

Corrales International School

Process of IEP Completion (Best Practices)

3-5 weeks prior to Annual IEP Review – Schedule IEP

- Determine who will be required to attend IEP for individual student, (parent, general education teacher, LEA, related service providers, student, if applicable and/or is at least 14 years or older within school year IEP is being reviewed, outside agencies (if applicable-determine at each annual IEP for the following year), and any other individuals specific to the meeting the needs of the student.
- Send email to parent suggesting two possible days and times to potentially hold meeting. This can be a virtual meeting or in-person depending on current health orders and/or space availability.
 - o If parent confirms availability:
 - Create a Google Calendar Invite with a Google Meet link. Attach “Parental Safeguards”, official “IEP Meeting Invite”, (type of invite is different for primary, transition, gifted, and/or post-evaluation), and “Parent Questionnaire” or “Case History” form, (reevaluations only), added as files to the calendar invite. Send calendar invite to all parties required and pertinent to attend IEP.
 - Invites will include, purpose, date, time, location (virtual or in-person), potential participants, if applicable, add a statement regarding parental invite of any outside person (s) they wish to attend, etc.
 - In the message area of the calendar invite, reiterate IEP time and date, and request that “Parent Questionnaire” be completed and returned as soon as possible. Follow up if not received within a timely manner. While this is a “Word” document and can be completed, saved and emailed back, not all parents are aware of how to do this and may require a paper copy to be sent home.
 - If the parent is unable to attend meeting on the suggested days and times provided, work with parent and team to schedule a day and time that works best for all team members to attend, with emphasis on parents’ schedule if possible.
 - It is possible to schedule meetings without all parties able to attend, even if invited.
 - Required to hold an IEP meeting, at minimum, one parent or guardian of the student, general education teacher, special education teacher, and LEA. Other professionals or outside agencies are not required to attend but need to be invited and may provide written comments to be included in the IEP. (There is a section on the IEP where the parent is informed and initials, they are aware of the absent individual (s) and agree with the comments provided).
 - Three reasonable attempts are required to be made to invite parents before an IEP can be held without them. This needs to be heavily documented and can include, but is not limited to, email, written invite sent home with student, phone call to parent, certified return receipt snail mail, etc. The latter, “return receipt” is required on the third attempt. Save all documentation via the server in the student’s file and paper copies placed in student’s file behind current IEP you are holding a meeting for. For each attempt, a new paper invite must be made with documented attempts, 1, 2, 3, etc.

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2 weeks prior to IEP meeting:

- Present levels of performance: share with teachers through Google Drive.
 - These documents are in the Google Drive folder labeled, 'Present Levels'.
 - Save previous present levels in 'Archived' folder located in the 'Present Levels' folder.
 - Create a new 'Present Levels' document with student's name, month, and year as title of the document.
 - All goals for the current IEP year are listed in the first box. Each goal is labeled with 'Goal Area', (reading, written language, math, functional, etc.), 'initiated goal date' and the goal for that area.
 - Teacher comments are to be noted in the second box of the document, 'Comments'.
 - Ask teachers to type their name, subject area, and date before their added comments.
 - Teachers type comments into each section pertinent to their class, (math goal: math teacher; reading goal: English Language Arts teacher, social studies/history teacher, etc.). All teachers should comment on functional goals.
 - Comments are required to talk directly to the goal noted.
 - Teachers add how they measured the progress or regression on each comment made directly to the goal area, box three.
 - Teachers add the percentage of goal met.
 - There are highlighted instructions for teachers to follow. If not followed properly, let the teacher know what is needed to complete comments, following the directions.

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IEP Preparation

Certain sections of the IEP can be prepped ahead of time, however not all, as this is a team meeting requiring team input.

1-2 weeks prior to IEP meeting:

- Check PowerSchool to be sure demographics match IEP demographics (address, phone numbers, DOB, Student ID#, etc.)
- If this is an initial IEP, the box labeled, "For Initials Only", must be completed...

For child find/initial IEPs only:

Date of 90-day Transition Conference (C to B): _____

Date parent(s) signed consent for initial evaluation: _____

Date initial evaluation completed: _____

Initial MDT eligibility determination date: _____

- Update, "Most Evaluation Date" and "Next Evaluation Date" if initial or reevaluation
- Updated, "IEP Meeting Purpose" and "Next Annual IEP Date"
- Check to be sure Primary Eligibility/Secondary Eligibility" are correct or updated is applicable
- If "Parent Questionnaire" is received, update "Student Profile" with information provided by parent. It is required to review this information in case there have been any changes since receiving the questionnaire. Update if needed.
- If applicable, add "Transition Assessment, Date and Results under, "Career Readiness."
- Insert page to add, "Corrales International School Continuum of Services for Special Education, Related Services and Section 504 Plans", policy.
- Unless an evaluation was conducted or there are new changes to "Consider of Special Factors" / "Discipline" page, (e.g., related services or FBA/BIP were added during the past school year, within the annual window for the IEP), this page does not need to be updated prior to the IEP meeting. Regardless of change or no change, these pages are required to be reviewed during the IEP meeting with the entire team present at the meeting.
- Update "Present Levels of Performance" based on teacher/related service provider comments received.
 - o All comments are required to be labeled, "teacher/related service provider name, subject, date comment received, and comment (s) provided by teacher, and related service provider (if applicable to student-not all students receive related services)
 - o Each goal area is required to be identified with a goal and comments received from educators.
 - o Add special education Comments to "Present Levels of Performance."
- Add most current short-cycle assessment data, and grades (if applicable) to relevant goal area (s)
- If applicable, add most recent transition assessment results in own box, labeled, "Transition."
- Double check each goal area to be sure all dates and information align with new IEP date, grade level of student, and present levels
- Based on teacher comments, special education comments, short-cycle assessments (if applicable), classroom logs, I.B. Portfolios, assignment samples , etc., look for new standards and create updated goals for each section to be reviewed, discussed, and approved by team. Make any adjustments with the team at the meeting in real time.

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Reviewing, Revising, Conducting IEP Meeting

The IEP team must review the child's IEP at least once a year. One purpose of this review is to see whether the child is achieving his or her annual goals. The team must revise the child's individualized education program, if necessary, to address:

- The child's progress or lack of expected progress toward the annual goals and in the general curriculum.
- Information gathered through any reevaluation of the child,
- Information about the child that the parents share,
- Information about the child that the school shares (for example, insights from the teacher based on his or her observation of the child or the child's classwork),
- The child's anticipated needs; or
- Other matters.

Although the IDEA requires this IEP review at least once a year, in fact the team may review and revise the IEP more often. Either the parents or the school can ask to hold an IEP meeting to revise the child's IEP. For example, the child may not be making progress toward his or her IEP goals, and his or her teacher or parents may become concerned. On the other hand, the child may have met most or all of the goals in the IEP, and new ones need to be written. In either case, the IEP team would meet to revise the IEP.

Conducting IEP Meeting with Team, including Parent (s):

- **All required IEP team members are required to be present and stay for the duration of the meeting, including the general education teacher.**
 - o If for any reason a team member is unable to stay for the duration of the meeting, parental consent is required, at time of meeting, to be signed stating parent consents to individual being excused, (Excusal form). This should be a rare occurrence. Signed form is filed with final IEP in red file and saved to students file on the server.
- Review and if needed, update, "Student Demographics", pg. 1
- Review and if needed, update, "Student Profile", (usually pg.'s 2-4 but can be more depending on what is updated/added and how much)
- Review, "Corrales International School Continuum of Services for Special Education, Related Services and Section 504 Plans. Discuss if necessary.

Consideration of Special Factors:

- Review and if needed, update as applicable.

Present Levels of Performance:

- When reviewing and discussing "Present Levels", it is required to add any comments from parent and/or student to all areas labeled, "Parent/Student Input". If no comments, state, "n/a"
- If IEP is for an MYP student, (7-12th Grades), add an additional box of 'Area of Need – All Academics', to add a current summary of grades for each class.

Transition:

- Review and update, if applicable, "Transition Plan" (be as specific as possible, individualize)
- Update during meeting if update is necessary (new transition assessment administered, new area of interest for student, etc.). Transition assessments are required in 8th grade and 10th/11th grade depending on outcome of assessment (O'Net), or if student requires a vocational assessment with a transition specialist then the transition specialist will complete with comprehensive information.
 - o All information must align with student transition and/or area of interest. Types of transition assessments utilized, and their given dates must also be entered.

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- Review and update, if needed, all following pages related to Transition (these pages are required to be as detailed as possible following all instructions noted. Examples are available if needed)
- 11th/12th grade sections do not need to be completed unless student is in one of these grades, the student has completed the state assessments required for their “Graduation” path or they are a “Gifted” student.

Accommodations/Modifications:

- Review and update accommodations page, (accommodations not used in the past year, at minimum, need to be discussed and removed, additional accommodations can be considered, (must have documentation/justification to warrant adding/removing an accommodation).
 - The goal is that students learn strategies and positive habits to replace accommodations as they get closer to graduation.
 - Students need to know their goals and what they mean to progress (IB Portfolios completed as part of LIT)
 - All recommendations made during the meeting **MUST** be discussed, decided upon and added to the Prior Written Notice, (PWN), at the end of the IEP document.
 - Accommodations not used in one IEP year should be discussed. They should be removed if not using.

IEP Goals:

- Review and update all goal areas as a team. Refer to present levels and discuss the justification for proposed changes.
- Goals are required to be measurable and attainable for each student’s needs.
- Explain to parents, as an MYP student, he/she will be learning their own goals through the I.B. Portfolio and providing 2-3 samples for each goal each quarter. Samples are assignments or exams they have completed in class or online and given a grade for. These are required to be directly associated to their IEP goals.

Medical/Significant Health Information, Mobility, Transportation, and Extended School Year:

- Review “Medical/Significant Health Information”, “Mobility”, “Transportation”, and “Extended School Year”. Update if applicable

State and District ‘Testing Accommodations’ and Least Restrictive Environment:

- Review “State and District” testing accommodations. Update if applicable
 - Accommodations not used in at least the past year, remove.
 - Accommodations for state and district testing is also required to be used by the student, in and out of the classroom setting throughout the year.
 - Assessments student will be given that IEP year need to be listed with the appropriate accommodations noted.

Schedule of Services:

- Activities with students without disabilities
 - Mark all boxes that apply.
- Regular Education Services Accommodations Needed
 - Mark boxes that apply or if all apply mark, “All Academic Areas.”
- Special Education and Related Services
 - List type of service, (Special Education Services, Speech, Occupational Therapy, etc.)
 - Number of hours/minutes student will receive.
 - Dates for service (start date/end date)
 - Service Provider
 - ‘Location’ of services provided (Regular or Segregated)
 - Regular - in the classroom setting.

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- Segregated – in the special education setting.
- Specify with an 'X' in each applicable box and number of hours/minutes student will receive.
 - There will be situations where both boxes may be marked depending on student need and team decision.
- Time Totals
 - The total amount of time student will be receiving all noted services combined.
- Supplementary Aids and Services
 - If students will be receiving supplementary aids and services, separate from what is already noted, add here.
 - All boxes are required to be completed.
- Supports for School Personnel
 - If support is required and agreed upon by the IEP team, document them in this section. All boxes are required to be completed.
- Services delivered other than weekly.
 - *If service(s) will be delivered other than on a weekly basis, identify the service and the delivery frequency:

Level of Service:

- This is the total number of service hours the student will receive divided by the number of hours in a school week. Following each prompt, complete each section, including level of service box, (10% or less, (level 1); 11-49%; (level 2); 50% or more, (level 3); or 'approaching a full school day', (level 4). Level 4=75% or higher for CIS

Least Restrictive Environment (Narrative):

- "If the student will not be included in the general education setting for more than 80% of the time, complete items 1-3 below, (REQUIRED)"
 - This is determined by % student is pulled out of the classroom for segregated services.
 - This is determined by the "Setting" section.

Setting:

- This is the total amount of time the student will be pulled out of the classroom setting divided by the number of hours in a school week. Following each prompt, complete each section, including

- ☒ In regular classroom 80% of the school day, or more (*Setting 1*)
- ☐ In regular classroom 40% to 79% of the day (*Setting 2*)
- ☐ In regular class less than 40% of the day (*Setting 3*)
- ☐ Other setting: Public/Private Separate Schools, RTC, Homebound/Hospital (*Setting 4*)

- If a student is pulled out more than 80% of the time, a rationale is required. Answer questions 1-3 in narrative form (noted above)

IEP Documentation:

- This section describes when parent can expect to receive special education progress reports directly related to their students IEP goals and the process to how parents will receive them
 - Complete each section.
- PYP (K-6th) – Trimester
- MYP (7-12th) – Quarterly

Age of Majority:

- Review/explain and update for students who will turn 14 within the current IEP year or are 14 years of age or older.
- It is required that parents and students be informed of their rights upon turning 18.
- Parent and student are required to be informed of the student's rights upon reaching the age of

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majority beginning at age 14.

- This means that parents and students need to be annually informed that when the student is age of majority, or 18 years of age, they understand that they will have the right to be the only one who can make decisions on their own IEP plan without parent involvement.
 - If a student with a disability continues to have a guardian, (court papers would need to prove this), at 18 or beyond, the guardian would still be legally able to make these decisions.
 - This is not necessary to discuss until the student is closer to the age of 18.

Meeting Participants:

- Participants who participated in the meeting will sign.
- Explain to parents and participants that all documentation will be sent through Adobe DocuSign for signature (virtual meetings only).
 - Note on signature page, “virtual or in-person”, depending on which way meeting was conducted.
 - Once received, the participant will sign where prompted by the program.
 - Once signed, the program will automatically provide that participant with a downloadable copy of the document and automatically send the document for signature from the next team member.
 - Once all team members have signed this document, a final signed copy will be sent to all participants on the team.
 - It is required that all participants be listed, and dates accurately reflect the date you met as a team.
 - It is required that anyone who may have conferenced into the meeting, (via phone or other), that it be noted as such next to the name or title.
- If a meeting is held in-person, physical signatures are required as per the PED.
- Any related service providers or other individuals who provided input for the meeting, but were unable to attend, (related service providers or outside agencies invited), be noted under the “Meeting Participants” section,

The following people were unable to attend the IEP meeting but provided written input on student’s progress and/or program needs.

Parent/Guardian Signature _____ Date:

- This will be a required section for parents to sign ‘if’ information was provided by an individual who was invited to the meeting but was unable to attend.
- If this is not the case, put ‘n/a.’

Parent Rights, Case Manager/IEP Team Coordinator/Electronic IEP:

- Parents can be sent the “Parent Rights” document when the calendar invite is created and sent to parents or parents can be asked if they would like another copy of their parents’ rights at the meeting. In either case, explain to parents that this section states that they do have a copy and will need to initial when the document is sent for signature.
- Case Management/IEP Team Coordinator is, “Special Education Teacher/Director”.
 - Do not list a specific name as people may or may not change in this position.
- Electronic IEP is a statement that explains how and why documentation is being sent for signature.
 - Review with parents
 - Required to be initialed by parent.

Prior Written Notice:

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- Add date IEP was held and mark each box that is applicable to the IEP meeting, student input, parent input, teacher input, evaluations, screenings, etc.
- Other: this could be outside agency, input from individuals that were unable to attend the meeting, short cycle assessments, etc.)
- All IEP's require pertinent recommendations required to be added, (100% of G.E., Level and Setting, Related Services, (if applicable), Accommodations/Modifications for Classroom, Accommodations/Modifications for District/State Assessments, Transition Plan, (if applicable), Outside Agency Invite to next IEP, (if applicable), Schedule of Services, CIS Support Learning Services statement, Adobe DocuSign Procedure, verbal consent to services, consent to hold meeting virtually, (if applicable), and any other recommendations that may have been made during the IEP meeting
 - o The last page of the IEP plan must be signed by the parent when it is sent out for signature if it is an initial IEP or reevaluation.
- If annual IEP review, update all pertinent recommendations, (as noted above), and add any new recommendations made during the IEP meeting, including invite for an outside agency for next annual IEP (for grades 7-12 required)
- If three-year reevaluation, updated all pertinent recommendation, (as noted above), add any new recommendations that may have been made during the IEP meeting, including any new recommendations based on the current Evaluation, REED, (Reevaluation of Existing Data), and/or EDT, (Eligibility Determination Team)
 - o Last page of the IEP plan must be signed by parent when it is sent out for signature.

“Triennial”/“Three-Year Reevaluation”

At least every three years the student must be reevaluated. This evaluation is often called a “triennial or “3-year reeval.” Its purpose is to find out if the child continues to be a “child with a disability,” as defined by IDEA, and what the child’s educational needs are. A REED is required for ALL evaluations. This is required to be reviewed by the school’s diagnostician prior to finalization. The REED will determine if additional testing is required. However, the child must be reevaluated more often if conditions warrant or if the child’s parent or teacher asks for a reevaluation.

- A REED can satisfy the “triennial” reevaluation if no other testing is required or recommended by the team.
- While a REED can satisfy the “triennial” reevaluation, it may not be utilized alone for more than two cycles or 6 years without the student being tested by the school’s diagnostician.
- All students in special education and within three years of graduation are required to have an evaluation with the school’s diagnostician if on the standard option. This will satisfy what is required by the local colleges for a student who will be going to college and utilizing the disability center at the college level.

Additional State and School-System Content

Federal law requires that school districts maintain documentation to demonstrate their compliance with federal requirements. In general, extra elements in IEPs may be included documentation that the state or school district has met certain aspects of federal or state law, such as:

- Holding the meeting to write, review, and, if necessary, revise a child's IEP in a timely manner,
- Providing parents with a copy of the procedural safeguards they have under the law,
- Placing the child in the least restrictive environment; and
- Obtaining the parents' consent.