



The Compliant IEP and Educational Benefit

Special Services

Fall 2019

Mindfulness

**“Every child deserves an excellent education.
Every single one.”**

- Matt Kramer



Why are you here?

The SEIS Mission

- ▶ SEIS (Special Education Information System)
- ▶ To tell the story of the student through the IEP process.
 - ▶ Each IEP saved in SEIS is to be an accurate representation of an IEP Meeting. It may include several amendments and attachments, creating an accurate record of each step in the process up to and including parent signature.
 - ▶ To create an accurate electronic paper trail for every IEP held for every student in SEIS.
 - ▶ To record all details of the process so it can easily be seen and understood when viewing the IEP, even years later.
 - ▶ For the Future IEP and Student Record to always have accurate, current data that can be used for all necessary reports; local, state, and federal - including CASEMIS.

This requires good management of the electronic IEP.

Where can I get help with SEIS?

- ▶ SEIS Help Center on the Home Page
 - ▶ Contact Help Desk
 - ▶ FAQs
 - ▶ Training Materials
 - ▶ Training Videos
- ▶ Special Services SEIS Technicians
- ▶ Program Managers
- ▶ Your colleagues
- ▶ District and SELPA Trainings

Legal vs. Electronic IEP

- ▶ The legal copy of the IEP is always the original paper copy in the student's file
 - ▶ This is what we will take with us if there are legal proceedings
 - ▶ All original parts of the IEP (including assessment reports, progress reports, goal up-dates, etc.) must be sent to Special Services for the student's file
 - ▶ Signatures must be included on all original documents
- ▶ The electronic copy of the IEP in SEIS should be an accurate representation of the original paper copy
 - ▶ It is used to tell the historical story
 - ▶ It is used for data management
 - ▶ All documents, including signatures, must be ***uploaded and attached in SEIS***

Future vs. Current vs. History

▶ Future

- ▶ The full IEP that you are working on for a future meeting
- ▶ Used for initials, annuals, triennials, exits, or whenever a full IEP is needed

▶ Current

- ▶ The affirmed and attested full IEP that is the most current form
- ▶ Use an amendment to the current IEP if you are correcting, continuing, or amending anything in the current IEP

▶ History

- ▶ A historical record of all past IEPs written in SEIS

Amendments/Continuations/Corrections

- ▶ The link to add an amendment/continuation/corrections is only available on the Current IEP
- ▶ An *amendment* is to make changes to the Current IEP
 - ▶ Ex: additional service time or addition of goals
- ▶ A *continuation* is for continuing an annual or triennial IEP that was previously started
- ▶ A *correction* is for fixing clerical errors in an IEP
 - ▶ Ex: fix start date of services or last IEP date
- ▶ Parent signature is required for amendments and continuations
- ▶ Parent signature is not required for minor corrections, but you should inform the parent of the change and send a copy to the parent

Student Change Form and Add Student Form

- ▶ Go to the Students menu on the SEIS home bar
- ▶ Student Change Form
 - ▶ Select a student's name
 - ▶ Choose an option from the drop down menu
 - ▶ Service Provider Change (adding, removing, or changing provider or case manager). Please put the new case manager's name in the comment section.
 - ▶ Student should not be on my caseload
 - ▶ Change of Address (You can do this yourself through the "Student Head Icon")
 - ▶ Exit the student from Special Education
 - ▶ Student is moving to another district/SELPA
 - ▶ Change eligibility status of pending student
- ▶ Add Student Form
 - ▶ Use this if you are missing a student or need access to a new student
 - ▶ Complete each field according to the information you have and submit
 - ▶ All fields with a red star need to be completed

Ed Benefit

- ▶ What does Educational Benefit mean to you?

Ed Benefit

“Educational Benefit”

*Under the IDEA, FAPE is **defined** as an **educational program** that is individualized to a specific child, that meets that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit.*

- ▶ How do you make sure that you are providing Educational Benefit to all of your students?

Important Timeline Refresher

- ▶ 5 days - provide records after parent request
- ▶ 30 days - schedule IEP meeting from the date of parent request
- ▶ 30 days - to implement IEP when a student transfers in
 - ▶ Why do we hold a 30 day review?
- ▶ 60 days - must hold meeting to share assessment and develop IEP (unless DNQ) after signed assessment plan is received
- ▶ 364 days - Annual Review
- ▶ 2 years 364 days - Triennial reevaluation
 - ▶ Use date calculator button on SEIS
 - ▶ Keep a record of upcoming IEPs and schedule in advance

Procedural Safeguards

- ▶ See handout - take a few minutes to review and discuss with your elbow partner
- ▶ They should be briefly explained
 - ▶ give your explanation to your elbow partner
 - ▶ share out some examples
- ▶ Make sure parent receives a signed copy of all assessment reports and indicates receipt on consent page (initial box at the bottom)

Assessment Plan

- ▶ Be sure to mark the type of assessment (Initial, Annual, Triennial, Transition, Interim, Other [Additional Assessment])
- ▶ All parts of the Prior Written Notice portion at the top of the Assessment Plan must be completed
- ▶ Check with all team members before marking the evaluation areas to be sure that you have their input
- ▶ Make sure that all team members are aware when the signed Assessment Plan is returned
- ▶ Be sure to record the date that the signed Assessment Plan was received by the District - this starts your 60-day timeline
- ▶ Upload the signed Assessment Plan to the IEP as an attachment

Assessment Plan Continued

- Assessment plan should be provided in parents primary language* and written in a way that is easily understood by the general public aka write out acronyms
- Assessments and interviews are completed in native language
- Assessments and evaluations are not culturally or racially discriminatory
- Eligibility is a team decision and not based on one sole procedure
- Assessments need to be completed before IEP is developed*

Assessment Reports (ie. Psycho-Ed, Speech, etc)

- ▶ Report includes records review, including health status and medical history
- ▶ Parental input and feedback included
- ▶ Original/signed copy provided to parent

Invitation/Notice of Meeting

- ▶ Reason for the meeting, at the top of the notice, must match the Purpose of Meeting on the Information/Eligibility page (Initial, Annual, Triennial, Transition Planning, Pre-Expulsion, Interim, Other [ex: Discuss Parent Concerns, Consider Student Placement, ...])
- ▶ Make sure all fields are complete and send to parents in advance
- ▶ Be sure that all appropriate team members are invited to the meeting.
 - ▶ POSITIONS- not people's names
 - ▶ You must have an Administrator, Special Education Teacher, General Education Teacher, and Parent at the meeting
- ▶ Be sure to get a signed copy of the meeting notice from the parent
- ▶ Upload the signed Notice of Meeting to the IEP as an attachment

Excusal

AVOID AVOID AVOID

- ▶ If a member of the IEP Team is not able to attend the meeting (in whole or in part), then the Excusal form needs to be presented to the parent for signature in advance of the meeting, with the provider's written report.
- ▶ If the parent does not agree to the Excusal, then the meeting will need to be rescheduled
- ▶ Only an administrator can sign the Excusal form
- ▶ Upload the signed Excusal to the IEP as an attachment
- ▶ Absent team members should include written input to be provided to the parent and attached in SEIS

Information/Eligibility

- ▶ Next Annual IEP
 - ▶ This should be one year from the last annual IEP date
- ▶ Last Eval
 - ▶ If this IEP is a triennial, this should be the same as the IEP Date
 - ▶ If this is not a triennial, this should be the last triennial date
- ▶ Next Eval
 - ▶ This should be three years from the last triennial IEP date
- ▶ Always confirm parents' address, telephone number, and e-mail address
- ▶ District of Special Education Accountability
 - ▶ The student's school district according to their place of residence
- ▶ Residence School
 - ▶ The student's school according to their place of residence
- ▶ Describe how the student's disability affects involvement and progress in general curriculum
- ▶ For Initial Placements Only, include all of the referral information at the bottom of the page

Transition (page 1 and page 2)

- ▶ Must be included in all full IEPs on or before the student's 16th birthday
- ▶ All students 16 years and older must be invited to their IEP meetings
- ▶ The student must be involved in the transition planning
- ▶ Page 1 includes goals for post-secondary education/training, employment, and independent living
- ▶ Page 2 includes discussion of graduation requirements and informing the student of his rights at the age of majority (age of 18)
- ▶ All parts of the Transition pages must be completed or CASEMIS errors will result

Present Levels of Academic Achievement and Functional Performance

- ▶ Don't forget to include Student Strengths/Preferences/Interests and Concerns of Parent
- ▶ Don't forget to include previous state assessment results
- ▶ Complete the information on hearing and vision screenings for all initials and triennials
- ▶ Discuss and complete all parts of the present levels
- ▶ UPDATE them for every annual IEP
- ▶ “Goals will be written to address the following areas of need”
 - ▶ This needs to match the student's areas of need discussed in present levels and the goals that are included in the IEP

Special Factors

- ▶ Does the student require assistive technology devices and/or services?
 - ▶ This is typically for students who are eligible for low-incidence funding (students who are deaf/hard of hearing, blind/visually impaired, or orthopedically impaired)
- ▶ “Considerations if the student is blind or visually impaired/deaf or hard of hearing”
 - ▶ You must write something in here
- ▶ Does the student need primary language support? Typically NO
 - ▶ If you mark yes here, you will need to provide support to the student in their primary language (ex: Spanish)
- ▶ What will be the language of instruction for the student?
- ▶ Who will provide ELD services to the student? Should be General Education and Special Education
- ▶ What type of classroom setting will the student attend? Typically Structured English Immersion
- ▶ If you have marked that the student’s behavior is impeding his learning or the learning of others, there must be a behavior goal and possibly a BIP

Statewide Assessments

- ▶ Be sure to complete all parts of the page
- ▶ Be sure to include appropriate accommodations
- ▶ Accommodations should address the student's needs and be related to the accommodations that are in the rest of the IEP
- ▶ If a student is participating in an alternate assessment, the rationale must be discussed and documented
- ▶ For EL's must indicate whether taking ELPAC or alternative assessment and whether accommodations are needed
 - ▶ Unless student is redesignated, they must take ELPAC

Goals

- ▶ Remember that the goals must match the areas of need identified on the present levels page
- ▶ If it is an annual or triennial IEP, you will have 2 sets of goals listed - past goals and new/proposed goals
- ▶ Do not delete last year's goals - they need to be a part of the record and should include all progress updates
- ▶ Past Goals- Goal # 1-2-3 ...
 - ▶ These will include the progress notes over the last year
- ▶ New/proposed goals - Start over Goal # 1-2-3 ...
- ▶ The following year delete the goals from 2 years ago!
- ▶ Do not repeat the same goals year after year...

Goals

- ▶ How do you develop goals for your students?
- ▶ How do you relate goals to Educational Benefit?
- ▶ Goals should be aligned to standards and promote access to General Education curriculum

Lunch Break - 30 minutes



Services

- ▶ “The service options that were considered by the IEP team” (List all that were considered)
 - ▶ Ex: The team considered Specialized Academic Instruction, Speech-Language, and Occupational Therapy services to best meet the student’s educational needs
- ▶ “In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs”
 - ▶ Ex: The team considered the decreased opportunities for appropriate social interactions with typically developing peers in selecting LRE
 - ▶ Ex: The team considered the effects of decreased access to instructional opportunities in selecting LRE
 - ▶ Ex: The team does not believe there will be any significant harmful effects and determined the student’s needs outweigh any minimal harmful effects

Services

- ▶ Supplementary aids, services and other supports for school personnel, or for student, or on behalf of the student
 - ▶ Accommodations, Modifications, and Other Supports
 - ▶ This needs to be a discussion and should be based on individual needs, to be updated at least annually
 - ▶ Enhanced Adult Staffing - this is the wording to use for behavioral aides, health aides, etc.
- ▶ Transportation
 - ▶ Offered by Administrator
- ▶ Extended School Year (ESY)
 - ▶ Include comment on Services page
 - ▶ Must include ESY Eligibility Worksheet

Flow chart to keep you on track...

Assessment Data (Formal and Informal)



Present Levels of Performance



Areas of Need



Goals



Services

Educational Setting

- ▶ Complete all parts of the page
- ▶ District of Service
 - ▶ The district that is providing the service to the student
- ▶ School of Attendance
 - ▶ The school that the student is attending
- ▶ How do I calculate the % of time student is in the general education setting?
 - ▶ Under Miscellaneous Forms in the Document Library
- ▶ Student will not participate in the regular class and/or extracurricular and/or non academic activities because
 - ▶ Ex: Student's communication needs can best be met in a small group setting with specialized instruction

Educational Setting

- ▶ Need to take steps to ensure participation in General Education to the maximum extent possible
- ▶ Participates in non-academic activities to the maximum degree
- ▶ Make attempts to serve students as close to school of residence as possible
- ▶ All mandatory members provide input around placement discussions

Parent Consent

- ▶ As a means of improving services and results for your child did the school facilitate parent involvement?
 - ▶ The parent must initial the box indicating that they had the opportunity to be involved in the IEP process - ask for input intermittently throughout the meeting
 - ▶ The case manager must mark the correct box on the electronic IEP in SEIS as well
 - ▶ If not completed, it will result in a CASE MIS error
- ▶ Procedural Safeguards
 - ▶ Parents must indicate that they have received this information
- ▶ Medi-Cal
 - ▶ Parents must indicate that they have received this information
 - ▶ Initial Medi-Cal notice is for Initial IEPs only and Annual notice is for every annual and triennial

Notes Page

- ▶ Purpose of meeting
- ▶ List those in attendance - PERSON's NAME, not just position.
- ▶ Special Education Rights
- ▶ Student strengths/interests
- ▶ Parent/Adult Student concerns
- ▶ Review of assessment reports
 - ▶ Health, Speech-Language, Academics, Psycho-Educational, etc.
 - ▶ Eligibility determined
- ▶ Present Levels of Performance
 - ▶ Information shared by teachers, service providers, and parent
- ▶ Transition information (depending on student age)
- ▶ Special factors
- ▶ Statewide assessments
- ▶ Goals
 - ▶ Review progress on old goals
 - ▶ Present new goals
- ▶ Accommodations, supplementary aids, and other supports
- ▶ Services
- ▶ Educational setting
 - ▶ Offer of FAPE should be made by an administrator

Other Reminders

- ▶ Work with your Program Manager if there is a need for a PWN so we can ensure parents are provided with a PWN in a timely manner when denied request for identification, evaluation, change of placement or change of FAPE
- ▶ Work with your Program Manager when a student has reached 10 days of school removal to ensure FAPE is provided on the 11th day

What does it mean that a student is EL?

- ▶ Make sure and know which students on your caseload are designated as EL
 - ▶ If designated as EL, they must take ELPAC*
 - ▶ Goals, Programs and Services must be linguistically appropriate
 - ▶ IEP pages that are relevant: Info/Eligibility, Present Levels, Special Factors, Goals
 - ▶ Instructional strategies should be utilized to support students that are ELs

English Learner (EL) Reclassification

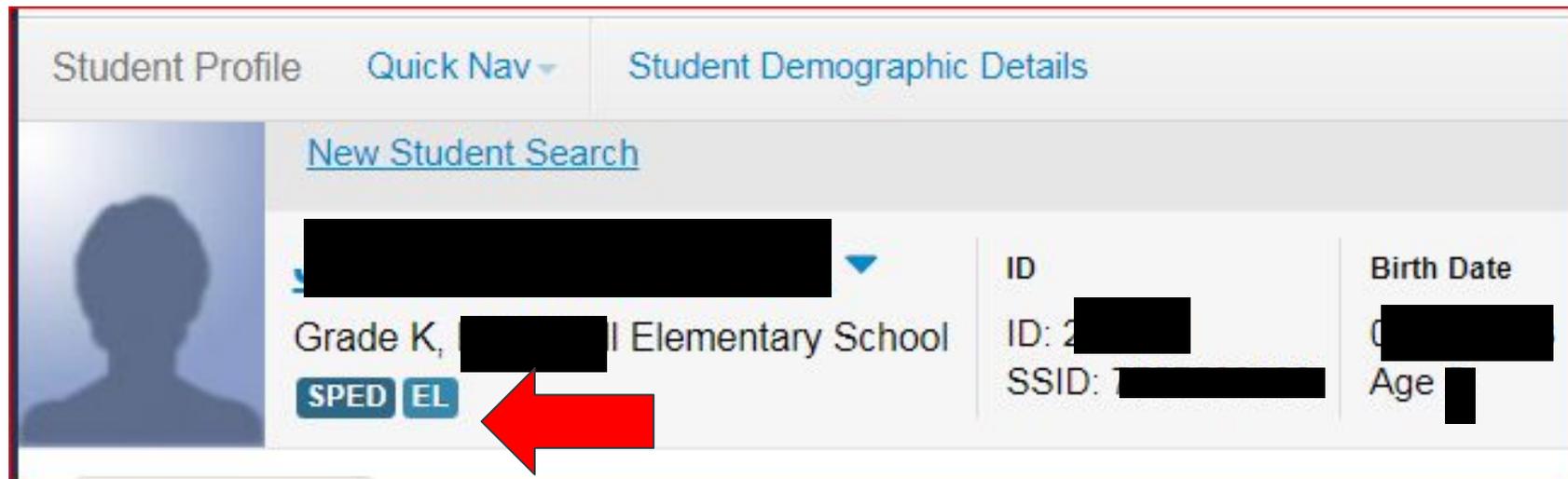
- ▶ What does it mean that a student is an EL?
- ▶ How do I find out if the student is an EL?
- ▶ How do I determine if a student can be reclassified?
- ▶ What is the IEP process for reclassification?

How do I find out if the student is an EL?

Illuminate

Student info page

EL button right under student name



The screenshot displays the 'Student Profile' page in Illuminate, specifically the 'Student Demographic Details' section. The page includes a 'Quick Nav' dropdown and a 'New Student Search' link. The student's name is redacted with a black box. Below the name, there are two buttons: 'SPED' and 'EL'. A red arrow points to the 'EL' button. To the right, there are fields for 'ID', 'SSID', 'Birth Date', and 'Age', with some values redacted.

ID	Birth Date
ID: 2 [REDACTED]	[REDACTED]
SSID: [REDACTED]	Age [REDACTED]

What is the IEP Process?

Hold an amendment meeting.

Complete Reclassification Pages in SEIS

Data you need:

- ▶ Current and last year's ELPAC scores
- ▶ Teacher input on curriculum mastery
- ▶ Parent opinion and consultation
- ▶ SBAC and curriculum based assessment

Student Scenarios

- ▶ Look at the assigned scenario
- ▶ Read the scenario
- ▶ Refer back to the Reclassification Procedures
- ▶ Discuss in a small group
- ▶ Share out

Exiting Students

- ▶ Do not delete anything!
- ▶ All information must remain on the student's IEP when exiting a student. All information will be reported to CASEMIS in June
- ▶ If student is no longer eligible, mark the correct box on the first page of the IEP
- ▶ End services on Services page
- ▶ Include all documentation, especially assessment reports, that support the decision to exit
- ▶ Submit a Student Change Form to exit student from Special Education

Removing Data

▶ Deleting Services

- ▶ Any service that was provided to a student within the fiscal year (07/01 - 06/30), must remain on the service grid until 07/01 of the next fiscal year
- ▶ EXAMPLE: If a service is added to an IEP on December 2nd, and a meeting to discontinue that service is held on June 28, you need to make sure the service remains on the student record until June 30 CASEMIS data is pulled

▶ Deleting Goals

- ▶ Keep the “old” goals in the IEP for the next IEP meeting. After you affirm this IEP, you may delete the “old” goals.
- ▶ Arrange the “old” goals to print at the top of the goals stack. These will be available first to be reviewed with the parents at the IEP meeting.
- ▶ Following the “old” goals, type in the correct “new” goal numbers for the “new” goals, starting with number 1.
- ▶ RATIONALE: You want to make sure that the final information about the “old” goals (progress update) will be saved historically, so it must be on an affirmed IEP.

Affirming

- ▶ Must be done by the Case Manager
- ▶ Affirm within 7 days of the IEP - even if the parent did not sign
- ▶ Amendments/Continuations/Corrections must all be affirmed as well
- ▶ Attachments can be added after you affirm
- ▶ Send all original IEP documents to Special Services as soon as you affirm

- ▶ Don't forget that progress on goals must also be affirmed!

Questions?



Whip Around

- ▶ Tell us two things that you learned today that you can use in your practice tomorrow.

Thank you for coming!



Break Time - 15 minutes

