

Q & A Individualized (IEP) Annotation and IEP Form from Spring 2009 ETR/IEP Trainings

DEMOGRAPHIC DATA

AMENDMENTS

FUTURE PLANNING

SPECIAL INSTRUCTIONAL FACTORS

PROFILE

POSTSECONDARY TRANSITION

Q: What are some examples of Age- Appropriate Transition Assessments?

A: “Age-Appropriate” means a student’s chronological rather than developmental age. Transitional assessments may be formal or informal collection of data on the student’s needs, preferences, and interests as they relate to current and future working, educational, living and personal/social environments. Refer to the **National Secondary Transition Technical Center** www.NSTTAC.org for specific examples.

POSTSECONDARY TRANSITION SERVICES

Q: On Transition page, do goals need to be written in every area? For instance, if the goal is that “Mark will work at Kroger’s”, do I need to write an education goal?

A: It is possible to include the measurable postsecondary goals of education or training, employment and, if applicable, independent living into one measurable postsecondary goal statement. Write goals that may be completed after the student graduates from high school. Enter the number of the measurable annual goal(s) that support the listed postsecondary goal in each area where a postsecondary goal is listed. Refer to **IEP Annotation** pages 12, 13.

MEASURABLE ANNUAL GOALS

Q: Do you have to address how the child is progressing in the general education curriculum for each annual goal?

A: Yes. Refer to **IEP Annotation** page 15.

Q: Regarding Progress Reports, what documentation is required if contacting parents by email or phone call?

A: The IEP team must decide how the child’s progress on the measurable annual goals will be reported to the parents. Refer to **IEP Annotation** pages 18, 19.

DESCRIPTION OF SPECIALLY DESIGNED SERVICES

Q: The Plan of Care form is not in the new IEP, and a therapist wants to know where to include it or how to reference it in the IEP.

A: There is no requirement to include or reference a Plan of Care form on the IEP. Information regarding student performance levels, interventions, and progress may be included in several parts of the IEP, such as the profile, present levels, description of specially designed instruction and progress reports on measurable goals.

Q: When a child is identified with Speech and Language Impairments, is it necessary to specify the exact nature of the disability under the services/specialized instruction?

A: No, this would be reflected in the individualized assessment in the MFE, as well as in the student IEP profile and under measurable annual goals, and present level of performance section. Refer to **IEP Annotation** page 14.

Q: Besides the title, is the person's name required to be on each goal? If so, does the name need to be changed next year if it is someone new?

A: No, unless something other than the name is changed; like type of service or amount.

TRANSPORTATION AS A RELATED SERVICE

NONACADEMIC AND EXTRACURRICULAR ACTIVITIES

Q: If student participates in a school sponsored sport and is later dismissed due to behavior, does a written reason need to be attached to the IEP explaining why?

A: If participation is indicated on the student's IEP, then the IEP must be followed by all staff. Refer to **IEP Annotation** page 23.

GENERAL FACTORS

LEAST RESTRICTIVE ENVIRONMENT

Q: What is a "justification statement"?

A: Relates to "Does this child receive all special education services with nondisabled peers". Refer to **IEP Annotation** page 27.

STATE AND DISTRICT WIDE TESTING

Q: Can a 3rd grader be given the OAT with accommodation that go beyond the allowable accommodations and be excused from the consequences?

A: The form itself only allows for documentation of excused from the consequences of not passing the OGT. There are no consequences for a student not passing the 3rd grade OAT. The provision of accommodations that go beyond the allowable accommodations would invalidate the test. The Ohio Department of Education indicated they would change the annotation on Page 29 during its next revision of the document.

Q: Is there an option for no accommodations for a student with a speech or language impairment?

A: Yes. Refer to **IEP Annotation** page 28 and IEP form testing page, check box for no accommodations.

MEETING PARTICIPANTS

Q: Do general education teachers have to attend or fill-out excusal in the case of a student who will not be serviced in a regular education setting?

A: A regular education teacher is required if child is participating or may be participating in regular education classes. Refer to **IEP Annotation** page 30 and **Ohio Operating Standards for Children with Disabilities** 3301-51-07(l) (1) (b)

SIGNATURES

Q: Is it necessary to fill out each area on the ETR Planning form for suspected speech or language impairment children?

A: All areas must be considered, and a determination made as to whether the area is applicable, sufficient data is available to use in determining a disability or additional data is needed to determine eligibility.

Q: Is it permissible to obtain parent permission at the previous year's IEP meeting (approximately one year beforehand)?

A: Yes, the reevaluation is due on the three year date, regardless of when permission was received. However, any additional assessments requested within that year would require notification of the parent, amendments to the planning form and PR-O1.

Q: Is it required to give out the Whose IDEA is This ? at the IEP meeting?

A: **Ohio Operating Standards for Children with Disabilities** (3301-51-05(l) (1) requires that a copy of the procedural safeguards must be given to parents one time a year, except that a copy also must be give to parents:

- a) Upon initial referral or parent request for evaluation;
- b) Upon receipt of the first due process complaint under paragraph (K)(7) of this rule in a school year;
- c) In accordance with the discipline procedures in paragraph (K)(20) of this rule; and
- d) Upon request by a parent.

Districts usually give out the document at the IEP meeting to meet this requirement, even though it is not required at the time of the IEP meeting.