the IEP, but should document "see CCR plan" on the IEP

LUKE SKYWALKER

https://www.youtube.com/watch?v=Qf7kkRNbhfc

COURSES OF STUDY EXAMPLE

5. Courses of Study Addressing Post-School Transition Needs for Postsecondary Adult Activities:

All required coursework for high school diploma (see attached PCCR plan). Graphic Design, first semester 11th grade Desktop publishing, second semester, 11th grade Computer graphics, semester 1, 12th grade

This should be a multi-year plan, reviewed and revised annually, that specifies the educational courses and experiences that will assist the student in achieving the student's postsecondary goals. This information may be contained in a Plan for College and Career Readiness (PCCR) and/or a Student Education Occupation Plan (SEOP), which if used to meet this requirement, must be attached.

ANNUAL IEP GOAL

- Must have at least one annual IEP goal that directly links to the PSGs and transition services
- Goal(s) must be individualized and based on the specific student needs
- □ IEP goal(s)must be **measurable**

ANNUAL TRANSITION IEP GOAL(S) EXAMPLES

- □ Sophie will verbally report out on 3 potential careers including needed training for chosen careers based on the results of her job shadows by the end of 3rd quarter.
- Jose will use his planner daily to keep track of assignments, multi-step projects, and extracurricular activities with a check-in at the end of each week for 5 consecutive weeks.
- Andrew will follow a checklist and complete work tasks on the job with 90% accuracy over 3 consecutive weeks.
- □ Carlos will demonstrate self-advocacy skills by telling 3 of his teachers what his accommodations are each semester.
- Tom will lead his own IEP using at least 4 power point slides with his strengths, interests, needs and goals by October 2019.

BEST PRACTICE

- Annual goals state what the student will do or learn within the next year that will move the student toward achieving his/her PSGs and that link to the student's transition services
- Behavioral (including social skills), self-advocacy, or communication goals can readily link to any of the PSGs.
- Best practice is that each annual goal directly, specifically, and genuinely links to the PSGs and is supported by a specific transition service.

EVIDENCE NEEDED THAT STUDENT WAS INVITED TO THE IEP

- **Documentation** in the IEP file that the student was invited to participate in his/her IEP meeting **prior** to the day of the meeting
- **Notice of Meeting** addressed specifically to student if over 18 years (may be co-addressed with parents)
- ☐ The student included on the list of who will be invited to the meeting on the Notice of Meeting; or
- Documentation of verbal invitation, e.g., phone log, that contains all required elements
- A student's signature of attendance on the participants' page of the IEP will not meet this compliance requirement. There must be documentation of an invitation that specifically names the student and is dated prior to the date of the meeting

BEST PRACTICE

- If the student is invited, but does not attend the meeting, the LEA must take other steps to ensure that the student's preferences and interests were considered
- Student-led IEPs increase self-advocacy skills, disability awareness, and creates a rich and meaningful transition IEP for the student
- PSGs developed by the student increase motivation

WHEN DO I INVITE AN OUTSIDE AGENCY REPRESENTATIVE?

- If appropriate, is there evidence that a representative of any outside agency was invited to the IEP Team meeting with the **prior consent of the parent** or student who has reached the age of majority?
- Documentation that outside agency was considered
- ☐ If agency involvement was needed:
- Written consent to invite an agency representative is in the file;
- a) Evidence the agency was invited is in the file; and
- b) Written consent is dated prior to the agency invitation for each IEP
- An adult agency representative is only required to be invited to the IEP meeting when that agency is likely to provide and/or pay for transition services during the current IEP

BEST PRACTICE

- Agencies that may be involved include, but are not limited to: Vocational Rehabilitation (VR); Division of Services for People with Disabilities (DSPD):
- Department of Work Force Services (DWS);
 community mental health agencies; community rehabilitation providers(CRPs) or college disability resource centers
- Students who are potentially eligible for Vocational Rehabilitation can be referred for Pre-Employment Transition Services (Pre-ETS)

122 Continue...

- Learn about and develop relationships with outside agencies
- Start talking to parents/students about relevant agencies early

EVIDENCE BASED PRACTICES FOR TRANSITION

- ☐ Access to General Education · Career Awareness
- □ Community Experiences · Interagency Collaboration · Occupational Courses
- Paid Work Experience
- Parental Involvement
- Self-Advocacy/Determination
- Self-Care/Independent Living Skills
- Social Skills
- Student Support
- Quality Transition Plans
- Vocational Education
- Work Based Learning

5 CORE PRE-ETS SERVICES: SERVICES FOR POTENTIALLY ELIGIBLE STUDENTS

- Job exploration counseling
- Work-based learning
- Counseling on postsecondary educational opportunities
- Workplace readiness training
- Training in self-advocacy
- Link to Pre-ETS providers-
- https://jobs.utah.gov/usor/vr/services/student.html

TRANSITION TAKEAWAYS

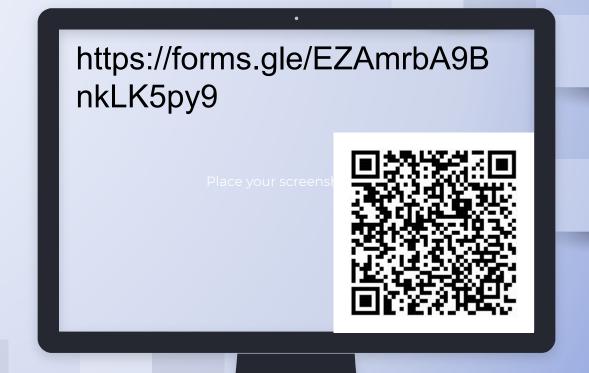
- Transition plans are individualized
- Start transition planning early
- Use Evidence Based Practices (EBPs)
- Set high expectations for students
- Teach self-determination/self-advocacy skills (Student Lead IEP's)
- Additional information on the Weebly

Exit Ticket

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What more information or training do you need regarding transition?

Thanks for coming!



TRANSITION HEADLINE

Let's start with the first set of slides

"Quotations are commonly printed as a means of inspiration and to invoke philosophical thoughts from the reader"

THIS IS A SLIDE TITLE

- Here you have a list of items
- And some text
- But remember not to overload your slides with content

Your audience will listen to you or read the content, but won't do both.



BIG CONCEPT

Bring the attention of your audience over a key concept using icons or illustrations

YOU CAN ALSO SPLIT YOUR CONTENT

White

Is the color of milk and fresh snow, the color produced by the combination of all the colors of the visible spectrum.

Black

Is the color of coal, ebony, and of outer space. It is the darkest color, the result of the absence of or complete absorption of light.

IN TWO OR THREE COLUMNS

Yellow

Is the color of gold, butter and ripe lemons. In the spectrum of visible light, yellow is found between green and orange.

Blue

Is the colour of the clear sky and the deep sea. It is located between violet and green on the optical spectrum.

Red

Is the color of blood, and because of this it has historically been associated with sacrifice, danger and courage.

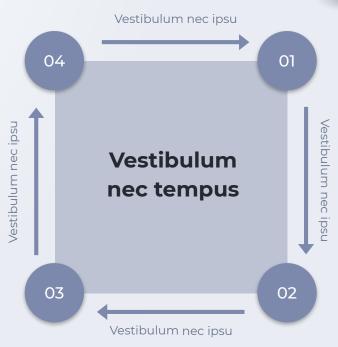
A PICTURE IS WORTH A THOUSAND WORDS

A complex idea can be conveyed with just a single still image, namely making it possible to absorb large amounts of data quickly.





USE DIAGRAMS TO EXPLAIN YOUR IDEAS



AND TABLES TO COMPARE DATA

| | А | В | С |
|--------|----|----|----|
| Yellow | 10 | 20 | 7 |
| Blue | 30 | 15 | 10 |
| Orange | 5 | 24 | 16 |



89,526,124

Whoa! That's a big number, aren't you proud?

89,526,124\$That's a lot of money

185,244 users

And a lot of users

100%

Total success!

OUR PROCESS IS EASY

Vestibulum congue tempus

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor. Donec facilisis lacus eget mauris.

Vestibulum congue tempus

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor. Donec facilisis lacus eget mauris.

20XX 20XX 20XX 20XX

Vestibulum congue tempus

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor. Donec facilisis lacus eget mauris.

Vestibulum congue tempus

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor. Donec facilisis lacus eget mauris.

LET'S REVIEW SOME CONCEPTS

Yellow

Is the color of gold, butter and ripe lemons. In the spectrum of visible light, yellow is found between green and orange.

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Yellow

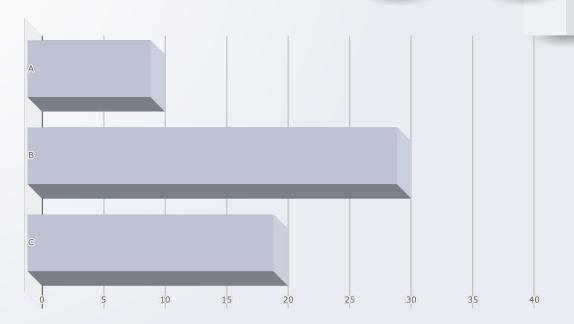
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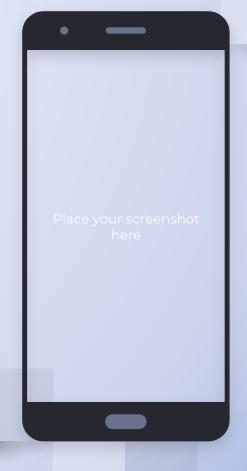
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You can insert graphs from <u>Google Sheets</u>

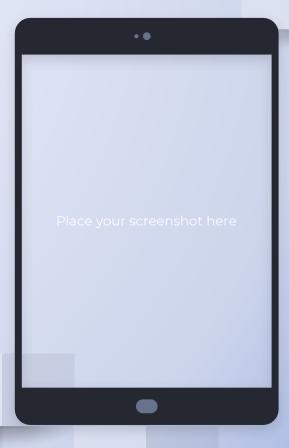
MOBILE PROJECT

Show and explain your web, app or software projects using these gadget templates.



TABLET PROJECT

Show and explain your web, app or software projects using these gadget templates.



THANKS!

Any questions?

You can find me at:

- Qusername
- user@mail.me

CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by <u>SlidesCarnival</u>
- Photographs by <u>Unsplash</u>

PRESENTATION DESIGN

This presentation uses the following typographies:

- ☐ Titles: Poppins
- Body copy: Montserrat

Download for free at:

https://www.fontsquirrel.com/fonts/poppins

https://www.fontsquirrel.com/fonts/montserrat

You don't need to keep this slide in your presentation. It's only here to serve you as a design guide if you need to create new slides or download the fonts to edit the presentation in PowerPoint®



SlidesCarnival icons are editable shapes.

This means that you can:

- Resize them without losing quality.
- Change fill color and opacity.
- Change line color, width and style.

Isn't that nice?:)

Examples:







You can also use any emoji as an icon!

And of course it resizes without losing quality.

How? Follow Google instructions https://twitter.com/googledocs/status/730087240156643328



and many more...



Free templates for all your presentation needs

For PowerPoint and Google Slides

100% free for personal or commercial use

Ready to use, professional and customizable Blow your audience away with attractive visuals