

Excent IEP STEP-BY-STEP GUIDELINES

Revised August 2011

INTRODUCTION

This manual is available to assist teachers in developing the Individual Education Plan using Excent. The manual will also be available in Outlook under Public Folders. As changes are needed, the copy in Public Folders will be updated and information sent to the teachers. If you have specific questions about the information in this manual, contact your school's staffing specialist for assistance. The manual is formatted to reflect the way Excent organizes the various IEP components.

Anywhere the "Parent" is referenced, these rights go to the student at age 18.

Resources to use include current Compliance Self Assessment Manual (copy available at <http://www.fldoe.org/ease/pdf/m-compli.pdf>) and Polk County ESE Policies and Procedures Board (copy available at <http://www.fldoe.org/ease/ppd/Polk.pdf>)

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If using an electronic copy, use color codes as a guide.

Tool Bar Options – The options listed on the tool bar to access various Forms

TAB – Tabs used on Excent

Section – Areas to address under a tabbed section on Excent

Other – Information for areas addressed on Excent

IEP – IEP Form

Dates/Exceptionalities/Factors/Domains

The student's name, identification number, grade, and age will be provided by information from Genesis.

Dates Tab

IEP Meeting Date

Actual day meeting occurs. The meeting date must be the same date as indicated on the meeting notice.

Last IEP Date

This is the date on which the previous IEP meeting/review was held. Verify by checking previous IEP in ESE section of the student's cumulative file.

IEP Type

Initial Placement is chosen when a student is initially eligible for an Exceptional Student Education program.

Prior to an initial staffing, the ESE teacher should review all evaluation information, any progress monitoring or Response to Intervention data, information in the student's cumulative folder and input from the student's general education teacher(s) and other professionals working with the student, input Present Level of Performance information, and from this information, a draft IEP needs to be created in Excent. **A staffing specialist is to attend initial placements with the exception of SI or Gifted only.**

Annual Review is chosen when a student's IEP is reviewed by the IEP Team.

Remember the IEP MUST be reviewed at least once a year (required by Federal Law). Prior to an annual review, the ESE teacher should review the student's cumulative/ESE file, consult with all teacher(s) (general education and ESE) and related service providers of the student, gather documentation on current performance including progress monitoring data, progress toward previous IEP goals, and prepare a draft IEP, including Present Level of Performance information and proposed Goals/Objectives on Excent. Delete/modify old information that does not currently provide information for the team to determine the needs of student and services to be provided.

Reevaluation Review is chosen when a Reevaluation (a new evaluation) is being addressed or the IEP includes a Reevaluation "Planning" Meeting and it is determined that no additional information is needed. See section on Reevaluation. If new testing is requested, it is not a Reevaluation meeting.

A reevaluation must take place at least once every 3 years.

Amendment is an option for Type of Meeting on Excent when changes to the current IEP are to be considered and the present levels/goals/etc. of the current. (See section on Amendments.) This is usually for minor changes when updated present level information is not needed (i.e. adding/removing special transportation, changing amount/frequency of a service, etc.). The need for the change will be documented on the amendment form.

DO NOT USE unless you have spoken to your staffing specialist first. At this time we continue to have the staffing specialist actually open up the IEP and make the changes on the IEP and then relock.

Reinstatement is used only when a student is reinstated into a previous ESE program. **A staffing specialist (or SLP if reinstating Speech or Language) must attend this type of meeting.**

Grades for which IEP Applies

List the current grade level assignment. You may also include the expected grade for the next school year.

Primary/Secondary Exceptionality(ies)

If this is an initial placement, the primary and, if needed, secondary exceptionality(ies) will be determined at the eligibility meeting. If this is an annual review, this information will be automatically transferred to the new IEP.

The IEP team may determine a change in what program is considered primary at an IEP meeting based on current information. There should be an explanation in the IEP when this occurs.

If a program is discontinued at a meeting, the program needs to be removed from the front page of the IEP.

Make sure the primary exceptionality is correct and any secondary exceptionalities are also listed and appropriate. Check the file and make correction(s) if a program that has been discontinued is listed or a program has been left off or on the IEP.

OT and PT should only be listed under Related Services on the ESE Service page. If Speech Impaired or Language Impaired is/are identified as a related service instead of a program, they should not be listed as a primary or secondary exceptionality but as a related service on the ESE Service page.

IEP Initiation Date

Date the IEP service(s) will begin. If there have been any significant changes from the previous IEP and the parent is not in attendance, the date should reflect sufficient time for the parent to receive a copy of the IEP before changes in services, etc. initiate.

Whenever a significant change is made, remember to also include a Prior Written Notice. (Ex. in the PWN section.)

Review Date

Date should be one year or less from IEP meeting date. (4/16/2010 and review date would be 4/15/2011).

Special Review Date- *DO NOT USE. Not used by Polk County.*

Current Evaluation Date

This will be the date of the initial evaluation or the most recent evaluation considered by the IEP team.

An assessment may only be considered an "evaluation" or "reevaluation" if there has been parent consent for that assessment.

- Under Process on the Excent toolbar, select Notice and Consent for Reevaluation and check the lookup for Procedures/Tests/Reports for a list of possible assessments that may be considered as a reevaluation.
- Brigance or other achievement assessment given annually to determine current level of performance and for which no consent has been received is NOT to be considered an "evaluation/reevaluation".

A reevaluation is either when an evaluation for which consent was given is addressed by the IEP team or when the IEP team determines no testing is needed but the student continues to be eligible for ESE. Verify the date is correct by checking date on Genesis and in cumulative file/ESE records.

A narrative description of the implications of the test results regarding the performance and needs of the student should be included in the Present Level of Performance section of the IEP, including the date and name of the test. This should not be scores only.

If multiple evaluations have been conducted, review each evaluation for dates and use the last date of any of the assessments as the date for the current evaluation date.

Three (3) Year Reevaluation Date

This date should be 3 years from the current Evaluation Date.

Participants Tab

Identify the LEA and Evaluation Interpreter

If you type in the names in on the meeting notice, they will appear on the cover page of the IEP.

If you did not type the names in on the meeting notice, you will have to add to the cover page, and any other pages requiring signatures.

Type in the names and position of all the other team members

The names/positions will appear as listed on the meeting notice.

As of age 13+, or earlier if appropriate, the student is to be included.

If the parent brings someone to the IEP meeting, add the person's name and title to this section of the IEP. (Do not change the meeting notice.)

For information documenting attendance when an Excusal is used, see Excusal Process on pages 35 and 38.

Parent Attendance and Documentation of Parent Receipt of the IEP

If parent is in attendance, check the box indicating Parent(s) were in attendance and have the parent sign that they received a copy of the Procedural Safeguards.

If the parent is not in attendance at the meeting, fill in the date and how the parent will receive a copy of the IEP. **Check this date at each IEP meeting to assure the information is updated to reflect actions for the current IEP.**

Notes

Use this section to include any important additional information not otherwise noted on the IEP.

Edit this section to delete old information each time a new IEP is developed. Examples may include, but are not limited to:

- Outside therapies or tutoring the student is receiving
- Documentation of attempts to have parent participate in IEP meeting
- Out of county information, especially for transfer students

- Document discussion of services, accommodations, placements, description of problem solving, areas of disagreement, etc. other than the final decision by the IEP team (parent wants full inclusions and team determines some direct ESE service, etc.
- Somewhere in the IEP, whether in the notes section or separate form, documentation is needed of all the issues discussed by the IEP team (see Forms Generator, Case Conference/IEP Meeting Notes form)

Outcomes Tab

Desired Outcome

Select School or Post School outcome box.

School: Check for under age 14 and under

Post School: Check for Age 15+ years

The Student Desires to

This section has been significantly modified in July 2010. Review new prompts at each IEP meeting.

Select the appropriate option for the age/program of the student:

For students age 14 and under, select Option 1:

- Describe the student's strengths, preferences and interests (this will give the IEP information that may assist in planning for the student).

For students 15+ select Option 2:

- The prompts includes information required to address Indicator 13/Self Assessment for Secondary Transition
- Describe the student's strengths, preference and interests (this will give the IEP team information in assisting with the development of postsecondary goals)
- Follow the prompt in identifying and describing the required age appropriate transition assessment. The assessment(s) must support the postsecondary goals
- The IEP team will identify the postsecondary goals for education/training, employment and, if appropriate, Independent Living.

For students only identified as Gifted, select Option3.

The Parent's Concerns for the Child's Education are as Follows

Update this statement at each IEP review.

If the parent/guardian does not attend the meeting, this information can come from previous telephone calls, conversations, written communications (i.e. such as in an agenda), etc. between parent and teachers. If you call the parent about their attendance at the meeting, you may want to also ask about concerns at that time, especially if the parent will not be attending. Document the information even if you are stating that the parent does not have any concerns at this time.

Special Factors

Check all areas that reflect the individual student's needs. Somewhere on the IEP, including the use of the "Special Factors Additional Information:" field, the IEP team must explain why this would be a consideration.

Need for positive behavior intervention or strategies

- ALWAYS check this for Emotional Behavioral Disabilities (EBD).
- Check this for students with other types of disabilities who may exhibit behaviors that interfere with learning/socialization.
- If the box is checked, you must have a goal and service to address the emotional/behavioral issue(s).
- If goals for behavior are written, this area should be checked.
- This should be checked even if there is a need but a Functional Behavior Assessment has not been conducted

Need for assistive technology devices and services

This refers to any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a student with a disability. (i.e., pencil grips, Alpha Smart, furniture, etc.) Somewhere on the IEP you must address the need for and describe the assistive technology device or service. (Do not use “brand” names, indicate type of device.)

Need for Specially Designed PE

This refers to PE instruction that is specially designed to meet the needs of the individual student. PE must be addressed for all students. If the student is in regular PE be sure it is listed in the Participation in Regular/Vocational education section of the IEP. If the student is not in regular PE, “Need for specially designed PE” or “Need for Adaptive PE (for high school students only, see information on APE below) must be checked.

If a student is not participating in PE, but does not receive Specially Designed PE, document in the IEP, usually in notes or health domain.

For pre-k students, if regular recess/PE is provided to the non-disabled pre-k students at the site, you must address PE/recess for the ESE student.

Braille needs of blind/visually impaired

Braille instruction is provided to any student who is identified as blind or visually impaired unless the IEP Team determines that Braille is not appropriate for the student.

Language Needs for Limited English Proficient

Student must be identified as LEP.

Communication needs, also language for deaf

Check this area for all students with a communication goal. This is not only for students who are Speech Impaired, Language Impaired, or Deaf/Hard of Hearing. Furthermore, for students who are deaf/hard of hearing, both language and communication needs must be considered. This includes students who use any form of augmentative communication.

Need for Adaptive PE

ONLY used for High school students working on a Standard Diploma who are not able to take regular PE due to their disability.

Need for Extended School Year proposed

Before adding or continuing ESY tutoring for a student, a Request for Support and Consultation must be sent in to the ESE Senior Manager. A recommendation will be made after a review of the student’s needs. There is a new Consideration of Need for ESY Services form in the Forms Generator area on Excent that will assist in determining if the student requires ESY services. This must be considered for each student with a disability at each IEP meeting. Extended School Year services are those provided beyond the normal school year. If the student meets criteria for ESY, goals and ESE services will need to address this. (Discuss with your staffing specialist what criteria are needed for ESY services.)

If ESY is to be provided, under Special Factors Additional Information (see below) you must select the ESY option and describe the ESY service to be provided, so it is clear what will be provided, as well as identifying this service on the ESE Service page.

Need for Special Transportation Services

Check this area and the appropriate “weighted funding” area if student needs Special Transportation. For any special funding choice, you must fill in the “Describe Below” section to explain why that service is needed.

Discuss with your staffing specialist any unusual transportation needs, such as need for air conditioned bus, etc. There are special requirements for some types of transportation needs.

Special Factors Additional Information

Address all other areas in this section that apply. If student is working towards a Special Diploma you must choose the statement regarding "Special Diploma". This prompt includes information required as an IEP component. If a student is to receive ESY services, select the prompt for ESY and describe ESY service to be provided.

Domains Tab

Is this a Transition IEP?

Indicate whether or not this is a transition IEP (select "yes" if student is age 15+ years).

Domains

Select all appropriate Domains to address the student's needs. A goal will be written for each Domain selected. Academic and Functional needs are to be addressed.

Students with an Emotional Behavior Disorder (E/BD students) –students must have the social/emotional domain addressed with appropriate goal(s) and service(s) to address need(s).

Students with an Intellectual Disability (InD) should have more than just the Curriculum/Learning domain addressed, depending on his/her other needs: social/emotional, communication, independent/adaptive functioning, etc.

Students identified as Other Health Impaired (OHI) must have the Health domain addressed with a Present Level Statement describing the health issue. (Depending on the individual need(s) of the student a goal may not be needed.)

Students in other ESE programs may also need to have the health domain checked and health information included in the IEP when services need to be indicated on the matrix for the student. A goal will be needed only if the student needs to learn or acquire a skill related to the health problem:

- For secondary transition age student, does the student need to learn to advocate for his/her health needs?
- For secondary transition age student with health needs, does the student need to learn how to find and utilize medical/health resources in the community?

Curriculum and Learning

This domain addresses student's needs related to their involvement in the General Curriculum or other academic/developmental and vocational curriculum.

Social/Emotional Behavior

This domain addresses student's needs regarding behavior management, social skills development, and socialization such as working in groups and developing interpersonal relationships.

Independent Functioning

This domain includes the skills and knowledge associated with organizational strategies, mobility, responsibility, personal daily living and care, which may include OT, PT, and O&M (Orientation and Mobility).

Health Care

This domain addresses information and needs regarding the student's health with any educational implications it may have for the student.

Communication

This domain addresses the student's ability to participate effectively in initiating, using and responding to communication (This is not just for S/L students).

Transition Services Activity Areas

In Excent you can indicate the area(s) that will be addressed as services needed for students 15+ to transition successfully from school to post school life. If you check a transition service activity, it must be addressed on the Transition Services page and have a goal/service to address the need in the area(s) indicated.

See the "Transition Service Activity" section for definitions of each of the following areas:

Instruction
 Related Services
 Community Experiences
 Employment
 Post-School Adult Living
 Daily Living Skills
 Functional Vocational Evaluation

Diploma Track

For students age 12 and under, Standard Diploma should always be chosen with "Diploma Option Has Not Been Discussed" as the type.

For students age 13+ select the appropriate diploma option radio button, Standard or Special. Open the "drop down" for Type and choose the kind of diploma the IEP team determined the student would pursue. Diploma option must correspond to the Course of Study chosen. (See the Transition Page section.)

For 15+ students, the course of study and diploma options must support the postsecondary goals. (See section on Postsecondary goals page 6.)

For students who have a graduated with a special diploma and remain in school to work on goals, etc., choose the option **"Continuing instruction/services without a specific diploma option"**.

TRANSITION

This page must be addressed for ALL STUDENTS AGE 13+. Transition services need to be addressed to ensure that students with disabilities attain high levels of achievement and successfully transition from school to adult life.

Areas Tab

At each IEP meeting check look ups and address the prompts in each area, as appropriate. Delete/modify old information if not current/appropriate.

Needs

Open the Look Up and select the appropriate options.

FOR ALL STUDENTS AGE 13+ you must select ONE course of study located in the Needs box. The diploma option chosen must reflect the corresponding course of study.

Example:

If student is working toward a standard diploma, choose

The student is pursuing General Education courses of study leading to a Standard Diploma.

If a student is working toward a special diploma choose

The student is pursuing Exceptional Student Education courses of study leading to a Special Diploma.

Required

FOR ALL STUDENTS AGE 13+ YEARS

For students age 13+ but not yet 15+, only the Self Determination section must be addressed. Most ESE students will need a service in this area.

At age 15+, address all transition service activity areas. Open the look ups in the following 6 areas. For each area, read and follow the directions in Excent. **These will be revised whenever Excent must be updated to reflect the changes from the State DOE.**

In each area the IEP team must indicate any needs and services to be provided during the IEP duration to assist the student in achieving his/her Postsecondary goals. The team may determine there are no needs in any one area and this also needs to be indicated.

In each area:

- If services are needed in transition service activity area, select and address Option #1 for that area
- If services are not needed in a transition service activity area, select Option #2. If services are not needed you may explain why the team determined why or just select the prompt.

Instruction/Training/Education: This area refers to those academic or vocational experiences or other related services provided.

Related Services: This area refers to transportation and such developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from Special Education.

Self Determination/Self Advocacy: In order to ensure quality transition planning and services, the IEP team must determine if the student has a need for instruction or provision of information in the area of self-determination. The instruction or information will assist the student to actively and effectively participate in IEP meetings and self-advocate so that postsecondary goals may be identified and in place by age 16. Most ESE students will need a service in this area, whether working on a standard or special diploma. If you need more information about what self determination is or assessments available for self determination contact Cathy Lerner, Transition Facilitator, at 534-0930.

Community Experiences: This area refers to those activities required to develop the student's participation in community activities in categories such as recreation and leisure, domestic, community access, and vocational.

Employment: This area refers to those activities that will lead to employment as an adult and includes supportive, competitive employment, career preparation, career placement, and exploratory course work.

Post-School Adult Living: This area refers to those skills necessary for independent or supported living and community participation.

If Appropriate

Address these two areas if appropriate. Read the new directions for these activities. Select the appropriate choice and address the prompts.

Daily Living Skills: Read directions and prompts carefully. This area refers to those skills required for a person to care for and manage personal needs.

Functional Vocational Evaluation: Read directions and prompts carefully. This area refers to those work-related activities accomplished through work experience or a vocational evaluation that provides the student and the teacher with information regarding the student's vocational interests, abilities and needs.

Responsibilities Tab

Prior to contacting any agency about an individual student, school personnel must obtain a signed consent from the student's parent (or student age 18+) **before** personally identifiable information can be shared with representatives of other agencies. A separate signed consent of the parent (or age 18+ student) **must be received prior to inviting an agency representative to attend a student's IEP Meeting**. Both consents are required before each IEP meeting if an agency participates in the IEP meeting and may provide or pay for a transition service during the duration of the IEP to be developed. Both consent requests have been combined on one form. This release form can be found on Excent in Forms Generator under the Supplemental Tab.

Agency

Open the "Look Up" and select the agency attending the IEP meeting.

Prior to any agency being invited to an IEP meeting, the school must have two consents: one for sharing personally identifiable information of a student with an agency and one to invite an agency representative to an IEP meeting. (Excent addresses both consents on one form, located in Forms Generator). Document attempts to have agency participation and any agreement for the provision of services the agency will provide. An agency representative must attend the meeting to indicate any services that will be provided. If no agency attends, you may indicate that the school will share information about the agency with the parent/student, if appropriate. No responsibilities would be indicated for which the agency would be responsible.

Responsibilities

Responsibilities cannot be assigned to any agency or person who is NOT present. Agency Representative/Parent/Student or any responsible party indicated in this section must sign.

Family Member

Include information in this area that the family member is required to do to assist the student in a transition area. Remember, if the family member does not complete this responsibility then the IEP team is responsible for the information that is written in this area.

Student

Include information in this area that the student member is required to do to assist himself/herself in a transition area. Remember, if the student does not complete this responsibility then the IEP team is responsible for the information that is written in this area.

Transfer of Rights Tab

The student has been informed

First check box:

Address at the Transition IEP meeting during which the student will turn 17. The student and his/her parent must be informed of the rights that will transfer to the student on the student's 18th birthday. The Transition IEP MUST document this information has been provided.

Choose "The student has been informed" and fill in the "Date of Notification".

If Parent and Student are in attendance, have them sign in the area. (This Section will show up on printed page, but is hidden on the screen. The date the student will reach his/her majority (18th birth date) is automatically listed to assist you.

Prior to but closer to the student's 18th birthday, a notice regarding the transfer of rights must be provided to the Parent and Student. The exception is if the Student has been determined to be incompetent by the courts. This notification of Transfer of Rights is located in the Forms Generator section under the Supplemental Forms tab on Excent. A copy should be placed in the student's ESE file.

The IEP team has appointed a case manager to oversee transition services

DO NOT USE THIS SECTION

If an agency has agreed to provide a service and does not, the IEP team must meet to identify alternative strategies to provide the service indicated on the IEP.

Anticipated Services – THIS SECTION IS NOT USED

PRESENT LEVELS/GOALS/OBJECTIVES

In this section you will describe the present level of functioning for the student, identify the priority need, and develop a related measurable goal(s).

Two short term objectives for each goal are required **only** for students who participate in an alternate assessment. (Brigance for Grades K-2 and Florida Alternate Assessment for Grades 3-11.)

There needs to be a **correspondence** between the present level statement, effects of the exceptionality, priority needs, and the goal/objectives.

Prior to reviewing the present level statement for compliance, review available information on the student, including the previous year's IEP, the student's report card from the current and previous school years, attendance and discipline records, FCAT/Alternate Assessment results, input from all service providers (Gen Ed , ESE teachers, therapists, etc.) and any other pertinent information.

Consider the following:

- Does the present level statement include a description of the student's current educational and/or functional performance, including grade or functioning level, as appropriate, that is sufficient to determine the goals and services required for the student to receive FAPE?
- Is the present level statement individualized?
- Does the present level statement include information that exceeds just a label or test score?
- Is the statement written in objective, descriptive terms?
- Does the statement clearly indicate how the student's disability affects the student's participation in the general curriculum?
- For Prekindergarten children, does the present level statement accurately describe the effect of the disability on age-appropriate abilities or milestones that typically developing children of the same age would be developing?
- Does the present level information support the identified priority educational need of the student?

Goals

This is the summary screen listing all the goals on the previous IEP.

To modify a goal already in Excent, double click on the goal you wish to work on.

The prompts for this section are updated to reflect current requirements from the State DOE. Every time you update a goal, review the new prompts. Delete old information, address the current prompts.

Add PL/Goal

For Initial IEPs and to add a new goal, select this tab

A new set of TABs will appear

Domains

Domain

Select the appropriate Domain for the skill/behavior to be addressed and for which a goal will be developed. For each goal, choose **one domain area only.**

For the area of "Curriculum" you can indicate if the goal is related to reading, writing, math, or other.

(For information on ways to have more than one goal listed under a single domain area, contact your staffing specialist. This can be done but carefully as to meet with compliance requirements.)

Transition Areas

If the student is 15+ and the goal will address a transition service activity check the appropriate transition service activity area.

Present Levels

Title/Position of Person Responsible

For **every** goal developed you must indicate the person(s) who will be responsible for the implementation or monitoring of the goal. Every goal must have an ESE teacher (or SLP if only for Speech/Language therapy) attached.

An ESE teacher must monitor and do progress reports quarterly for every goal on the IEP. If appropriate, identify others who also may be attached to the goal, i.e., General Ed teacher, OT, etc.

A student should not be identified as a Person responsible as they are not required to implement the service(s) indicated in on the IEP to address the goal.

A mental health service provider should **never** be the only one responsible for a goal. The behavior on that goal needs to be addressed by other service provider(s), not only the mental health service provider.

Present Levels Based On-

The prompts in this section area revised as needed based on information from the State. Open the look up and review the new directions. For students included in state district assessments, select Option **01/INC**. For students participating in an alternate assessment, select Option **02/EXC**. Option **03/ EP** is for Gifted only. Complete all the prompts. Update this information annually to reflect the student's current performance or information.

If you have long narratives for certain required info (such as several evaluations or multiple years of State/District testing), you may want to summarize this information. The IEP team must include current, present level of functioning of the student. Make sure that the most recent information is addressed.

Initial evaluation/most recent reevaluation: This information needs to be discussed during the IEP meeting. List name/type of the most recent evaluation or reevaluation. Indicate results / **implications** of the evaluation/re-evaluation. When adding new reevaluation information, if the IEP team determines that there is a need to include old evaluation information, you may want to summarize it, reflecting only what is important for current IEP team to consider.

State/District Assessment OR Alternate Assessment: At each IEP meeting update this information to reflect the most recent state/district assessment performance for students included in those tests OR most recent alternative assessment for students excluded from state/district assessments. Include the name and date of the assessment(s) and discuss the implications of the assessment.

When adding new assessment information, if the IEP team determines there is a need to include old assessment information, you may want to summarize it, reflecting only what is important for current IEP team to consider.

Functional Performance: If appropriate, discuss functional performance of the student. Typically these are skills related to daily living, independent functioning, etc. This is not just for students participating in an alternate assessment. An example may be a student with autism that is not able to function independently in the area of self care. The rules state that the team should consider the academic and functional performance of a student at each IEP meeting.

Input from Parent/Student: Document parent/student input, especially for the skill/behavior being addressed.

Input from the regular education teacher(s) of the student: Input should be provided by all the teachers of the student. This should be based on written documentation of data, observations, etc. related to the skill/behavior being addressed. Progress monitoring information should be included.

Input from the ESE teacher(s) of the student: Input should be provided by all the ESE teachers of the student. A description of current services should be included; especially if there will be any change. The team needs to determine if current services are appropriate or if changes need to be made. This should be based on written documentation of data, observations, etc. related to the skill/behavior being addressed. Progress monitoring information must be included.

Input from all service providers of the student:

Options in prompts include:

- Input from Regular Education Teacher(s): including information about behavior interventions and supports, need for supplementary aids and services in the general education class, accommodations, modifications or what supports for school personnel are needed.
- ESE Teacher(s) input:
- Parent/Student input: this may provide information about how the student is doing in the skill area being discussed:
- Information relating to Social Skills Instruction/ Behavior Assessments / Observations / Behavior Intervention Plan/Functional Behavior Assessment:

- Information from mental health service provider:
- Information on the student's performance on tasks of daily living/ participating in and accessing the educational and/or school environment:
- Other observations/assessments (such as Therapist's summaries, medical records, inventories, on the job evaluations, etc.):
- Transfer records from:
- Description of the records received and summary of content of the records:
- Input from other service providers (such as OT/PT/Mental Health provider, etc.):

In addition to the information listed above, a variety of sources of information should be used to determine the Present Level of Educational Performance. Update the information at each IEP meeting. Include information, such as any lack of progress toward the annual goals, any lack of progress in the general curriculum, using progress monitoring data, as appropriate.

“Prior to developing /reviewing the IEP, review available information on the student, including the previous year’s IEP, the student’s report card from the current and previous school years, attendance and discipline records, FCAT results, and any other pertinent information.” If a student has a history of poor attendance or disciplinary referrals and is failing or only minimally passing one or more courses, the IEP should acknowledge the effects of these on achievement and use the problem solving process to determine needs and services for the student. (Compliance Self Assessment Manual)

- Other points to consider when addressing the BASED ON section of the Present Level page:
 - Discuss the service delivery model used to provide the services. Were they provided in a co-taught class, through support facilitation, consultation, direct service, weekly therapy?
 - Did you include information from ALL of the teachers/service providers of the student?
 - What accommodations were provided and their impact on student performance?
 - What social skills curriculum was provided?
 - Input from the mental health therapist for students receiving mental health services.
 - Include information on the student’s grades, classroom performance, discipline record, behavior plan, attendance, health issues, and other, as appropriate, to help determine goals/services needed to make progress.

Strengths

Review and update this information.

Write a narrative statement describing the student’s strengths relating to the domain you are addressing. A strength is not simply what a student "can do" but is an area of higher ability or particular characteristic that may help the student participate in school (i.e., "Attempts all assignments", "Excels in art", "Is friendly and helpful" "enjoys reading for pleasure", "can make purchases independently" etc.).

Effects of Exceptionality

This section has been significantly changed this year. Open the look up and review the directions and prompts. Update this information.

- Use prompt 01 for students in K-12
- Use prompt 02 for prekindergarten students only

Describe how the student's disability effects involvement and progress in the general curriculum. The effects of the exceptionality should relate to the domain and goal you are addressing. Review previous

evaluations, testing information, and current functioning to determine the effects of the student's exceptionality. Do not name the student's specific exceptionality (SLD, InD, EBD...). Keep in mind the disability may affect some behaviors/skills differently than other skills/behaviors.

Priority Educational Need

This should be based on the information from the "Present Levels Based On" section, including consideration related to the strengths and the effects of the exceptionality.

The Priority Educational Needs that are identified must be reflected in the annual measurable goal establishing a link between all of the IEP components.

Every goal must have a priority educational need identified that establishes the need for the goal.

On Excent currently, the prompt states, "Priority Educational Needs/Statement of Remediation."

Ignore the Statement of Remediation part. That is not longer required.

Add Goals and Objectives

The IEP must include measurable annual goals designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (From the FI State rules)

If any goal is not measurable, the IEP team will have to reconvene to address. This may be done by amendment, if appropriate. Each goal on the IEP must be monitored for progress. You cannot measure/monitor a goal that is not measurable.

There must be an alignment among the present level of academic and functional performance statement, the annual goals and the services identified on the IEP.

IEP goals reflect the **individual** needs of a student and directly relate to the individual student's performance. Students participating in an alternate assessment must also have 2 short term objectives for each goal.

"The goals must represent sufficient content and/or skills to reasonably meet both (1) the child's needs that result from the disability to enable the child to be involved in and progress in the general curriculum and (2) each of the child's other educational needs that result from the disability." (Compliance Self Assessment manual)

You can use the bank of goals in Excent or you can develop your own goal and objectives. Each goal must be measurable. Most goals in the bank will need information added to make them individualized for the student.

There must be an **alignment** among the present level of academic and functional performance statement, the annual goals, and the services identified on the IEP.

Selected Bank

Choose the domain for the goal to be developed.

Goal Description

Open the "look up" for Goal Description and select an appropriate goal that will reflect the priority need listed for this domain/goal statement.

EDIT the goal statement to individualize the goal and make it measurable. Most 'goals' in the bank will need additional information to make them measurable and individualized.

To determine if a goal is measurable, use the following probes (Compliance Self Assessment Manual)-
 Are the goals measurable and clearly descriptive of the behavior or skill to be addressed (i.e., observable in such a way that anyone asked to evaluate progress would be able to do so with consistency and accuracy?)
 Can the annual goals stand alone and be meaningful? (Should not repeat short term objectives)
 Do the annual goals directly relate to the needs of the student identified in the present level statement(s) as well as any other needs that result from the student's disability?

Goal Code

The goal code feeds in automatically if you use the goal bank. It will be blank if the goal is added manually.

ESY Check Box

If the goal will be addressed through ESY services, check this box.

Reporting of Progress

PROGRESS REPORTS ARE REQUIRED 4 TIMES A YEAR. They are provided to the parent at the same time report cards are sent out.

There are only two choices.

Select "IEP" for students in an IDEA program.

Select "EP" for students only in Gifted program.

Adding Objectives

A minimum of 2 objectives/benchmarks must be written with each goal when a student is **excluded** from state/district assessments but participates in alternative assessment option.

There are no objectives preloaded in Excent. Objectives must be entered manually.

Input the number of the objective (must have a minimum of 2 for each goal)

Description- Write the objective

Schedule-Describe how often the student's performance data will be monitored.

Criteria-Describe the appropriate level of mastery for the objective

Evaluation-Choose the appropriate procedure to evaluate the objective

Select Save

Complete second objective for the goal following the same steps

EXCEPTIONAL STUDENT EDUCATION

Definition of terms:

"The description of the special education services must specifically identify the nature of the services received (e.g., specially designed instruction in reading and math, instruction in socialization skills, speech therapy, assistance with written expression) and include the location, initiation date, duration

date, and frequency of those services. Services must be based on peer-reviewed research to the extent practicable.” (Compliance Self Assessment Manual)

Review the options in the look up for ESE services/ Related Services/ Supports for Personnel/Modifications/Accommodations and Supplementary Aids at each IEP meeting.

Add/delete/modify as appropriate to indicate services needed currently. These options are revised to reflect current understanding of compliance and updated information.

Services must be sufficiently descriptive so that all service providers and the parent understand what services, with what frequency, in what location will be provided to the student.

The amount of services to be provided must be clear to everyone involved, including the parent and all service providers.

Initiation Date: Date service/support/accommodation will begin.

Duration: Date service/support/accommodation will end.

Frequency: How often each session of the service will be available.

Location: Where the service will be provided.

Special Education Tab

Every goal on the IEP must have an ESE service that indicates what service will be provided to support the goal:

For example:

A student has a goal under the Independent Functioning Domain for organizational skills, what service will the IEP team indicate to address that goal? Strategies for Learning? Assistance in organizational skills by a support facilitator? Etc.

If a student has a goal under the Social/Emotional Domain for demonstrating the need for calming strategies, what service will the IEP team indicate to address that goal? Social skills training? Mental Health services? Behavior Intervention Plan? Etc.

Special Education Service

To add a new Special Education service use the “drop down” to select the special education service that will be provided. (If the IEP team determines a need for a service not in the list, contact your staffing specialist on directions how to input this information.)

Written documentation of the provision of the service in the time range indicated, with the frequency indicated and the location indicated MUST be available upon request.

Initiation Date

Select the appropriate initiation date for each service to reflect when the service will begin to be provided, whether it will be the same as the initiation date on the cover page or a later date.

Transfer Initiation Date

Select this and the initiation date indicated on the cover page of the IEP will feed in.

Anticipated Duration

Select the appropriate option for each service to reflect if the duration will be for the duration of the IEP or a shorter period.

Frequency - Minutes/How Often

Frequency must be stated in such a way that all service providers and the parent clearly understand how often the service will be provided.

Location

Using the “Look up”, select the location(s) in which the service will be delivered. Do not include a location in which the service will not be provided.

Follow the same steps for each additional Special Education Service that needs to be added.

NEVER USE “AVAILABLE -- FOR ANY ESE SERVICE

To modify a Special Education service that is already listed:
Double click on the name of the service that needs to be modified.
Follow the steps listed above for adding a new Special Education service.

Examples of service/frequency/location: (remember, the person responsible for the goals has already been identified)

- Collaboration for reading/ daily / Gen Ed Class - this could reflect a co-taught reading class
- Assistance in reading/ 30 minutes a week/ Gen Ed science and social studies class – this could reflect a support facilitation service delivery model in which an ESE teacher going into either science or social studies classes 30 minutes a week to work on reading for those subjects

Whatever the service/frequency/location specified, the ESE teacher(s)/service provider(s) must be able to provide written documentation that the service was provided with the specified frequency in the specified location. Refer to the Glossary of Terms for more information.

Related Services

Related services are supportive services required to assist a child with a disability to benefit from special education.

Related Service

All required Related Service(s) from the “Look Up” (i.e. Special Transportation, OT, PT, Mental Health Service, etc.) **following the directions from the Special Education tab** to complete the initiation date, anticipated duration, frequency, and location.

Frequency for related services that generate Medicaid funding, such as mental health counseling, direct speech or language therapy, must be very specific, as in ___ minutes per week, ___ minutes per month. Contact Amy Looker if you have questions about mental health services or its frequency. 534-0930. Discuss frequency for OT/PT with your school based provider.

Mental Health as a related service reminder:

The IEP team must include information provided **prior to** the IEP meeting by the mental health therapist in the present level information on the IEP. The team should discuss the recommendations made by the therapist at the meeting to assist in determining continuation/discontinuation of services. The Mental Health Referral form (electronic) must be sent in to Rita Hoffman for initial and continuation of mental health service.

NEVER USE “AVAILABLE ---“FOR ANY RELATED SERVICE

Supports/Accommodations

Accommodations are changes to how students are expected to learn (instruction) and how they demonstrate what has been learned (assessment).

- in "how" a student accesses and demonstrates learning,
- assist the student to advance appropriately toward attaining annual goals,
- be involved and progress in the general curriculum,
- participate in extracurricular and other nonacademic activities, and
- be educated and participate with other students with disabilities and non disabled students.

Modifications are changes in *what* a student is expected to learn and demonstrate.

Accommodations/Modifications/ Personnel Supports and Initiation/Duration/Frequency/Location

Select all appropriate Supports/Accommodations/Modifications from the "Drop down" following the directions from the Special Education tab to complete the initiation date, anticipated duration, frequency, and location.

For classroom accommodations you must choose only the accommodations the student requires.

Not all classroom instructional accommodations may be allowed on State/District testing, such as the FCAT. (See Assessment section on allowable accommodation for FCAT)

Supplementary Aids/Services

Supplementary Aids and Services may be aids, services, and other supports that are provided in the regular education classes, other education-related settings, and in the extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Supplementary Aids and Initiation/Duration/Frequency/Location

Select all appropriate supplementary aids and services from the "Drop down" following the directions from the Special Education tab to complete the initiation date, anticipated duration, frequency, and location.

ASSESSMENT/PARTICIPATION/PLACEMENT

Assessment

This section pertains to state and district wide assessments. Select the appropriate option and complete all required prompts.

First Option:

Not Applicable, there are no state or district-wide assessments for this grade level

Choose this option when:

- The student is in Prekindergarten and will not be attending kindergarten during the IEP duration period
- Is on special diploma option, 12th grade, and has taken the FCAT the required number of times
- Participates in the transitional program and is continuing instruction/services without a specific diploma option

- Has graduated with a diploma but continues in school to work on goals/skills/etc.
- Has passed FCAT requirements for graduation and no longer needs to take the test

Second Option:

Student will participate in state and district-wide assessment program(s) **without accommodations.**

Third Option:

Student will participate in state and district-wide assessment program(s) **with the following accommodations.**

Choose this option when:

- A student will receive testing accommodations on any state or district wide assessment

Describe the Following Accommodations

SELECT 01 If the student is receiving a classroom instructional accommodation that is NOT ALLOWED on standardized testing (FCAT, etc.) the IEP team must write in the specific accommodation and the parent must sign consent to provide the accommodation to the student in the classroom. If the parent does not give consent, then the accommodation(s) may not be given in the classroom or be provided on State/District assessments. If the parent is not in attendance, a separate consent form (available in Supplemental Forms, Forms Generator on Excent) must be completed, sent home to the parent, and signed by the parent. The classroom instructional accommodation may not be given until the parent's signature is obtained. Keep documentation of this being sent home. Inform service providers and testing coordinators of status regarding non-allowed accommodations. Documentation of the consistent provision of instructional accommodations must be kept.

- ALL other choices **must** correspond with an accommodation that is provided in the classroom (see ESE page- ACCOMODATIONS/MODIFICATIONS)
- Choices of Flexible Scheduling, Flexible Presentation, Flexible Setting, Flexible Responding and Assistive Devices will correspond with specific choices indicated on the ESE page

Fourth Option:

Student will participate in an alternate assessment

Alternate Assessments

The student must meet all four criteria to participate in Alternate Assessment.

1. Does the student have a cognitive disability?
2. Is the student unable to master grade level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, and/or accessible instructional materials?
3. Is the student participating in a curriculum based on Sate Standards Access points for all academic areas (where applicable)?
4. Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?

Prompts have been modified to reflect rule change language. You must remove old information and select the new prompt, based on student's grade level.

For grades 3-11 choose FAA option.

For Grades K-2 choose GR K-2 option. The Brigance is currently being used as the alternate assessment for these grades.

Participation

Participation in Regular/Vocational Education

Participation-Identify all regular education participation provided to the student by typing in the information or choosing options in the “Look up” or type in. The services must describe what the student will receive in terms clear to all service providers, including the parent. PE should be addressed if PE is provided to the general education students at the site.

Amount-Describe the amount of time/frequency the student will participate in each area.

Purpose-open the “Look up” and select the appropriate choice.

To modify a choice already listed, double click on the area in the “Participation” list. Make changes following the steps listed above.

Non-Participation with Nondisabled Students

It is required for the IEP team to explain the reason that a student is removed/separated for any part of the day from his non-disabled peers/the general education setting.

The content of the IEP must provide sufficient information so that the extent to which this will occur is clear to all participants at the IEP meeting, including the parent.

Placement

Placement

Based on the IEP Team’s recommendations, select the appropriate placement.

Placement is based on the percentage of TIME that a student is with non-ESE peers.

Compare the student's current IEP to the previous IEP. If a significant change was made in the services provided (i.e., Change of FAPE), the IEP team will need to complete a Prior Written Notice form to notify the parent of changes prior to the action occurring.

If there will be a change in placement in the duration of the IEP, use the radio button to select the current placement. On the paper copy of the IEP, write in the other placement that will occur with a date/notation by it. You may also want to describe the change in the notes section on the front page of the IEP (or in the comment/signature section). (Remember to include a Prior Written Notice.)

Comments/Signature

Use this section for additional information, if needed.

FINALIZING THE IEP

Validate IEP

After the team has completed the development of the IEP, under the IEP heading select Validate IEP on Excent and make any corrections indicated.

Before making copies and distributing the IEP

- Review the IEP and complete any additional forms needed: Prior Written Notice, Reevaluation, etc.
- Print out the IEP.
- Print out and attach any other forms generated by the IEP team. (This may include a prior written notice, reevaluation page, etc.)
- Attach both the meeting notice to the IEP. (and if a rescheduled meeting, attach a copy of the first attempt meeting notices, especially if the IEP has lapsed due to the rescheduling.)
- All IEP team members sign the first page of the IEP and any other pages requiring signatures. If the parents are in attendance, they will need to also sign the area to show they have received a copy of the Procedural Safeguards. If the parent is not present, fill in the date and indicate how the IEP will be provided to the parent. Update this at each IEP meeting.
- Give a signed copy of the IEP to the parent at the end of the meeting.
- Complete the Matrix.

IEP Complete

After the IEP has been distributed, lock the IEP by following the IEP Complete steps. This will ensure that on the next progress report the new goals will be addressed.

If the IEP team determines the next progress report needs to reflect progress on the previous IEP goals, do not complete this process (of IEP Complete) until the progress report has been completed. Once complete, lock the IEP using the IEP Complete process.

After the Meeting

- One copy of the IEP and matrix must go to the staffing specialist.
- One copy of the IEP and matrix must go into the red and white ESE folder in the student's cumulative folder.
- If a reevaluation was requested, then the IEP team should designate the person responsible for sending a copy of the reevaluation request(s) to the appropriate office / person. Best practice is to document when requests are sent in / provided to another party.
- If looking for another program, the team needs to ensure all required activities have been conducted and documented.
- At times, testing is requested for reasons other than consideration of an additional program. In these cases a paper copy of the requests for evaluations that will be conducted by Psychological Services must be sent to:
Psychological Services, Bartow Airbase, RT E.
- Examples of this may include:
 - Parent request for evaluation while school is conducting intervention activities
 - Updated information on a student that does not include looking at an additional program
 - Transfers who need evaluation information
 - Requests for Speech / Language evaluation (Copy of request provided to your school SLP)
 - Requests for OT/PT evaluation (Provide a copy to the OT or PT of your school)

Process

MEETING NOTICE

It is the school's responsibility to ensure parents are provided notice of the IEP team meeting a reasonable amount of time prior to the meeting, at least one attempt to invite the parent was through a written notice, and a second attempt was made if no response was received from the first notice.

The district must make a second attempt to invite the parent if the parent fails to respond to the first attempt. This documentation may take the form of a written notice, telephone calls, or a visit to the home or place of employment.

Document on the meeting notice attached to the IEP all attempts to invite the parent. Remember to include who, when, how and result of each attempt. You may want to also document this in the note section of the IEP.

If dates for the meeting must change, document the attempts for the first meeting, especially if the rescheduling results in the IEP lapsing.

Meeting Notice

This is the summary screen for a list of all meeting notices that have been generated on Excent. Double click on an existing meeting notice to work on it.

Add New Notice

Click on this tab to start a meeting notice for a new meeting. A new set of tabs will appear.

Purpose

There must be evidence of at least one written meeting notice. The district must make a second attempt to invite the parent if the parent fails to respond to the first attempt. If the parent is unable to attend the meeting, there should be evidence of attempts to arrange for their participation such as individual or conference telephone calls.

Attempts

Use the calendar "Look up" to document the date for each attempt to notify the parent.

Types

Use the "Look up" to document the "Type" of attempt, i.e. written, phone call, U.S. mail, etc. These are not enough to document attempts to invite the parent if the parent cannot attend the meeting. The IEP team can document by writing on the meeting notice when, how, by whom and the results of all attempts to invite parent participation.

Meeting Date

Fill in the date of the proposed IEP meeting.

Start Time

Fill in the proposed time of the IEP meeting, including AM or PM.

Location

Fill in the location of the meeting

Dear

The parent's name will feed in automatically from the Contact information in Excent. If it does not feed in, go to the Contact information under the Student/Personnel heading of Excent and type in the parent/guardian's name and relationship information. Save the information on the screen. Return to the meeting notice.

No later than the first IEP to be in effect when the student turns 14, or younger if determined appropriate by the IEP team, that the student will be invited.

Safeguards Sent

Select "Yes" and make sure a copy of the Safeguards is sent to the parent with each meeting notice or document that the parent has received a copy of the procedural safeguard annually.

Purpose

Open the "Look up" and select all the purposes appropriate for the meeting. Do not type in other choices. Only use the choices is in the "Look up" area.

Sender and Second Contact

Both areas must be completed. Two contacts are required in State rules.

Title and Phone-Both items must be filled in for both of the listed contacts.

Attendees

Required attendees, which includes the LEA, ESE teacher(s) of the students, regular education teacher(s) of the student, parent and student if age 13+, as well as the Evaluation Interpreter who may be one of the above mentioned attendees or may be an additional person, must be listed. If agencies may be invited, consent is needed from parent (see section of Release of Information and Agency Participation in IEP Meetings) prior to sending the meeting notice to the parent.

LEA and Evaluation Interpreter

Type in the names for these positions. If you type in the name in this section it will appear on the meeting notice but if you do not type in the name, the name will need to be added to the cover page of the IEP.

Attendees

Use the "Look up" to select team members who may be on the access list. Positions, not the names, will appear on the meeting notice.

Agencies

Use the "Look up" to select agencies that are invited to the IEP meeting. For an agency to attend the meeting, a signed consent to share personally identifiable information and to invite agency to IEP meeting must be received prior to creating the meeting notice.

Add Attendees

Type in the Name and Title of all other attendees.

Response

Parents may indicate their response on the returned meeting notice.

If neither parent was able to attend the IEP meeting or do not respond, there must be documentation of attempts to ensure parent participation. Document on the meeting notice attached to the IEP who, when, how and response for attempts.

If the meeting had to be rescheduled, also attach meeting notices for previous date(s), especially if the IEP will lapse as a result of the rescheduling.

See next section, Additional Information, for more information.

Additional Information

When the meeting notice prints out there will be an area for the parent to write in concerns. This information can be used for parent input/concerns on the IEP.

There are options for the parent to indicate a response for attending the meeting.

I will attend at the scheduled time:

If the parent checks this option but does not attend, you may proceed with the meeting.

I cannot attend at this time. Please contact me to reschedule the meeting at (phone number)

_____:

If the parent checks this option, you MUST reschedule the meeting.

I will try to attend, but if unable, please proceed with the meeting and send copies of the completed papers to me:

If the parent checks this option, you may proceed with the meeting.

There must be of at least one written notice along with documentation of all attempts and the results of those attempts.

It is best practice to contact the parent and agree to a mutually agreeable day/time to meet prior to sending out the meeting notice.

- A second attempt must be made and documented if the parent fails to respond to the first attempt. This attempt may be in the form of another written notice (mailed, person to person, etc.), telephone calls, or a visit to the home or the place of employment.)
- It is not sufficient to send a meeting notice home with the student and assume the parent received the notice. If there is NO response from the parent, there must be written documentation of a minimum of one more attempt to contact the parent. The school should attempt to send the Meeting Notice in a variety of ways. (Additional information in the Process section under Meeting Notice.)

REEVALUATION

Anytime the IEP team discusses whether additional testing is needed for a student, the team must go through the Reevaluation process. On Excent, the first form to document this process is Reevaluation under the Process heading.

Reevaluation

This is the summary screen for a list of all reevaluation planning forms that have been generated on Excent. Double click on an existing Reevaluation form to work on it.

Add New Reevaluation

Select this tab to open up a new REEVALUATION form. New tabs will appear.

Existing Data

Existing Data

Open the “Look up”

Directions: Discuss in narrative form the results of the most recent State/District Standardized tests, or Report Card grades, or any other existing information that would be pertinent to reevaluation needs.

Choose 01 **only** if the reevaluation determination is being made at an IEP review meeting which is updating present levels/goals and this information is discussed in the Present Level Statement in the IEP.

If the reevaluation is being discussed without writing an IEP, **type in** the results of the most recent state/district standardized testing and other past evaluation information relevant to the student’s reevaluation needs.

Information from Parents/Student

Type in information provided by the parent. This information may be shared by the parent at the reevaluation meeting or if the parent does not attend the meeting from parent conferences, phone conversations, or written communication.

Do not leave blank.

Current Classroom Based Assessments

Open the “Look up”

Directions: Discuss in narrative form classroom based assessment, e.g. pre-post tests used in the curriculum, reading placements tests, progress monitoring data, etc.

Choose 01 only if the reevaluation determination is being made at an IEP review meeting which is updating present levels/goals and this information is discussed in the Present Level Statement of the IEP.

If the reevaluation is being discussed without writing an IEP, **type in** the results of classroom based assessments and information relevant to the student’s reevaluation needs.

Observations by Teachers and Special Education Providers

Type in narrative information regarding teacher observations that will assist the IEP in the decision of whether additional testing/what kind of testing may or may not be needed.

Do not leave blank.

Determination

Based on discussion from the “Existing Data”, the team will decide if an additional evaluation(s) is needed.

If the team selects “No additional information is needed.” As the parent/guardian of this child you have the right to request an evaluation to determine whether your child continues to be a child with a disability”:

- Select the radio button to show this choice.
- Open the “Look Up” by “Comments”. **Select or type in a rationale explaining why the team decided that no additional information/evaluation is needed.**
- An IEP should be written at this meeting to address this new reevaluation information/decision.

- At the meeting in which the team decides no further evaluation/assessments are needed,
- The CURRENT EVALUATION DATE on the first page of the IEP will need to be changed to reflect the date of the meeting.
- The 3 YEAR EVALUATION DATE will also change to 3 years from this IEP date.
- The T(IEP) Type on the page 1 of the IEP will need to change to indicate Reevaluation.
- At the next IEP meeting, this Reevaluation process information needs to be included in the present level section related to Initial/Most Recent Evaluation.

If Additional information is needed

Select the radio button to show this choice.

- The area “Evaluation to be completed by” needs to be completed with the date the reevaluation is due.
- Choose appropriate “Yes” or “No” based on the student’s language in response to whether the learner has **limited English proficiency**. If “Yes” is chosen a new “Look up” appears. Select the language of the student.
- Open the “Look up” by “Comments”. **Select an option or type in a rationale explaining why the team decided that additional information/evaluation is needed.**
- When you SAVE this page, a dialog box will appear asking “Would you like to proceed to Process-Notice and Consent for Reevaluation?”

If you choose “Yes” Excent will automatically move to the consent for evaluation page that is required whenever testing is requested. (Steps for this page are explained in the next section.)

- You must remember to come back and print out this page if you select “Yes” and move to the consent page.
- Also, before printing, you will need check and make sure the team members are correctly listed on the form.

If you choose “No”, you will remain on the same page. Complete the page and then go to the Notice and Consent for Reevaluation page.

Team Members

A list of Team Members should feed in automatically from the Meeting Notice. If any names are missing, use the “Add a Team Member” section. Type in the name and Title and click SAVE. The required IEP team members must attend the meeting. If there are other names listed as team members, who are not required participants and did not attend the meeting, remove those names.

This form will print out on two pages: Part 1 and Part 2.

- If additional information/evaluation is requested and the IEP is not being completed at this reevaluation planning meeting, each team member must sign the Team Members list.
- If an IEP is completed at the reevaluation planning meeting, the team members do not need to sign the Reevaluation form.

At the end of the meeting make sure you print the “Reevaluation” form and the “Notice and Consent for Reevaluation form, if needed. If an IEP was also developed, attach to IEP and send copies of reevaluation forms to the appropriate evaluator/office.

NOTICE AND CONSENT FOR REEVALUATION

Notice and Consent for Evaluation/Reevaluation

This is the summary screen for a list of all Notice and Consent for Reevaluation forms that have been generated on Excent. Double click on an existing form to work on it. Use this ONLY when requesting a reevaluation.

Add New Notice

Select this tab to open a new form with new tabs.

Options/Tests/Factors/Response

Dear

The name of the parent/student contact should feed in automatically.

Date

Put in the date of the meeting.

Other educational options used/considered with your child included

Open the "Look up".

Choose the REEVALUATION choice that describes why the evaluation is needed or type in why a reevaluation is needed.

Procedures/Tests/Reports

Click on the icon/look up.

Select the type of evaluation(s) the team determined the student requires. This section **cannot** be blank. For reevaluations you must be specific in the type of testing requested (Psychological, Functional Behavior Assessment, Speech, Language, Adaptive Behavior, etc.).

Other factors considered in the proposal may have included

Open the "Look up" and select the appropriate option relating to the reevaluation requested or type in information to describe considerations of the IEP team.

Contact Person, Title, Phone

Fill in the name of a contact person, the phone number, and their title.

When this form prints out it will have an area to write in 2 names and phone numbers for contacts. Be sure to complete the information after the form prints.

Parent Response

This section is optional.

Reminders

After the form is printed, the parent must indicate whether he/she consents to the proposed evaluation(s). The parent **must sign consent** for the new evaluation **prior** to the evaluation being conducted. Parents may choose to not consent to the evaluation. The parent will need to sign the form and indicate this choice.

It is best practice to have the IEP team designate who will be responsible for sending copies of the reevaluation consent form to the appropriate evaluators.

It is the IEP team's responsibility to ensure evaluators are notified in a timely manner.

Best practice is to document when requests are sent in / provided to another party.

If looking for another program, the team needs to ensure all required activities have been conducted.

At times, testing is requested but not for consideration of an additional program. In these cases a paper copy of the request for evaluations that will be conducted by Psychological Services must be sent to: Psychological Services, Bartow Airbase, RT E.

Examples of this may include:

- Parent request for evaluation while school is conducting intervention activities
- Updated information on a student that does not include looking at an additional program
- Transfers who need evaluation information
- Requests for Speech / Language evaluation
- Copy of request provided to your school SLP.

Requests for OT/PT evaluation

Provide a copy to the OT or PT of your school.

PRIOR WRITTEN NOTICE

The parent must receive this notice in writing before any change in FAPE can initiate. This includes adding or discontinuing an ESE program or related service, changing the service delivery model, or any other significant change from the previous IEP to the new IEP.

Prior Written Notice.

This is the summary screen for a list of all Prior Written Notice (PWN) forms that have been generated on Excent. Double click on an existing form to work on it.

Add New Notice.

Select this tab to open up a new PWN form. New tabs will appear.

Actions-Options-Basis Determination-Safeguards

Meeting Date-

Check date to verify it matches the date on the meeting notice. Type in the correct date if needed.

Notice Date

Put in the date that the notice is generated. The notice is generated **after** a decision has been made by an IEP team to change FAPE or other changes to the current IEP. (Check carefully as the date someone works on a draft and makes changes prior to the actual meeting, the date of working on the draft will appear instead of the meeting date. This would be seen as predetermination.)

Initiation Date

Put in the date the change in FAPE will begin. This same date should be reflected on the initiation date for the change on the ESE page or the amendment to the IEP.

Actions Proposed, with explanations of why proposed

Open the "Look Up". Read the options carefully and select ALL that apply. If the action is not listed, type in. Selected items with blanks or prompts must be filled in.

Actions Refused, with explanations of Why Refused

Open the "Look up". Select N/A.

If there is need for a refusal, contact the staffing specialist or the senior manager of your school and discuss. Refusals have required activities related to them.

Options Considered and Reasons Rejected

Open the "Look Up". Always select Code 01 and other options considered for the student. If an option is not listed, type it in.

Basis for Determination

Open the "Look up". **Always select either Code 01 or 02** and all the other areas that apply. If there is something considered that is not listed, type in.

Other Relevant Information

Open the "Look up". **Always select Code 01.** Fill in the information for how and when the parent will receive a copy of the Notice.

Select any other appropriate options in the menu, including if the student is attending a charter or magnet school.

Procedural Safeguards

Open the "Look up". **Always select Code 01.**

Contacts for Assistance

Always select or type in 2 contacts and their phone numbers. PWN requires this information.

Option #2 is used when there is a dismissal from ESE and no other paperwork is to be completed. This provides a signature section for the team members:

For dismissal from all ESE programs, signatures of team members are required. LEA: General Education Teacher: Evaluation Interpreter: Parent: ESE Teacher: Other(s):

Team Members This is no longer used.

Signature of Person Completing Form

- When the PWN is being used to indicate a change in services, etc., on the IEP, the form prints out there is a line on which to write in the name and date of who is completing the form. Signatures are not needed for all team members.
 - Fill in name and date
 - Attach to IEP
- When the PWN form is being used for dismissal from all ESE programs, see note under Contacts for Assistance.

Supplemental

Forms Generator

Many additional forms are included in this section that you may need.

Forms List

This is a summary of all forms created for the student. To select a current form double click on the name of the form to open. See section on modifying forms.

Modify Form

To modify the form, double click on the desired form in the summary list. Follow the same directions as listed for creating a new form beginning with Edit.

Form

To open a new form, open the look up, select the form, and click on OK to amend/overwrite.

Form Date

Select the appropriate date to reflect the meeting/ purpose for the form to be included.

Edit

Click on Edit button. This will allow you to fill in/type in on the form.

Update

When finished completing/modifying the form, select Update at the bottom of the form. You must then do the next step: SAVE or the form will not be saved.

Save IMPORTANT STEP TO SAVE FORM

Scroll down to the bottom of the page. Select SAVE. If you do not, you will lose everything you have typed in. You may want to save at intervals to make sure you do not lose information.

The form will appear in the summary list at the top of the page.

List of Forms in Forms Generator

Agreement for Instruction Provided in a Hospital.

Form required to be completed for consideration of participation in the hospital homebound program.

Case Conference/IEP Meeting Notes

Form that can be used to document notes from IEP meetings, parent meetings, etc. If written during an IEP meeting, attach to IEP.

Communication Impact Form

For use in determination of Speech or Language as a related service. Talk to your school SLP about this form, if needed.

Consent for Instructional Accommodations Not Permitted on Statewide Assessments

If the IEP determines the student will participate in state- and district-wide assessments and the student will receive instructional accommodations not permitted in the assessments, the IEP must ensure the parents have been informed of and understand the implications of the continued use of such

accommodations. The parent must acknowledge this understanding in writing and must provide consent for use of the accommodations in question.

Consent for Release of Information and Agency Participation in IEP Meetings

Prior to each IEP meeting the IEP team must receive 2 types of written consent: (1) consent to share personally identifiable information about the student with an agency, and (2) consent to invite an agency/provider who may pay for or provide transition services to a student sometime during the period of the IEP to be developed. See section on Agency Participation for directions.

Consultation Log

This is a form teachers may use to document consultative services, interventions and teacher comments.

Excusal Form

The LEA, Evaluation Interpreter, Regular Education Teacher of the child or the Special Education Teacher of the child is not required to attend an IEP Team meeting, in whole or in part, if the parent and the school district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. Any such member of the IEP Team may also be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent, in writing, and the school district consent to the excusal and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting. Related service providers do not require excusals. They must attend if the service is being added, discontinued, or presenting evaluation information.

Extended School Year (ESY) Tutoring Services

At least annually, the IEP Team must determine whether extended school year services are necessary for the provision of a free appropriate public education (FAPE) to the student. (see the ESY section)

*Second semester, or as soon as ESY services to be provided in a summer program at the direction of the School District is determined, a separate ESY Summer Program form will be added to the bank. See new information under Special Factors, page 11.

IEP Amendment Form

Generally, changes to the IEP must be made by the entire IEP Team at an IEP Team meeting and may be made by amending the IEP rather than by redrafting the entire IEP. However, in making changes to a student's IEP after the annual IEP meeting for a school year, the parent and the school district may agree not to convene an IEP Team meeting for purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP. If changes are made to the student's IEP without a meeting, the school district must ensure that the student's IEP Team is informed of those changes. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated. (See the section on completing Amendment form)

IEP Manifestation Determination

This form is required to be used to document the Manifestation team's determination of whether a behavior is or is not a manifestation of a student's disability.

For more information, review the procedural safeguards and talk to your staffing specialist.

Informed Notice of Refusal to Take a Specific Action

This form is completed anytime the District refuses to take an action requested by the parent of the student. For more information, talk to your staffing specialist.

A staffing specialist and a senior manager must be invited to a meeting at which there may be a possible refusal situation.

Physical Therapy/Occupational Therapy Diagnostic Questionnaire

This form is completed any time a request for a Physical Therapy or Occupational Therapy evaluation is requested. All sections of the form must be completed and sent to the designated person.

Physician's Medical Diagnosis Report

This form is used to receive required medical information, within the previous 12 months, needed from a physician for consideration of the Eligibility/IEP Team. If all the information on this form is available in another format, and within the required time frame, this form is not required.

Reevaluation Data Summary

This form is used when the ESE teacher or other school based personnel may be conducting a reevaluation for the student.

Attach the completed form to the IEP developed at the Reevaluation meeting at which the IEP team considers the results.

Speech/Language IAT Case Conference: Articulation/Voice/Fluency

Discuss with your school's SLP for information regarding use of this form

Summary of Academic Achievement and Functional Performance

This is required for students graduating with a standard diploma and students who exceed the age eligibility for FAPE at age 22.

One purpose of this requirement is to assist students in transitioning from high school to postsecondary education and employment. An important aspect of this transition is the student and his or her family having a clear understanding of the skills the student has mastered thus far (academic and functional) as well as having specific ideas of what the student and the student's support network can do as "next steps" to reach postsecondary goals. It is also important to remember that goals change with time and the student and support network must be prepared to revise plans as needed to accommodate these new goals.

Transfer of Rights-Age of Majority

This form is to be provided to the each student, prior to, but close to his/her 18th birthday.

Completing Forms in Forms Generator ...

Behavior Intervention Plan

In Look Ups select the form Positive Behavior Intervention Plan

Plan date - Put in last date of the development of the PBIP

Select EDIT

Fill in all sections of the PBIP

All team member sign form

Copy to ESE file, service providers, staffing specialist

It is the school's responsibility to implement the BIP, monitor its effectiveness and modify as needed to assist the student in making progress toward targeted positive replacement behaviors and decrease in inappropriate behaviors.

Consent for Instructional Accommodations Not Permitted on Statewide

Assessments

This form must be used if a parent does not attend an IEP meeting at which the IEP Team determines classroom instructional accommodations should be provided that are not allowed on State/District Assessments (such as FCAT).

In Look Ups select the form

- Put in date of IEP meeting
- Select EDIT
- Type in student name to fill in, "Dear Parent of _____,"
- Type in date of IEP meeting
- Fill in title of school personnel sending the form to the parent (when form printed, ink in signature of person sending form)
- Fill in the non-allowed classroom instructional accommodation(s) the team determined is/are needed
- Send form home to parent, document this
- Make more than one documented attempt to get parent written consent
- Once written consent is received, copy to: ESE file, parent, staffing specialist. Inform service providers the accommodation may be provided to the student.

IF THE PARENT DOES NOT GIVE WRITTEN CONSENT THE ACCOMMODATION CAN NOT BE PROVIDED TO THE STUDENT – INFORM ALL APPROPRIATE SERVICE PROVIDERS and TESTING COORDINATOR, as appropriate.

Consent for Release of Information and Agency Participation in IEP Meetings

This form is required anytime a school wishes to share personally identifiable information about a student with an agency or invite agency participation at an IEP meeting.

Prior to scheduling a meeting/sending out a meeting notice, the school must use this form to receive parent written consent to contact/invite agency to an IEP meeting. The date the parent signs the consent form must be prior to the date on the meeting notice.

In Look Ups select the form

- Put in date the form generated
- Select EDIT
- Fill in the name of the school
- Fill in the title/position of the person sending the form to the parent
- Fill in the telephone number for the person sending the form to the parent
- Fill in the date the form is sent home to the parent
- In area provided, list the name of each AGENCY the school wants to contact to share personally identifiable information about the student and ask to participate in the next IEP meeting
- Send form home to parent, document this
- Make more than one documented attempt to get parent written consent (the school cannot share personally identifiable information or invite to IEP meeting and agency without signed consent from the parent)
- When consent form is returned, schedule meeting, invite appropriate participants, including agency if parent has indicated they consent to this

- School cannot contact/invite an agency to IEP meeting if parent does not give consent. A parent may consent to invite one agency but deny consent to invite another agency
- Attach consent form to IEP after the meeting
- Copy to ESE file, parent, staffing specialist

Excusal Form

A required member of the IEP Team is not required to attend an IEP Team meeting in whole, or part, if the parent of a student with a disability and the school district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

Any such member of the IEP Team may also be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent, in writing, and the school district consent to the excusal and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.

In Look Ups select the form

- Put in date the form generated
- Select EDIT
- Fill in name of the school
- Check the appropriate option for why excusal is needed
- Fill in title of person to be excused from the meeting
- Fill in date of the meeting
- Send home meeting notice / provide notice to parent (written input to the parent from the person to be excused must be provided prior to sending or with the form)
- Parent will return the form – if consent, proceed with meeting; if no consent, reschedule meeting to time person may attend
- If parent does not return form, reschedule meeting
- LEA for district/IEP meeting must also sign agreement to the excusal
- Completed form will be attached to the IEP along with written input provided
- Copy to ESE file, parent, staffing specialist

Additional Information on use of Excusals:

Excusing a member once a meeting has started

- Meeting has begun and all team members are present
- At some point the team decides that the member's area of the curriculum or related service is not being modified or discussed in the meeting
- The team asks the parent if a team member may be excused
- If the parent does not consent, the team member cannot be excused and must remain
- If the Parent consents, the team member may be excused
- Use the Excusal Form
- Fill in the School, Name and ID number
- Check the first box (excusal once a meeting has begun)
- Fill in name and title of excused member
- Fill in the date of the meeting

- Parent and LEA of the IEP meeting sign
- At the end of the IEP meeting, attach the excusal form to all copies of the IEP.

Excusing a member from attending the scheduled IEP meeting

- Prior to the meeting, it is known a team member who has involvement with a modification to or discussion of the member's area of curriculum or related service, cannot attend the meeting
- The member must submit in writing input for the IEP Team
- Fill out the Excusal form
- Fill in the School, Name and ID number
- Check the second box (excusal prior to the scheduled meeting)
- Fill in the name/title of the member to be excused
- Fill in the date of the meeting
- The written input provided by the member to be excused, the completed Excusal form, and meeting notice is sent home prior to the meeting.
- The parent responds
- Follow procedures for notifying/getting parent participation in the IEP: parent indicates they will attend, need to reschedule, give permission to proceed or 2 attempts to invite the parent. (see Meeting Notice section)
- If the parent signs consent for the excusal and returns the excusal form the meeting can proceed without the excused member. Input provided by the excused team member would be discussed at the meeting/ in the IEP.
- If the parent does not consent to the excusal, the team member would need to attend if the meeting proceeds.
- If the parent does not return the excusal form, the team member would need to attend if the meeting proceeds.

If parent agrees, the meeting may proceed

School personnel responsible for scheduling the meeting will sign as the District LEA on the Excusal form

If parent does not agree, member would attend or meeting would need to be rescheduled so member can attend.

If a teacher is scheduled to attend a meeting but is absent due to illness, etc. on the day of the meeting and the parent is in attendance

- Rules say "teacher of the child" is to attend the IEP meeting
- Either contact the parent before the meeting begins or when the parent arrives for the meeting to ask for consent to substitute another teacher.
- If parent agrees to substitution, (3rd grade teacher of the child out, another 3rd grade teacher to sit in), the teacher substituting must have input/documentation from the absent teacher to represent and share with the team.
- Write in the notes section the reason for the substitution and that the parent agrees with the substitution. No excusal form is needed
- The teacher attending the meeting will sign the IEP. Change the name on cover page of IEP but DO NOT change the meeting notice.
- If the parent does not agree or does not attend the meeting and cannot be contacted to ask for verbal consent to do the substitution, you must reschedule the meeting

Extended School Year (ESY) Tutoring Services

In Look Ups select the form

- Put in date the form generated

- Select EDIT
- Select if this is an Initial or Continuation of ESY services
- Fill in the date of current IEP
- Fill in all of the exceptionality(ies) listed on the IEP
- Fill in the name of the school
- Fill in the name of the school contact who can provide information about the proposed ESY services
- Fill in the telephone number at which the contact may be reached
- Fill in a description the reason for/ required need to be addressed through ESY services
- Check the one option that reflects when ESY will be provided and that is the same as what is indicated on the ESE services page of the IEP (during school year only, during school year and summer, during summer only , other option)
- Fill in the frequency of the service – this must be specific in terms of minutes per ____ and how many sessions per week or month the ESY will be provided.
- For students who may receive ESY tutoring during the school year and the summer with different frequency for those times, list specifically frequency during school year and separate frequency for the summer.
- Check by each Review IEP item to ensure all required components addressing ESY has been included on the IEP
- Copy of the completed form and all required attachments to be sent to the designated person in the District office
- Copy in ESE file but not attached to IEP
- If all forms are completed correctly and attachments sent in, the request will be sent to LRC to set up and provide the ESY service

IEP Amendment Form

A meeting notice must be generated as with any other IEP meeting.

If you have any questions on the appropriateness of using the amendment process for a specific reason, contact and discuss with your school's staffing specialist.

Amendments may be used to make minor changes to an IEP. Examples may include:

Adding or removing special transportation

Minor changes in frequency of a service, such as Language therapy from 60 to 30 minutes per week

There are two amendment forms on Excent. One is for use by DJJ sites only. The other is for all other amendments.

In Look Ups select the form

- Put in date the form generated
- Select EDIT
- Fill in name of the school
- Fill in date of amendment meeting
- Fill in the date of the current IEP that is being amended
- For Part One write in the description of the proposed amended service, action, etc. Indicate what is currently on IEP and what is being modified
- Fill in the name of the person (by title not name) responsible for the implementation of the amended service, etc.
- All team members will sign the form
- Copy to ESE file, parent, staffing specialist

On receipt of the amendment form, the staffing specialist will unlock the IEP currently on Excent and make the changes reflected on the amendment and then relock the IEP.

Summary of Academic Achievement and Functional Performance

The summary of performance is required for all students whose eligibility under IDEA terminates due to graduation with a standard diploma or due to exceeding the age of eligibility. The purpose of the SOP is to provide the student with a summary of his/her academic achievement and functional performance which shall include recommendations on how to assist the student in meeting his/her postsecondary goals in the transition from high school to higher education/training and/or employment.

The summary describes the level of functioning at the time the student is leaving school. The student may take this to his/her educational/training institution or employer, as appropriate.

In Look Ups select the form

- Put in date the form generated
- Select EDIT
- Fill in the demographic information
- Complete all 5 parts/sections of the form
- Give copy to student and place a copy in the ESE file for monitoring purposes.

Transfer of Rights - Age of Majority

In Look Ups select the form

Put in date the form generated

Select EDIT

- Fill in the names of the student and parent
- Fill in the title of person and school providing the notice
- Fill in the name of the student on line provided
- Fill in the date of the student's 18th birthday
- Copy to ESE file, student/parent and staffing specialist

Other Forms on Excent

Matrix - under IEP Tab

Polk County requires a matrix to be completed for each IEP developed

To complete the Matrix, always refer to the Matrix manual provided during training

If you have any questions on marking the matrix, contact your staffing specialist

Progress Reports - under IEP Tab

Progress reports must be provided to the parent at each report card grading period

Progress on goals must be reported

If student is not making progress, making Ds or Fs, the IEP team needs to reconvene to determine what changes in goals/services are needed to assist the student in making progress

Progress reports reflect goals on the most recently 'locked' IEP

Functional Behavior Assessment - under Evaluation Tab

Prior to conducting a Functional Behavior Assessment as an evaluation, the reevaluation process must be followed and parent consent for reevaluation must be given.

An FBA is conducted by a team, not just one teacher

Other evaluations that can be located under Evaluation (not all evaluators use these):

Speech/Language Evaluations

Occupational and Physical Therapy Evaluations

Assistive Technology Evaluations

ADDITIONAL INFORMATION

Documentation

Documentation of the implementation of the IEP, by all providers, must be kept for up to 5 years. This includes documentation that ESE and related services have been provided, progress of the student toward his/her goals, provision of accommodations/modifications, progress reports, behavior plans, and any other materials that can document the implementation of the IEP.

FAPE

This acronym for Free Appropriate Public Education is at the heart of ESE services. This provision of IDEA ensures that students with disabilities receive necessary education and services without cost to the child and family. FAPE is provided through an individualized educational program that is designed to meet the child's unique needs and from which the child receives educational benefit. Lack of progress toward goals may be considered a denial of FAPE.

Implement the IEP

Failure to implement a student's IEP is the most serious disaster that can occur. Each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing the student's IEP, must be informed of his or her specific responsibilities related to implementing the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. Documentation of this implementation must be kept in case the parent proceeds with any of the following actions. Students with IEPs have the same right to progress monitoring as do non-ESE students.

Mediation: an opportunity to resolve disputes involving any matter related to a proposal or refusal to initiate or change identification, evaluation, educational placement, or provision of FAPE to the student.

State DOE Complaint: an opportunity to resolve allegations that the district has violated state or federal requirements regarding the education of students with disabilities.

Due Process: a process available when parents and the district do not agree on the provision of FAPE to a student with a disability.

In each of these situations, the district will be required to present documentation of FAPE.

Placement

Placement is based on the percentage of time the students with disabilities are with their non-disabled peers. Placement decisions are made by the IEP team based on the individual needs of the student. Placement decisions should not be made based on school schedules, parent, teacher or administrative requests. Placement decisions should do with consideration of providing needed services in the Least Restrictive Environment (LRE).

All percentages are based on the individual school bell schedule and the total minutes for the school week.

Regular Class – More than 79% with non-ESE peers

Resource Class – More than 40% but less than or equal to 79% with non-ESE peers

Separate Class - Less than or equal to 40% with non-ESE peers

For a school with 1500 minute school week this would result in the following:

Regular class – The ESE student would be with non-ESE peers between 1500 to 1185 minutes a week. The student could have ESE services between 0 to 315 minutes a week.

Resource class – The ESE student would be with non-ESE peers between 1185 to 600 minutes per week.

Separate class – The ESE student would be with non-ESE peers less than or equal to 600 minutes per week.

Other placements have special requirements, such as **Separate Day School, Juvenile Justice** or **Hospital Homebound**. Discuss with your staffing specialist if you have questions on these or other placements.

Prior Written Notice

Parents must receive prior written notice in a reasonable time before any proposal or refusal to initiate or change identification, evaluation, educational placement, or provision of free appropriate public education (FAPE). Examples of when a PWN is needed include:

- Change of Placement
- Dismissal from ESE
- Change/Addition/Removal of an ESE Service
- Change/Addition/Removal of a Related Service
- Change/Addition/Removal of Instructional Accommodations/Modifications, if appropriate
- Change/Addition/Discontinuation of Program Identification
- Adding or Removing Extended School Year (ESY)
- Adding or Removing Special Transportation
- Change of Diploma Option
- Graduation from high school

Procedural Safeguards

This information is in regard to the parent's rights to ensure that they have the opportunity to be partners in decisions regarding their children. The Procedural Safeguards brochure must be provided to the parent of a child with a disability on the following occasions:

- Upon initial referral for evaluation
- Upon refusal of a parent's request to conduct an initial evaluation
- Upon each notification of an IEP meeting
- Upon consent for reevaluation of the student
- Upon receipt of a request for a due process hearing by either the school district or the parent.

Agenda for IEP Meeting

Each IEP meeting may have variations in the sequence of topics discussed/decisions made, but all required components of an IEP must be discussed, agreed to and finalized.

- Introduce all IEP committee members and their relationship to the student
- Address the purpose of the meeting
- Address the concerns of parents of the meeting as indicated on meeting notice if not in attendance
- Review the child's current ESE program(s) and services
- Call on the regular education teacher to review current classroom performance
- Call on the ESE teacher to review current classroom performance
- Call on additional school personnel to present relevant information as appropriate
- Remember to involve the parent and student, if present, in this discussion
- Call on appropriate personnel to review evaluations. Remember, at **every** staffing the most recent evaluation/reevaluation **and** standardized testing or alternate assessment information should be reviewed and the implications discussed and included in the present level.
- Discuss other areas such as attendance, suspensions, behavior interventions, assistive technology, etc.
- Determine the student's needs based on his/her disability
- Guide the committee in developing goals/objectives that will address needs identified by the team
- Review current accommodations/modifications, services, supplementary aids and determine what accommodations/modifications, services, supplementary aids are needed
- Guide the committee in determining placement – consider LRE each time
- Complete all IEP forms
- Complete any other forms, i.e., prior written notice, etc.
- Review and explain all forms to the parents
- Obtain parent signature(s), if in attendance, and committee signatures
- Make copies of the IEP and disperse the copies.
 - Parent
 - District
 - School Cumulative File
- Inform all service providers of his/her responsibilities as identified on the IEP

Glossary of Terms for Polk County IEP Teams

Part A: Introduction

The following represents a “common vocabulary” for use in Polk County. For IEPs coming out of our county you will need to contact the previous county to ensure what the intent of their language may be, if it is not clear.

It is the responsibility of the IEP Team to indicate in the IEP what ESE services, related services, modifications, accommodations, supplementary aides and supports are to be provided to or for the student.

These must be in terms that are clearly understood by the IEP Team, all service providers and the parent. The following questions must be answered:

What service, etc. is being provided?

When does the service, etc., begin and end?

With what frequency will the service, etc., be provided?

In what location(s) will the service, etc., be provided?

When developing the IEP the IEP Team must ensure there is a correspondence between the description of the current level of functioning/performance of the student, the stated needs of the student, the ESE/Related services, and the measurable annual goal. Then the team will need to include whatever accommodations/modifications/supplementary aids and/or supports, etc., that will be needed to enable the student to make progress toward the IEP goals as well as identify the person(s) responsible for each goal.

For every goal / service identified on the IEP, there must be corresponding written documentation available showing the services are being provided and what progress toward the goal(s) the student is making.

Specially Designed Instruction means adapting, as appropriate to the needs of a student with disabilities/ ESE, the **content, methodology, or delivery of instruction**. This is done in order to address the unique needs of the student that result from the student’s disability and to ensure access of the student to the general curriculum.

Special Education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability. This Instruction can be conducted in the classroom, in the home, in hospitals and institutions, and in other settings.

Part B: ESE Services on Excent

Consultative Services: Consultative services are services to provide supplementary consultation from instructional or support service professionals (ESE Teacher, OT, PT, SLP, etc.) to the General Education teacher. The purpose of consultation shall be to enable the general education teacher to provide modifications, instruction and/or accommodations and/ or to employ behavior management strategies to meet the needs of the exceptional student in the general education setting. Such consultation must be regularly scheduled, based on a written plan, and occur at least monthly, and written documentation shall be maintained. Consultation should be face to face if it will be marked on the matrix.

Consultation:

Consultation on the progress the student is making toward his/her IEP goals. This may include discussion of instructional strategies, modifications, accommodations, classroom performance/participation and supports, etc., that have been provided to assist the student in making progress in the general curriculum. Documentation may be collected through this process to provide progress monitoring data for the IEP team to consider. The consultation should be related to the goal/goals and the other services, accommodations, etc. indicated on the IEP.

An IEP Team can indicate on the IEP if the student will be included in the consultation. Consultation may be more frequent if needed.

The IEP team will indicate the focus of the consultation: academics, behavior, independent functioning, communication, a combination of these, etc.

Behavior: This may include discussion of the instruction in or service(s) provided related to: behavior strategies, behavior intervention plan implementation, social interactions, self advocacy skills, class participation, etc.

Independent functioning: Besides the general education teachers, the consultation may also include participation of other service providers, such and the OT, PT or SLP. This may include discussion of the instruction in or service(s) related to: use/need for assistive technology, self care skills, class participation, accommodations, organizational skills and strategies, classroom performance in academic/nonacademic areas, self care skills, daily living activities, etc.

Communication: To mark on the matrix this consultation must include an SLP or teacher of the deaf or hard-of-hearing (see matrix manual). For students not in LI or SI programs, there may be consultation for communication related to other disabilities, such as, ASD, SLD, OHI, E/BD. The understanding and use of

language impacts student performance in the curriculum and behavior in general education settings. This may include accommodations and services provided to address communication in the general ed setting.

Assistance services:

Use this option to describe a service that includes the ESE teacher(s) going into the general education setting to provide services and monitor accommodations indicated on the student's IEP so the student will make progress in the general curriculum. This can be used to describe the services provided through support facilitation. Examples of services that may be provided include: individual support, small group support with students (ESE and non-ESE) with similar needs, provide instructional/ behavioral interventions and/or supports, team teach for some activities, assist in differentiated instruction, provide additional practice, teach strategies, etc. For communication, with/without involvement of a SLP, this may include rephrasing, oral directions, reducing verbal information to assist in comprehension, cueing or reminders, reframing dialogue in a more socially appropriate manner (see matrix manual pgs 76 for more suggestions).

Assistance is based on the student's IEP goals, and occurs at least one time a week with written documentation maintained. Documentation collected through this process will provide progress monitoring data for the IEP team to consider.

Assistance in reading:

Assistance in math:

Assistance in reading and math:

Assistance in reading and written expression:

Assistance with written expression:

Assistance with reading, written expression, math:

Assistance with modified (access points) curriculum:

Assistance in organizational skills:

Assistance with classroom academic assignments:

Assistance with self determination skills:

Assistance with behavioral skills:

Assistance with communication:

Assistance with eating, toileting or personal

hygiene:this should be for students for whom these behaviors are not age appropriate**

Assistance in employability skills: **Assistance for employability skills could indicate a standard diploma student in gen ed who needs service/support in activities related to postsecondary employment goals but who cannot participate in courses such as Career Prep and Career Placement.

Assistance/instruction with use of tools/strategies for assignment

completions **Included for use with assistive technology

Assistance with Modified (Access Points)

Curriculum : Use this for student who are in a general education setting with Access Points course codes and the primary instructor is the General Education teacher with assistance in the classroom with the access points curriculum by an ESE teacher or paraprofessional under direction of the ESE teacher (appropriate course codes would be indicated on the student schedule)

To use these options to indicate **support facilitation** there must be a related goal. Indicate the location as general education. The student schedule will indicate a support facilitator is assigned

to the class. The frequency must occur at least once a week and can be indicated in the minimum number of minutes per week. The team may also determine specific general education classes in which the assistance will be provided by indicating the class.

Under the direction of the ESE teacher, a paraprofessional may provide academic support in the

gen ed classroom. This is assistance, but it is not support facilitation. This must be indicated on the IEP.

Some types of assistance may be needed, but not as a support facilitation service. It also must be related to a goal and the location indicated, whether in general education or ESE.

Reinforcement services:

These services are primarily to indicate when an ESE teacher, or other service provider, removes the student from the general education classroom setting to a different setting to provide additional support for academic or behavioral skills beyond what is being provided in the general education setting. This is not intended to be chosen if a student requires direct instruction in a skill. A student may need extra practice, repeated/review of previously taught skills, specialized instructional approaches, social skills instruction, targeted interventions, etc. The ESE and General education teachers should plan together to target skills/activities to be provided out of the general education settings to support the student's progress toward his/her measurable annual goal and to make progress in the general curriculum. The need for reinforcement may vary, depending on what is being taught in the classroom and the student's progress in learning the skill. There may be occasions when the ESE teacher provides this reinforcement in the general education class, but not through the support facilitation model. Clearly describe this service in the IEP.

Be careful when considering reinforcement. It would not be appropriate to pull a student out of a Co-taught class or in a situation in which the student is receiving direct instruction in a class. Reinforcement is not to supplant core course instruction.

Documentation collected through this process will provide progress monitoring data for the IEP team to consider.

Reinforcement for academic skills:

Reinforcement for behavioral skills:

Reinforcement for organizational skills:

You will also need to indicate the planned frequency of this service in a way that it is understood by provider, parent and, if appropriate, the student. You may need to provide a narrative in the notes or another section of the IEP to describe when this service will be provided.

This should be used when removing the student from gen ed setting and bringing the student in either individually/ or to join a small group to work on skills related to a measurable annual goal. Indicate if the setting would be in ESE, a separate learning lab, library, etc. Indicate who will be responsible for the reinforcement activities/service.

Collaboration Services:

These services are intended to indicate when *co-teaching* is being provided and for other kinds of collaboration. In the Matrix manual collaboration is described as when the general education teacher and the ESE teacher do joint planning, material preparation, and/or instruction. There is a Gen Ed and ESE teacher scheduled to be in the classroom daily. The student's schedule must reflect he/she is participating in a co-taught class.

Collaboration may also be indicated when the SLP and teacher jointly design instructional strategies at least weekly to assist in communication. This requires face to face meetings. The SLP will keep the documentation. This is not co-teaching.

Documentation collected through this process will provide progress monitoring data for the IEP team to consider.

Collaboration regarding academics:

Collaboration regarding academics and behavior:

Collaboration regarding communication:

Students who have co-taught classes may also require other ESE services to support their

progress toward the annual goals and in the general curriculum.

The student's schedule will indicate in which classes the student will receive co-taught services through teacher collaboration. Appropriate measurable annual goals must be included on the IEP.

Direct Instruction Services:

The intent of these options is to reflect when an ESE teacher is providing the primary instruction to the student. Direct specialized instruction may occur in any setting if there is evidence that the instruction provides individual support and assistance, small group setting with students with similar needs, using access points curriculum (specially designed curriculum), either in a special class setting or specialized instruction within a general education class. This may also include the service delivery model in which the ESE teacher is teaching a general education course (one teacher serves as both the basic education teacher and the ESE teacher).

Documentation collected through this process will provide progress monitoring data for the IEP team to consider.

Direct instruction in a modified (access points) curriculum

Direct instruction for all academics

Direct instruction in reading

Direct instruction in math

Direct instruction in language arts

Direct instruction in pre-readiness skills

Direct instruction in readiness skills

Direct instruction in learning strategies*

Direct instruction in social/personal skills*

Direct instruction in self determination skills*

Direct instruction in career skills*

Direct instruction in employment skills*

Direct instruction in Communication Skills*

Direct Instruction in a Modified (Access Points)

Curriculum: Use this for students who are receiving their instruction using the Access Points Curriculum in an ESE setting or if the teacher in the general Education setting is also ESE certified and is providing the instruction using the Access Points curriculum with one or more students in his/her class (appropriate course codes would be indicated on the student schedule)

Direct Instruction in Communication Skills: this may be used when instruction in communication skills, not Speech or Language Therapy, is being provided to address deficits in communications.

There must be a specific communication goal and documentation of planned, purposeful instruction and not just redirection or accommodations.

The instruction in career skills could include: resume writing, filling in applications, and other skills related to seeking and achieving career/job opportunities.

The instruction in employment skills would relate more to specific skill sets needed to perform job related activities.

The course numbers would indicate if this is an Access Points curriculum course. There must be related measurable goals.

Indicate the location in which the direct instruction will be provided, either ESE for Separate class/ESE class or which non-ESE class in which it will be provided.

*Indicate by location in which class(es) the direct instruction for these options will be provided. If separate class, it could be just ESE, or if in a non-ESE setting, be specific. This must be related to a specific annual goal.

For direct instruction in academics there must be a related goal and a corresponding course number.

ESE and Related services relating to specific programs or services, such as Speech, Language, OT, PT, Deaf or Hard of Hearing, Visually Impaired have not been changed.

Part C: Terms Frequently Used in IEPs:

Accommodations:

Changes that are made in HOW the student accessed information and demonstrates performance.

Through the IEP planning process, the IEP team, family members and student, if appropriate, makes decisions about which accommodations the student needs for instruction and for state and district testing programs. The team needs to consider the student's learning and behavior characteristics. The team uses information from comprehensive evaluation procedures, such as formative assessments, individual diagnostic assessments, observation data, annual assessments, or functional behavioral assessments to make determinations about accommodations. Examples for learning and behavior characteristics that may result from disability include: difficulty attending to complex directions and information, difficulty reading information, need for additional time when reading Braille materials, noncompliant behaviors in large group situations, inability to use regular print to obtain information, difficulty organizing information when writing, etc.

Assistive Technology Device (AT Device):

Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. (Does not include a medical device that is surgically implanted, or replacement of that device.)

Assistive Technology Service (AT Service):

Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. This includes: a functional evaluation of the student in the student's customary environment; providing for the acquisition of assistive technology devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; coordinating and using other therapies, interventions, or services with assistive technology devices; training or technical assistance for a student or, if appropriate, that student's family; training or technical

assistance for professionals (including individuals providing educational or rehabilitative plans and programs) ...substantially involved in the major life functions of that student.

Behavioral Intervention Plan (BIP):

A plan for a student which uses positive behavior interventions, supports and other strategies to address challenging behaviors and enables the student to learn socially appropriate and responsible behavior in school and/or educational settings.

Counseling Services:

Services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

Exceptional Student:

Any student who has been determined eligible for special education programs in accordance to State rules.

Exceptional Student Education (ESE):

The name given in Florida to educational programs and services for students with special learning needs (including those who have disabilities and those who are gifted). It is sometimes called "special education. ESE means specially designed instruction and related services that are provided to meet the unique needs of exceptional students who meet the eligibility criteria in State rules.

Extended School Year (ESY):

Special education and related services that are provided to a student with a disability beyond the normal school year; in accordance with the student's IEP; at no cost to the parents of the student; and meet the standards of the Florida Department of Education. ESY is provided in order for the student to receive FAPE.

Free Appropriate Public Education (FAPE):

Special education or specially designed instruction and related services for students ages 3-21 that are provided at public expense, under public supervision and direction, and without charge to the parent; meet the standards of the Florida Department of Education; include an appropriate preschool, elementary school, or secondary school education in the State; are provided in conformity with an Individual Education Plan (IEP) or Individual Family Support Plan (IFSP).

Functional Behavioral Assessment (FBA):

A FBA is a systematic process for defining a student's specific behavior and determining the reason why (function or purpose) the behavior is occurring. The FBA process includes examination of the contextual variable (antecedents and consequences) of the behavior, environmental components, and

other information related to the behavior. The purpose of conducting a FBA is to determine whether a behavioral intervention plan should be developed.

General Curriculum:

A curriculum or course of study based upon state educational standards that address the state and school district requirements for a standard diploma.

In School Suspension (ISS):

Temporary removal of a student from the student's regular school program and placement in an alternate program. Student must continue to receive ESE services while assigned to ISS.

Individual Educational Plan (IEP):

A written statement for a student with a disability that is developed, reviewed, and revised in accordance to State rules (6A-6.03011 through 6A-6.0361).

Limited English Proficient (LEP):

When used in reference to an individual, means an individual who comes from an environment where a language other than English has had a significant impact on his or her level of English proficiency and who, by that reason, has sufficient difficulty speaking, reading, writing, or listening to the English language that would deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English.

Modifications:

Changes in what a student is expected to learn and may include changes to content, requirements, and expected level of mastery.

Related Services:

Transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and included speech and language pathology and audiological services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, counseling services, including rehabilitation counseling, orientation and mobility services... Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. (Exceptions include surgically implanted devices or limits the responsibility of the school district to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the student, including breathing, nutrition, or operation of bodily functions, while the student is transported to and from school or is at school, or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.)

Occupational Therapy (OT):

Services provided by a licensed occupational therapist or a licensed occupational therapy assistant (as stated in Florida State rules), that include improving, developing or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.

Orientation and Mobility Services (O&M):

Services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community and includes: spatial and environmental concepts and information received by the senses, use of can or service animal, etc.

Out of School Suspension (OSS):

Temporary removal of the student from all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the principal or the principal's designee for a period not to extend 10 days.

Parent Counseling:

Assisting parents in understanding the special needs of their student; providing parents with information about child development; and helping parents acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

Physical Therapy (PT):

Services provided by a qualified physical therapist in accordance with Chapter 486 of Florida Statutes.

Present Level of Academic Achievement and Functional Performance:

The present level statement included in the IEP must accurately describe the effect of the student's disability on his/her participation and progress in the general curriculum. It must include a description of the student's current educational and/or functional performance, including grade or functioning level, to determine the goals and services the student needs. For prekindergarten students the present level statement must be descriptive of the impact of the disability on age-appropriate abilities or milestones that typically developing children of the same age would be achieving. On the Excent IEP program you will address and describe the implications of the most recent evaluation or reevaluation assessment, most recent state/district assessments, parent/student input, discussion of current services being provided, discussion of current accommodation/modifications provided, etc. Based on the information the IEP team will identify the priority needs of the student, establish measurable goals to address the need(s) and then determine what services, accommodations, etc. are needed so that the student may make progress in toward the goals and participate in the general curriculum.

Psychological Services:

Include administering psychological or educational tests and other assessment procedures; interpreting assessment results; obtaining, integrating and interpreting information about student behavior and conditions relating to learning; consulting with other staff members in planning school programs to meet the special educational need of students as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; planning and managing a program of psychological services, including psychological counseling for students and parents; and assisting in developing positive behavioral intervention strategies.

School Health Services and School Nurse Services:

Health services that are designed to enable a student with a disability to receive FAPE as described in the student's IEP. School nurse services are provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

Social Work Services:

Includes preparing a social or developmental history on a student with a disability; group or individual counseling with the student and family; working in partnership with parents and others on those problems in a student's living situation (home, school, and community) that affect the student's adjustment in school; and assisting in developing positive behavioral intervention strategies.

Supplementary Aids and Services:

Aids, services, and other supports that are provided in general education classes, or other education-related settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in accordance with State rules.