



Evidence of Progress Monitoring
School District of Indian River County
#SDIRCStrongerTogether

Date: 11/18/2020

School/Department: Curriculum & Instruction

Action Step #

and Description:

(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

Action Step 3.1 - Individuals with Disabilities Education Act - SPSS

Increase knowledge and skills of school-based Local Educational Agency (LEA) representatives in monitoring and implementing compliance and accountability standards as related to Individuals with Disabilities Education Act (IDEA) eligibility determinations, through intensive professional development sessions and ongoing technical assistance.

Explanation of Evidence:

Resource Specialist Meeting scheduled for 11.18.20. This session focuses on procedures, guidance and implementation of our new State IEP system PEER. The LEA IEP process and meeting communication.

Results of Action Taken:

Professional development provided to site based LEA's (Resource Specialists) a pre/post assessment and embedded Q & A thought presentation will be reviewed and clarified.

Reflection:

Review pre/post assessment and case reviews



Office of Strategic Planning & Support Services

Pamela Dampier, Assistant Superintendent

*Department of Exceptional Student Education
Matina Pappalardo, Director of Exceptional Student Education*

November 18, 2020

Participants: Matina Pappalardo, Jessica Rojas, Thomas Stull, Rachelle Tolliver, Kathryn Wolf, Daphne Mathews

Desired outcome: Update LEA's with additional compliance guidance and IEP meeting procedures

Topics	Person responsible	Time Frame
Welcome	Tolliver	8:00-8:15
Pretest	Stull	8:15-8:30
Organizational Procedures	Tolliver	8:30-8:45
Technical Assistance paper- Evaluation, Determination of Eligibility, Reevaluation, Provision of ESE Services		8:45-9:00
General Peer Overview	Linda Collins	9:00-9:15
FLDOE -PEER VIDEO	Tolliver	9:15-10:00
Break		10:00-10:10
PEER -Initial Provision of ESE services, Notice and consent for initial evaluation	Linda Collins	10:10-10:45
Focus ESE Exceptionalities Tab	Ainsley Seeley	10:45-11:00
Gifted-EP	Debbie Irish	11:00-11:30
Lunch	ALL	11:30-12:30
Medicaid Random Moment	Kat Wolf	12:30-12:45
Behavior Analysis Review	Tom Stull	12:45-1:00
Successful Strategies and Tools for Removing Barriers during ESE/IEP meetings	Tolliver/Daphne	1:00-2:30
Q and A	ALL	2:30-2:45
Post assessment	ALL	2:45-3:00

Evaluation & Eligibility

Notice and Consent for Initial Evaluation [[User Guide](#) | [Tutorial Video](#)(0:04:55–0:15:43)]

Notice of Eligibility/Ineligibility [[User Guide](#) | [Tutorial Video](#) (0:15:44–0:24:49)]

Consent for Initial Provision of ESE Services [[User Guide](#) | [Tutorial Video](#) (0:24:50–0:27:24)]

Notice and Consent for Reevaluation [[User Guide](#) | [Tutorial Video](#) (0:27:25–0:39:50)]

Written Summary of Group's Analysis - Intellectual Disability (InD) [[User Guide](#) | [Tutorial Video](#)]

Written Summary of Group's Analysis - Specific Learning Disability (SLD)/Language Impairment (LI) [[User Guide](#) | [Tutorial Video](#)]



RS RESPONSIBILITIES

Adhere to compliance (QIEP/TAPS, ESE Manuals, SP&P, District ESE Staff support)	Schedule Meeting- Scheduling Assistant	Invite appropriate staff	Input Demographics
Prepare for Meeting Type-PEER	Follow PEER process	Develop Action Plan/Action Plan for tasks discussed	Scheduling- Data sheets/clarify/verify schedule in FOCUS

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RS RESPONSIBILITIES

Provide ESE monthly meetings with ALL ESE staff share information	Provide Accommodation reports with ESE teachers
Train QIEP and Goal Writing to ESE staff	Review monthly compliance report- admin sign off

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ESE TEACHER RESPONSIBILITIES

- Write PLEP
- IEP Goals and Objectives
- Provide specialized instruction IEP Goals
- Monitor IEP Goals
- Collaborate with gen ed grading practices
- Provide Progress Summaries

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ESE TEACHER RESPONSIBILITIES

- Provide and share with general education student's accommodations/modifications
- Planning with gen ed teachers including FSAA access points when student is in gen ed
- Provide instructional strategies/explicit instruction per IEP.

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IEP TEAM MEMBERS

- Parent/Guardian
- Student as appropriate
- At least one general education teacher
- At least one ESE teacher
- Related Services as appropriate
- LEA
- Evaluation review and results interpreter
- Other as appropriate

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SCHEDULING A MEETING

- Provide** Provide at least 10-day notice to parents
- Consider** Consider availability of participation
- Utilize** Utilize scheduling assistant send calendar invites
- Schedule** Schedule reminder invites
- Assist** Assist with administration regarding coordination of teacher coverage to attend mtgs.

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MEETING TYPE (PEER PROCESS)

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IEP PROCESS

- Referral
- Evaluation
- IEP decides:
 - Does the child have an impairment?
 - Does the child need special education?
- IEP decides on placement/ implement IEP
- IEP Team reviews placement at least annually
- IEP teams does a reevaluation at least every three years

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WHEN TO PROVIDE PRIOR WRITTEN NOTICE (PWN)

- Requires the school to send written explanations of *any* proposed changes in a student's plan.
- Requires the school to send a written notice if the school denies a parent request.
- PWN is part of PEER in the following documents- initial consent and reevaluation.
- Utilize PEER document for all other including
 - separate day school, FSAA access points

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AUDIT FILE

- Organized
- Secure
- Most recent on top
- Secure and confidential
- Matriculated as appropriate
- Absent of emails/notes/ extraneous information

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UPLOADS

- All evaluations are stored in Audit Files
- Uploads of IEP and EP uploaded into FOCUS ESE Tab
- Updated storage area is coming soon- Training at next RS meeting

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TRANSPORTATION

If a student has specialized transportation, utilize and update transportation tab

Refer to transportation document from Mr. Idelette (RS TEAMS)

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FOCUS ESE EXCEPTIONALITIES TAB

- This tab is used for following:
- Update after EVERY IEP Mtg.
- Accuracy is Critical
 - Data for all surveys
 - Data for the FLDOE
 - Data related to LRE
 - Data related to Funding/Matrix/FTE

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LEAST RESTRICTIVE ENVIRONMENT

C-11. How is the percent of time with peers without disabilities calculated?

To calculate the percent of time with peers without disabilities, use the following formula. This percentage must be entered into the database for every student with a disability.

$$\frac{\text{Time spent with peers without disabilities} \times 100}{\text{Total time in school per week without disabilities}} = \text{Percent of time with peers without disabilities}$$

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LRE- TIME WITH NONDISABLED PEERS

- Non-Disabled PEERS = ESE students in general education
 - SWD that are included in gen ed classes (SF/Inclusion/FSA/FSAA ESE students in gen ed class)
 - Time with non-disabled peers is documented on IEP and Focus ESE Tab
 - Total mins per school week – Total time with non-disabled peers = total mins With nondisabled peers
 - ESE students in a separate class with all ESE students (self-contained, therapy room, ESE courses with all ESE students etc.) The mins are subtracted from non-disabled peers
 - Total mins in school week –(participation in gen ed, lunch, recess etc.)= total mins with nondisabled peers
- <https://info.fl DOE.org/docu share/dsweb/Get/Document-7540/dps-2016-13.pdf>

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WHEN IS PARENTAL CONSENT MANDATORY

- Initial Evaluation/Initial Eligibility
- FSAA placement
- Separate day school placement

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TIMELINES

- Annual IEP -(QIEP)
 - Year to date - must be at least annually, unless requested before.(11.13.19-11.13.20)
- Reevaluation -(TAP)
 - Reevaluation-three years from the last assessment administered or data collected during initial evaluation process
 - The due date for subsequent reevaluations is the three-year anniversary date
- PWN- properly notice
 - PWN is provided after the IEP meeting
 - If parent did not attend IEP mtg. Provide PWN to parent.

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TECHNICAL ASSISTANCE

- <https://info.fl DOE.org/docu share/dsweb/Get/Document-7505/dps-2015-152.pdf>

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SOLO SKIM AND REVIEW 15 MINS

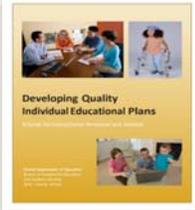
EACH RS PLEASE TYPE 2 NEW FINDINGS IN THE CHAT



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QUALITY IEP

<http://www.fldoe.org/core/fileparse.php/7690/urlto/0070122-qualityieps.pdf>



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PEER IEP OVERVIEW

RS TEAM SITE DOCUMENTS



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PEER OVERVIEW

Linda Collins

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Meeting Notice

Procedural Safeguards
A copy of the **procedural safeguards** must be provided to the parent(s) at least one time each school year. A copy also must be provided (1) upon initial referral for evaluation, (2) upon receipt of the first state complaint within the school year, (3) upon filing of the first due process (4) in accordance with the discipline procedures in Rule 6A-4.020(2), Florida Administrative Code (F.A.C.) and (5) upon request by a parent.

A copy of the **procedural safeguards** is provided with this notice: Yes No **Yes-Indicate if you provided the procedural safeguards with the notice. No-When you select No a box will appear and you tell how the Procedural Safeguards were provided**

Safeguard Sources
The following are sources for the parent to contact for a copy of the procedural safeguards or for assistance in understanding the procedural safeguards.

Safeguard Source 1: Name as **Save and finalize Meeting Notice the day it is created.** [Enter]
Safeguard Source 2: Name and/or Title Phone/Email [Enter]

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MEETING NOTICE

View Student Notifications

Student Information | Evaluation & Eligibility | Plans | Meeting Notice | Prior Written Notice | Waivers | Section 504 | Conference Notes | Uploaded Files

Meeting Notices

EP Meeting Notice Meeting Date: 11/18/2020 Created By: Linda Collins@fldoe.org

Click on IEP Meeting Notice to create a 2nd Meeting Notice

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Creating 2nd Meeting Notice

IEP Meeting Notice Dashboard

Meeting Details **Print Summary**

Meeting Date: 11/02/2020 at 8:00 AM Meeting Location: Library

Meeting Purpose(s): IEP Annual Review

Item #	# of Notices	Date of Notice	Date Finalized	Finalized By
1	1	10/22/2020	10/22/2020	Linda Colton@indianaevschoos.org

Additional Notices Create Additional Notice

Select Create Additional Notice

Additional Information

Language: **Comments:**

Comments Add Comments

Select Add Comments

10/12/2020-Draft guals and 2nd notice sent home

You can add comments regarding parent contact, when 2nd notice was sent, draft was sent, etc...

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Plan Information

Plan Information

1. Meeting Date: 11/02/2020

2. Meeting Purpose: IEP Annual Review

3. Duration Date: 11/02/2021

4. Review Date: 11/02/2021

5. Reviewing One Date: 11/02/2021

6. Date of Most Recent Amendment: 11/02/2020

7. Amendment Date: 11/02/2020

8. Is this a Transition IEP? Yes No

9. Meeting Purpose: Annual IEP Annual Review IEP Amendment Transition IEP

Manually enter each date in the respective date field

Note the IEP review and duration date are one year from the meeting date, as determined by the IEP team

The Amendment dates will not be editable unless the amendment option has been selected on a finalized IEP

All students who will be turning 14 years of age prior to the end of the IEP will need a transition IEP

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Plan Information

Meeting Purpose (Select all that apply)

Initial IEP

Annual Review

IEP Amendment

Transition IEP

Identifying Transition Services Needs (required at least annually beginning no later than first IEP to be in effect when the student turns 14)

Consideration of Postsecondary Goals and Transition Services (required at least annually beginning no later than the first IEP to be in effect when the student turns 16)

Part C to Part B Transition

FBA/PSBP

Evaluation/Reevaluation

Eligibility

Manifestation Determination

Other

If other, please specify:

Choose all appropriate meeting purposes

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Plan Information

10. Primary Exceptionality

The primary exceptionality is the one that most significantly affects the student's involvement and progress in the general education curriculum alongside his or her nondisabled peers.

Autism Spectrum Disorder

Deaf or Hard-of-Hearing

Developmental Delay (Age: 0-5)

Dual-Sensory Impairment

Emotional or Behavioral Disability

Established Conditions (Age: 6-2)

Gifted

Hospitalized or Homebound

Intellectual Disability

Language Impairment

Orthopedic Impairment

Other Health Impairment

Specific Learning Disability

Speech Impairment

Traumatic Brain Injury

Visual Impairment

Manually choose a single Primary Exceptionality as determined on the latest Eligibility Form

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Plan Information

11. Areas of Exceptionality

Identify all areas of exceptionality for which the student has been evaluated and found eligible.

Autism Spectrum Disorder

Deaf or Hard-of-Hearing

Developmental Delay (Age: 0-5)

Dual-Sensory Impairment

Emotional or Behavioral Disability

Established Conditions (Age: 6-2)

Gifted

Hospitalized or Homebound

Intellectual Disability

Language Impairment

Orthopedic Impairment

Other Health Impairment

Specific Learning Disability

Speech Impairment

Traumatic Brain Injury

Visual Impairment

12. Areas of Related Services

Identify all areas of related services necessary for the student to have full and equal access to educational programs and opportunities. Special therapy would be provided if the student has not found eligible under speech impairment but needs speech therapy. Language therapy would be provided only if the student is eligible under language impairment but needs language therapy.

Augmentative Therapy

Occupational Therapy

Physical Therapy

Speech Therapy

Manually choose all Secondary Exceptionalities as determined on the latest Eligibility Form

Only choose this if these areas are as a related service

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Special Considerations

13. Special Considerations

1. Does the student's behavior impede his/her learning or the learning of others? (If No, skip to question 4C)

Yes No

2. If the student's behavior impedes his/her learning or the learning of others, does the student have a functional behavioral assessment (FBA) and/or positive behavior intervention plan (PBIP)? (If No, skip to question 4C)

Yes No

3. If the student does not have an FBA/PBIP, describe how positive behavioral interventions, supports, and/or other strategies will be used to address the behavior.

4. Does the student have limited English proficiency? (If No, skip to question 4E)

Yes No

5. If Yes, describe how the student's needs as an English language learner will be addressed. The "ELL Student Plan" should be uploaded to the student's PEER file for reference.

See student name's ELL plan dated

6. Is the student blind or visually impaired? (If No, skip to question 4G)

Yes No

7. If Yes, ensure the parent has been provided information on *Classroom Educational Considerations for Students with Sensory Impairments*.

Yes No

If question 1 has been answered as yes, select "Yes" for question 2 and upload the CURRENT FBA and/or BIP to PEER

The FBA and/or BIP should have been developed prior to the IEP meeting to be included in the IEP

All ELL plans should have been developed prior to the IEP in order to be attached to the IEP. Enter the date of the latest Plan

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Special Considerations

7. If the student is blind or visually impaired, is he/she being provided instruction in braille or braille using Braille?
 If No, describe the results of the evaluation (learning needs assessment) that indicate that instruction in braille is not appropriate for the student's current and/or future needs under "Present Levels, Goals, and Objectives."
 Yes
 No

8. Does the student have communication needs?
 If Yes, describe them under "Present Levels, Goals, and Objectives" and include the ESE services and/or supports required to meet those needs under the applicable section(s) of the IEP.
 Yes
 No

9. Is the student deaf or hard of hearing?
 If Yes, explain the student's communication needs, including PECS for the student and ensure the parent has been provided information on "Parent's Education Responsibilities for Students with Hearing Impairment."
 Yes
 No

10. If the student is deaf or hard of hearing, what responsibilities for direct communication with peers and professionals in the student's language does the Communication Plan indicate are needed?
 Please refer to the communication plan dated _____

11. If the student is deaf or hard of hearing, what opportunities for direct instruction in the student's language does the Communication Plan indicate are needed?
 Please refer to the communication plan dated _____

12. Does the student need assistive technology devices and services?
 If Yes, describe the need under "Present Levels, Goals, and Objectives" and identify the devices or services in the applicable section of the IEP (e.g., "Assistive Device Accommodation" or "Supplementary Aids and Services").
 Yes
 No

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Special Considerations

13. Is the student able to participate in the regular PE program available to all students?
 If No, describe the barriers that prevent the student from participating in the regular PE program and include the services under "Special Education."
 Note: If the student can participate in the regular PE program but requires accommodations in equipment and/or services, respond "Yes" and identify the necessary supports under the applicable section(s) of the IEP.
 Yes
 No

14. Specify the Career and Employment Education (CAPE) digital tool certificate(s) and/or CAPE industry certificate(s) the student is seeking to obtain prior to high school graduation.
 Yes
 No

The student is not seeking CAPE certification at this time
 The student is attempting (insert certificate here)
 At the transition level, there are schools that offer CAPE certification. If the student is pursuing a certificate, document the type.
 Not all schools offer CAPE certification in which the first entry would be documented

15. Does the student require instruction in the process of information in the area of self-determination and self-advocacy to be able to actively participate in IEP meetings and self-advocacy?
 (Required for all IEPs that are for the IEP year in which the student turns 14.)
 Yes
 No

16. If Yes, describe how the need for self-advocacy instruction is being addressed or other relevant details by the classroom teacher or instructor in self-advocacy provided as a pre-employment transition service (PE-ETS) accessed through Division of Vocational Rehabilitation (DVR) (beginning at age 14).
 Yes
 No

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Special Considerations

17. Describe how the student's living arrangement is different from the student and parent(s) have been identified in the student's IEP and indicate what are available for students in DDC facilities. Identify the options when the student is residing in a residential care facility (RCF) or in a residential care center (RCC).
 Yes
 No

18. Will the student be attending a school in another state?
 If Yes, describe the school, the location, and the dates of attendance.
 Yes
 No

19. Will the student be attending a school in another country?
 If Yes, describe the school, the location, and the dates of attendance.
 Yes
 No

20. Will the student be attending a school in another country?
 If Yes, describe the school, the location, and the dates of attendance.
 Yes
 No

21. Will the student be attending a school in another country?
 If Yes, describe the school, the location, and the dates of attendance.
 Yes
 No

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General Factors and Assessment Data

1. Describe any health concerns.
 No health concerns at this time
 OR
 Medical information (date)
 AND/OR
 Health Care Plan (date)
 Do not put specific health concerns, refer to Physician's Statement and/or Health Care Plan. Be sure to file documentation in audit

2. Results of other state-wide or district assessments (e.g., Florida Alternate Assessment, FCAT retake)
 Enter the latest Standardized State and/or District information
 Be sure to include: Test, full name, date, score achieved, and reported score

3. Results of the student's most recent evaluation (current or previous)
 See current eligibility form
 Do not put results of evaluation, just refer to it and file in audit.

4. Determine (indicate below the domains) for which present level statements and goals will be developed. (Indicate if a change of domain or achievement of present level statement are planned for that domain.)
 Curriculum and Learning Environment
 Social or Emotional Behavior
 Independent Functioning
 Communication
 Health Care

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General Factors and Assessment Data

4. Describe, if appropriate, any interagency responsibilities or any needed linkages.
 Enter the date each agency is expected to be a continuity through health agency or job employment transition services (PE-ETS) accessed through DVR (beginning at age 14).
 No interagency responsibilities or needed linkages needed at this time
 OR
 Transition and other outside agencies will be listed here if they are paying for a providing a service during the duration of this IEP.
 Verbatim document the parent(s) concerns. If not in attendance, document attempts and how (with date) made to gather input

5. Describe the parent's concerns for enhancing the education of the student.
 The parent's concerns for enhancing the student's education include:
 OR
 Multiple attempts were made to contact the parents regarding their concerns, but no information was obtained. Missing notice sent home Date and method (with student, via email)

6. How was parent input obtained?
 In-person meeting
 Participated in meeting via telephone
 Prior communication in person
 Prior communication via phone call
 Written input
 Other
 If "Other," please describe: _____
 IF PARENTS DO NOT ATTEND, COPY AND PASTE FROM ABOVE
 Multiple attempts were made to contact the parents regarding their concerns, but no information was obtained. Missing notice sent home Date and method (with student, via email)

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PEER RESOURCES TEAM SITE

Evaluation & Eligibility
 Notice and Consent for Initial Evaluation [User Guide | Tutorial Video (0:04:55-0:15:43)]
 Notice of Eligibility/Ineligibility [User Guide | Tutorial Video (0:15:44-0:24:49)]
 Consent for Initial Provision of ESE Services [User Guide | Tutorial Video (0:24:50-0:27:24)]
 Notice and Consent for Reevaluation [User Guide | Tutorial Video (0:27:25-0:39:50)]
 Written Summary of Group's Analysis - Intellectual Disability (ID) [User Guide | Tutorial Video]
 Written Summary of Group's Analysis - Specific Learning Disability (SLD)/Language Impairment (LI) [User Guide | Tutorial Video]

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PEER RESOURCES TEAM SITE

- Meeting Notices [[User Guide](#) | [Tutorial Video](#) (Creating a Notice) | [Tutorial Video](#) (Dashboard Features)]

Section 504
 Section 504 Notice and Consent for Evaluation/Reevaluation [[User Guide](#) | [Tutorial Video](#) (0:04:47-0:13:00)]
 Section 504 Evaluation/Reevaluation [[User Guide](#) | [Tutorial Video](#) (0:13:01-0:35:00)]
 Section 504 Committee Meeting Notice [[User Guide](#) | [Tutorial Video](#) (1:02:04-1:04:51)]
 Section 504 Plan [[User Guide](#) | [Tutorial Video](#) (0:35:01-1:02:03)]

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TECHNICAL ASSISTANCE

- <https://info.fldoe.org/docushare/d/web/Get/Document-7505/dps-2015-152.pdf>

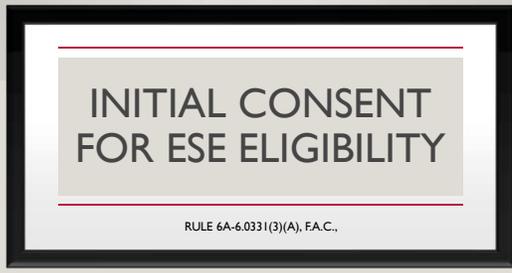


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HIGHLIGHT A-1, A-2, B-1, B-3, B-9, B-14

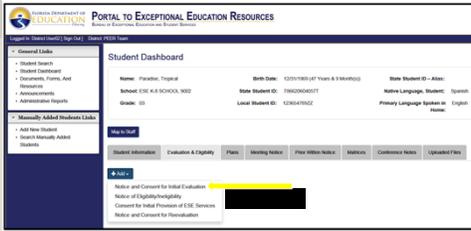
45



RULE 6A-6.0331 (3)(A), F.A.C.,

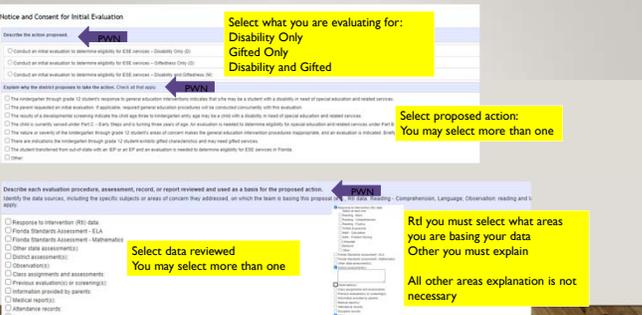
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Notice and Consent for Initial Evaluation



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Notice and Consent for Initial Evaluation



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TECHNICAL ASSISTANCE

<https://info.fl DOE.org/docu share/dsweb/Get/Document-7505/dps-2015-152.pdf>

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ESE ELIGIBILITY

- Autism Spectrum Disorder (ASD)
- Deaf or Hard-of-Hearing (DHH)
- Developmentally Delayed
- Deaf-Sensory Impairment (DSI)
- Emotional/Behavioral Disability (EBD)
- Hospital Homebound (HH)
- Intellectual Disabilities (ID)
- Language Impairment (LI)

ESE Eligibility

The Bureau of Exceptional Education and Student Services supports school districts and others in their efforts to provide exceptional student education programs for students ages 3 - 21 who have disabilities and students who are gifted.

Each school district is responsible for providing services to students who are eligible for the following exceptional student education (ESE) programs:

- Autism Spectrum Disorder (ASD)
- Deaf or Hard-of-Hearing (DHH)
- Ages Birth-9 Years
- Birth-Three (ages 3-3 years)
- Established Conditions (EC) Ages Birth Through 2 Years Old
- Developmentally Delayed (DD) Ages Birth Through 2 Years Old
- Dual-Sensory Impairment (DSI) Deaf-Blind
- Emotional/Behavioral Disability (EBD)
- Gifted
- Hospitalbound or Homebound (HH)
- Intellectual Disabilities (ID)
- Language Impairment (LI)
- Specific Instructional Needs (SIN)

<http://www.fl DOE.org/academics/exceptional-student-edu/e se-eligibility/>

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ELIGIBILITY DETERMINATION

- INITIAL ELIGIBILITY DETERMINATION
- **HIGHLIGHT SECTION C-1,C-2,C-3,C-4**
- [HTTP://WWW.FLDOE.ORG/ACADEMICS/EXCEPTIONAL-STUDENT-EDU/ESE-ELIGIBILITY/](http://www.fl DOE.org/academics/exceptional-student-edu/e se-eligibility/)

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The following are sources for the parents to contact to obtain assistance understanding the provisions of IDEA and Florida statutes and rules governing exceptional student education.

Safeguard Source 1: Name/Title: Phone/Email: Ext:

Safeguard Source 2: Name/Title: Phone/Email: Ext:

The following individuals participated in the eligibility determination:

***Required** Type in first and last names. This is a legal document

Parent/Guardian:	<input type="text"/>	Other (Name/Title):	<input type="text"/>
Parent/Guardian:	<input type="text"/>	Other (Name/Title):	<input type="text"/>
ESE Director/Designer, EA:	<input type="text"/>	Other (Name/Title):	<input type="text"/>
Interpreter of Instructional Implications of Evaluation Results:	<input type="text"/>	Other (Name/Title):	<input type="text"/>
Psychologist:	<input type="text"/>	Other (Name/Title):	<input type="text"/>
School Psychologist:	<input type="text"/>	Other (Name/Title):	<input type="text"/>
Speech/Language Pathologist:	<input type="text"/>	Other (Name/Title):	<input type="text"/>
ESE Teacher:	<input type="text"/>	Other (Name/Title):	<input type="text"/>

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Consent for the Initial Provision of ESE Services

Meeting Date:

The student is eligible for ESE services as:

A student with a disability

Check all that apply:

- Autism Spectrum Disorder (P)
- Deaf or Hard of Hearing (H)
- Developmental Delay (T)
- Dual-Sensory Impairment (D)
- Emotional/Behavioral Disability (J)
- Homebound/Hospitalized (M)
- Intellectual Disability (Y)
- Language Impairment (G)
- Orthopedic Impairment (C)
- Other Health Impairment (V)
- Specific Learning Disability (S)
- Speech Impairment (F)
- Traumatic Brain Injury (B)
- Visual Impairment (I)
- Other:

A student who is gifted

The signed consent form should be returned to:

Select All Eligibility Areas

If a student was evaluated for ESE and Gifted, you need two consent forms one for ESE and one for Gifted, they are two different Procedural Safeguards

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PORTAL TO EXCEPTIONAL EDUCATION RESOURCES

Student Dashboard

Name: Birth Date: State Student ID - Alias:

School: ESE K-6 SCHOOL 3002 State Student ID: 79620606571 Native Language, Student:

Grade: 03 Local Student ID: 1206478922 Primary Language Spoken in Home:

Notice and Consent for Initial Evaluation

Notice of Eligibility/Ineligibility

Consent for Initial Provision of ESE Services

Notice and Consent for Reevaluation

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Consent for Initial Provision of ESE Services Dashboard

Notice Details

Notice Date: 11/04/2020

Additional Information

Parent consented to services.

Parent did not consent to services.

Parent wishes to discuss prior to providing consent. Contact parent at:

Date Received: 11/04/2020

Notice Archive

You can add additional notices if you have made multiple attempts to contact parent

Print your Notice and Consent Form

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PORTAL TO EXCEPTIONAL EDUCATION RESOURCES

Student Dashboard

Name: Birth Date: State Student ID - Alias:

School: ESE K-6 SCHOOL 3002 State Student ID: 79620606571 Native Language, Student:

Grade: 03 Local Student ID: 1206478922 Primary Language Spoken in Home:

Notice and Consent for Initial Evaluation

Notice of Eligibility/Ineligibility

Consent for Initial Provision of ESE Services

Notice and Consent for Reevaluation

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This eligibility determination is the result of:

- Initial Evaluation - Disability (D) (Includes out-of-state transfer student for whom the district determined an evaluation was required.)
- Initial Evaluation - Giftedness (G) (Includes out-of-state transfer student for whom the district determined an evaluation was required.)
- Initial Evaluation - Disability and Giftedness (M) (Includes out-of-state transfer student for whom the district determined evaluation was required.)
- Reevaluation - Formal Evaluation Procedure(s) Conducted
- Out-of-State Transfer - Review of Data

Based on the results of the initial evaluation (check all that apply):

The student meets eligibility criteria for ESE services under the following:

The student does not meet eligibility criteria for ESE services under the following:

***Required**

- Autism Spectrum Disorder (P)
- Deaf or Hard of Hearing (H)
- Developmental Delay (T)
- Dual-Sensory Impairment (D)
- Emotional/Behavioral Disability (J)
- Gifted (G)
- Homebound/Hospitalized (M)
- Intellectual Disability (Y)
- Language Impairment (L)

Select area that they are not eligible

72

Effective Date
Parents must be given written notice a reasonable time before the district proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of FAPE to a student. Refer to your district's policy for defining implementation for a "reasonable time" when the parent is not in attendance or does not agree with the team's decision.

Required
Effective Date:

Describe any other factors relevant to this proposal.

Required

There are no other factors relevant to this proposal.

Describe any other options that were considered and the reasons why those options were rejected.

Required

All areas in red are required.

However if you select "There are no other factors relevant to this proposal" Then you are not required to put anything in the text box

73

The student meets eligibility criteria for ESE services under the following:

- Autism Spectrum Disorder (P)
- Deaf or Hard of Hearing (H)
- Developmental Delay (T)
- Dual Sensory Impairment (D)
- Emotional/Behavioral Disability (E)
- Gifted (G)
- Homebound/Hospitalized (M)
- Intellectual Disability (Y)
- Language Impairment (L)
- Orthopedic Impairment (O)
- Other Health Impairment (V)
- Specific Learning Disability (K)
- Speech Impairment (F)
- Traumatic Brain Injury (S)
- Visual Impairment (I)
- Other

The student does not meet eligibility criteria for ESE services under the following:

- Autism Spectrum Disorder (P)
- Deaf or Hard of Hearing (H)
- Developmental Delay (T)
- Dual Sensory Impairment (D)
- Emotional/Behavioral Disability (E)
- Gifted (G)
- Homebound/Hospitalized (M)
- Intellectual Disability (Y)

Student was evaluated for ASD, EBD & Speech

Found Eligible for EBD & Speech

Ineligible for ASD

74

REEVALUATION CONTINUED ELIGIBILITY

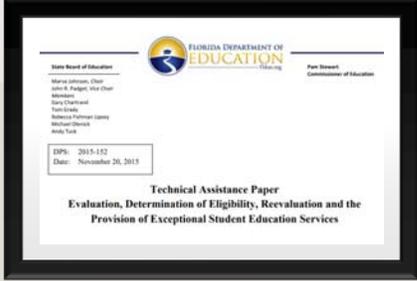
STUDENT IS REEVALUATED AND CONTINUES ELIGIBILITY IN ESE

FORMAL EVALUATION OR NO ADDITIONAL DATA



75

REEVALUATION



76

REEVALUATION

HIGHLIGHT TAB E-1,E-3,E-4,E-5E-7

77

FLORIDA DEPARTMENT OF EDUCATION
Bureau of Exceptional, Economic and Student Services

PORTAL TO EXCEPTIONAL EDUCATION RESOURCES

Log in to MyFlorida.gov | Sign Out | District: ESE/EE User

Student Dashboard

Name: Parshat, Tzipora Birth Date: 12/11/03 (17 Years & 11 Months) State Student ID - Altus: 78620964077
 School: ESE K-6 SCHOOL 9822 State Student ID: 78620964077 Native Language, Student: Spanish
 Grade: 03 Local Student ID: 120647622 Primary Language System or dialect: Spanish

My To-Do

- Student Information
- Evaluation & Eligibility
- Plans
- Meeting Notice
- Plan Vision Notice
- Markers
- Customize Notice
- Uploaded Files

My Add -

- Notice and Consent for Initial Evaluation
- Notice of Eligibility/Ineligibility
- Consent for Initial Provision of ESE Services
- Notice and Consent for Reevaluation

78

This eligibility determination is the result of:

- Initial Evaluation – Disability (D) (Includes out-of-state transfer student for whom the district determined an evaluation was required.)
- Initial Evaluation – Giftedness (G) (Includes out-of-state transfer student for whom the district determined an evaluation was required.)
- Initial Evaluation – Disability and Giftedness (M) (Includes out-of-state transfer student for whom the district determined evaluation was required.)
- Reevaluation – Formal Evaluation Procedure(s) Conducted **Select Reevaluation**
- Out-of-State Transfer – Review of Data

Based on the results of the reevaluation the district proposes (check all that apply):

***Required** **Select Continued Eligibility**

- Continued Eligibility: The student continues to be eligible for ESE services under the following exceptionality(ies):
- New Eligibility: Based on currently available data the student is newly determined to meet eligibility criteria for ESE services under the following exceptionality(ies):
- Discontinuation: The student continues to be eligible for ESE services, but no longer meets the eligibility criteria for, and will be discontinued from, the following disability category(ies):
- Found Not Eligible: The student was evaluated and found not eligible for the following disability category(ies):
- Dismissal: The student no longer meets eligibility criteria for ESE services and is being dismissed from the exceptional student education program.

79

Based on the results of the reevaluation the district proposes (check all that apply):

***Required**

- Continued Eligibility: The student continues to be eligible for ESE services under the following exceptionality(ies):

- Autism Spectrum Disorder (P)
- Deaf or Hard of Hearing (H)
- Developmental Delay (T) **Select all the areas of continued eligibility**
- Dual-Sensory Impairment (O)
- Emotional/Behavioral Disability (J)
- Gifted (L)
- Homebound/Hospitalized (M)
- Intellectual Disability (Y)
- Language Impairment (G)
- Orthopedic Impairment (C)
- Other Health Impairment (V)
- Specific Learning Disability (K)
- Speech Impairment (F)
- Traumatic Brain Injury (S)
- Visual Impairment (I)
- Other

80

Primary Exceptionality

***Required** **Select Primary Exceptionality**

Effective Date

Parents must be given written notice a reasonable time before the district proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of FAPE to a student. Refer to your district's policy for deferring implementation for a "reasonable time" when the parent is not in attendance or does not agree with the team's decision.

***Required** **Enter the effective date**

Describe any other factors relevant to this proposal.

***Required**

The IEP team will convene to review and revise the IEP as needed to address the results of the reevaluation. **Select if no other factors are relevant to this proposal if other factors were relevant enter in the text box**

There are no other factors relevant to this proposal.

81

Describe any other options that were considered and the reasons why those options were rejected.

no other options were considered

Date last evaluation procedure was completed as part of the evaluation or reevaluation:

***Required** **Date Last Evaluation Completed**

Not applicable. The eligibility determination was based on review of existing information; no additional evaluation procedures were completed.

Reevaluation Due Date:

***Required** **Reevaluation Due Date** **Three years from the last evaluation procedure**

The reevaluation due date is three years from the date of the last evaluation procedure completed as part of the evaluation/reevaluation unless an earlier date is established by the IEP team (e.g., for a student eligible under developmental delay who will attain the age of six before the 3-year anniversary date).

Reevaluation is not applicable for gifted eligibility.

82

REEVALUATION NO ADDITIONAL DATA

YOU CAN HAVE A 3-YEAR REEVALUATION WITHOUT HAVING FORMAL EVALUATION AND BASED ON CURRENT ASSESSMENTS AND DATA.

(I-READY, CLASSROOM DATA, UNIT ASSESSMENTS, CLASSROOM GRADES)



83

Notice and Consent for Reevaluation

***Required** **Select if done**

Yes. Members of the IEP team individually received existing information about the student without convening a meeting.

No. None.

Current Exceptionality

The student is eligible for ESE services under the following exceptionality(ies):

- Autism Spectrum Disorder (P)
- Deaf or Hard of Hearing (H)
- Developmental Delay (T)
- Dual-Sensory Impairment (O)
- Emotional/Behavioral Disability (J)
- Gifted (L)
- Homebound/Hospitalized (M)
- Intellectual Disability (Y)
- Language Impairment (G)
- Orthopedic Impairment (C)
- Other Health Impairment (V)
- Specific Learning Disability (K)
- Speech Impairment (F)
- Traumatic Brain Injury (S)
- Visual Impairment (I)
- Other

You can conduct a reevaluation without having formal evaluations. If your re-eval date and IEP date aren't the same, but within the same school year, you conduct both at the same time.

Ex--re-eval date 12/10/20, IEP 1/15/21 --Meeting date 12/01/20 write a new IEP and complete re-evaluation form and both dates we be the same.

IEP Due 12/01/21
Re-eval due 12/01/23

***Required** **Select if done**

Yes. I received reevaluation.

No. I did not receive reevaluation.

Other

84

Describe each evaluation procedure, assessment, record, or report reviewed and used as a basis for the proposed action. Identify the data sources, including the specific subjects or areas of concern they addressed, on which the team is basing the proposal (e.g., All state: Reading - Comprehension, Language, Observation: reading and language, Class assignments and classroom work).

- Response to Intervention (RTI) data
- Florida Standards Assessment - E.L.A.
- Florida Standards Assessment - Mathematics
- Florida Standards Assessment - Science
- Other data assessments
- District assessments
- Other (specify):

Describe any other factors relevant to this proposal.

The team suspects the student may be eligible under **Autism Spectrum Disorder (P)** and is proposing an evaluation to determine if the student meets initial eligibility criteria for the following exceptionality(ies):

Other factors include:

- There are no other factors relevant to this proposal.

Describe the intervention procedures the district is proposing.

Current & Additional data are needed to determine eligibility and/or for educational planning. Check all that apply.

Continued Eligibility: The student **continues** to be eligible for ESE services under the following exceptionality(ies):

- Autism Spectrum Disorder (P)
- Deaf or Hard of Hearing (H)
- Developmental Delay (T)
- Dual-Sensory Impairment (S)
- Emotional/Behavioral Disability (L)
- Gifted (L)
- Homebound/Hospitalized (M)
- Intellectual Disability (W)
- Language Impairment (G)
- Orthopedic Impairment (C)
- Other Health Impairment (V)
- Specific Learning Disability (K)
- Speech Impairment (F)
- Traumatic Brain Injury (S)
- Visual Impairment (B)
- Other

New Eligibility: Based on currently available data, the student is **not** **discontinued** to meet eligibility criteria for ESE services under the following exceptionality(ies):

Discontinuation: The student **continues** to be eligible for ESE services, but **discontinues** meeting the eligibility criteria for, and will be discontinued from, the following disability category(ies):

Disenroll: The student no longer meets eligibility criteria for ESE services and is being disenrolled from the exceptional student education program.

Describe any other options that were considered and the reasons why those options were rejected.

85

Describe any other factors relevant to this proposal.

The team suspects the student may be eligible under **Autism Spectrum Disorder (P)** and is proposing an evaluation to determine if the student meets initial eligibility criteria for the following exceptionality(ies):

Other factors include:

- There are no other factors relevant to this proposal.

Describe the intervention procedures the district is proposing.

Current & Additional data are needed to determine eligibility and/or for educational planning. Check all that apply.

Continued Eligibility: The student **continues** to be eligible for ESE services under the following exceptionality(ies):

- Autism Spectrum Disorder (P)
- Deaf or Hard of Hearing (H)
- Developmental Delay (T)
- Dual-Sensory Impairment (S)
- Emotional/Behavioral Disability (L)
- Gifted (L)
- Homebound/Hospitalized (M)
- Intellectual Disability (W)
- Language Impairment (G)
- Orthopedic Impairment (C)
- Other Health Impairment (V)
- Specific Learning Disability (K)
- Speech Impairment (F)
- Traumatic Brain Injury (S)
- Visual Impairment (B)
- Other

New Eligibility: Based on currently available data, the student is **not** **discontinued** to meet eligibility criteria for ESE services under the following exceptionality(ies):

Discontinuation: The student **continues** to be eligible for ESE services, but **discontinues** meeting the eligibility criteria for, and will be discontinued from, the following disability category(ies):

Disenroll: The student no longer meets eligibility criteria for ESE services and is being disenrolled from the exceptional student education program.

Describe any other options that were considered and the reasons why those options were rejected.

86



87

New Eligibility: Based on currently available data, the student is newly determined to meet eligibility criteria for ESE services under the following exceptionality(ies):

Required:

- Autism Spectrum Disorder (P)
- Deaf or Hard of Hearing (H)
- Developmental Delay (T)
- Dual-Sensory Impairment (S)
- Emotional/Behavioral Disability (L)
- Gifted (L)
- Homebound/Hospitalized (M)
- Intellectual Disability (W)
- Language Impairment (G)
- Orthopedic Impairment (C)
- Other Health Impairment (V)
- Specific Learning Disability (K)
- Speech Impairment (F)
- Traumatic Brain Injury (S)
- Visual Impairment (B)
- Other

Select the new eligibility area(s)

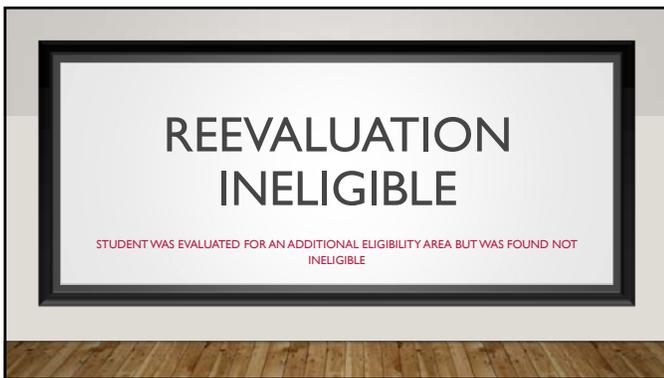
Student was evaluated for ASD, EBD & Speech

Found Eligible for EBD & Speech

Ineligible for ASD

You **Must** Develop a NEW IEP to reflect new eligibility, PLEP, goals, services, etc.

88



89

This eligibility determination is the result of:

- Initial Evaluation - Disability (D) (Includes out-of-state transfer student for whom the district determined an evaluation was required)
- Initial Evaluation - Giftedness (G) (Includes out-of-state transfer student for whom the district determined an evaluation was required)
- Initial Evaluation - Disability and Giftedness (M) (Includes out-of-state transfer student for whom the district determined evaluation was required)
- Reevaluation - Formal Evaluation Procedure(s) Conducted
- Out-of-State Transfer - Review of Data

Based on the results of the reevaluation the district proposes (check all that apply):

- Continued Eligibility: The student continues to be eligible for ESE services under the following exceptionality(ies)
- New Eligibility: Based on currently available data, the student is newly determined to meet eligibility criteria for ESE services under the following exceptionality(ies)
- Discontinuation: The student continues to be eligible for ESE services, but no longer meets the eligibility criteria for, and will be discontinued from, the following disability category(ies)
- Found Not Eligible: The student was evaluated and found not eligible for the following disability category(ies)

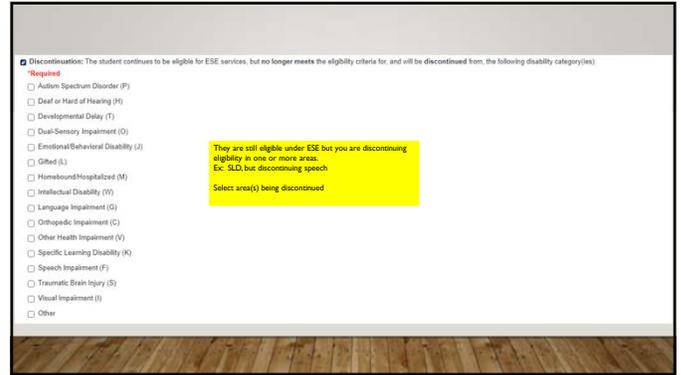
Required:

- Found Not Eligible only applies when a student is eligible under another program. Select Disenroll if the student is no longer eligible for any ESE program.
- Autism Spectrum Disorder (P)
- Deaf or Hard of Hearing (H)
- Developmental Delay (T)
- Dual-Sensory Impairment (S)
- Emotional/Behavioral Disability (L)
- Gifted (L)
- Homebound/Hospitalized (M)
- Intellectual Disability (W)
- Language Impairment (G)

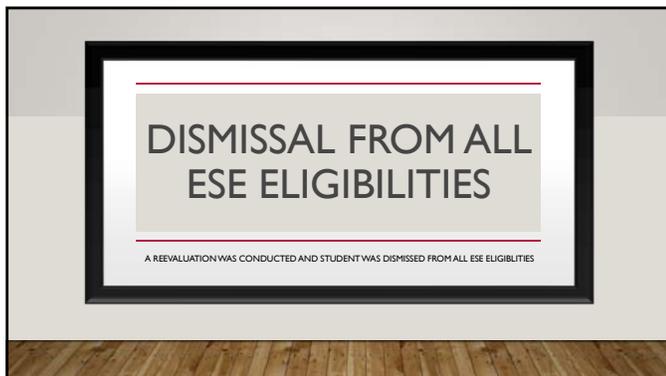
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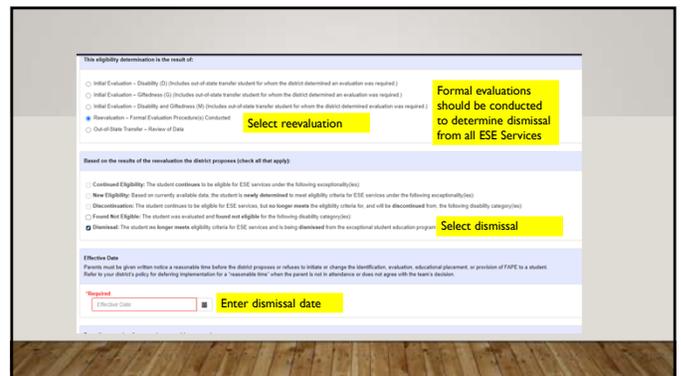
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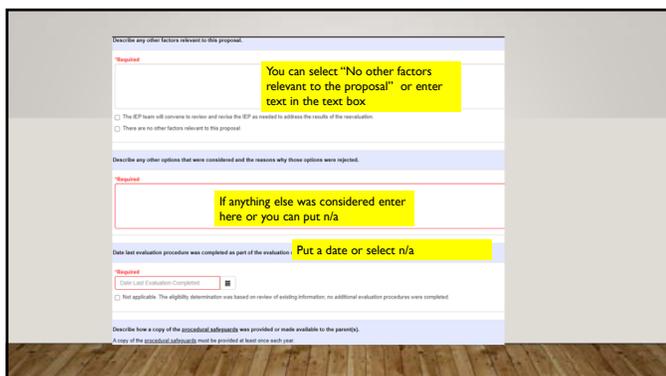
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93



94



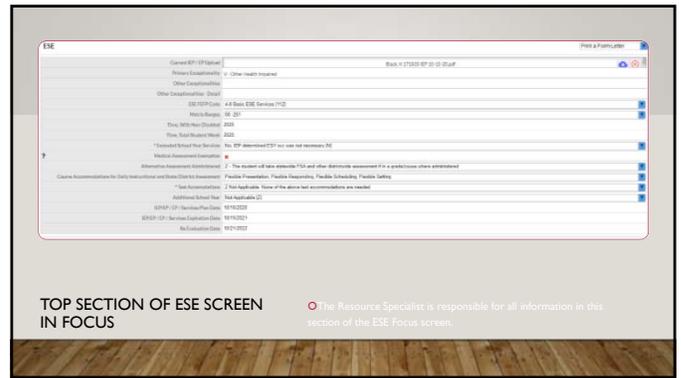
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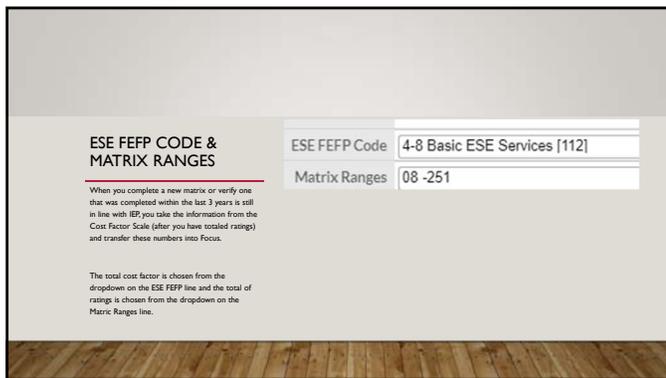
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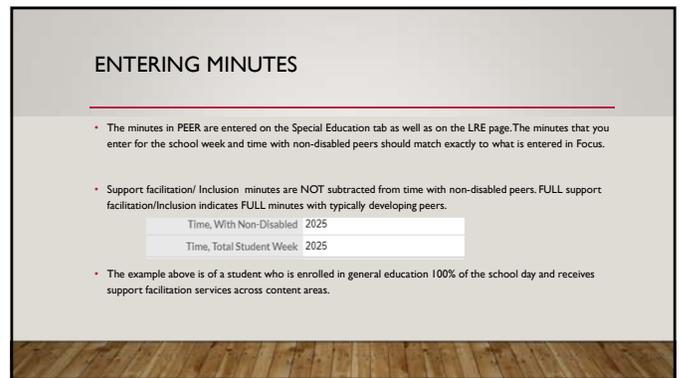
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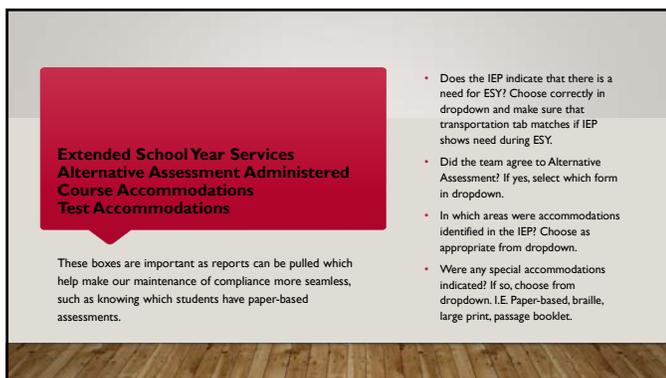
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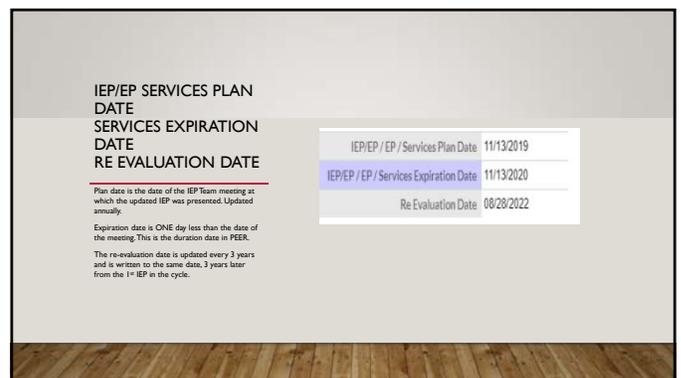
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100



101



102

ESE EXCEPTIONALITIES SECTION I

- This section is completed at initial eligibility.
- Is reviewed to be correct at each IEP update.
- The re-evaluation date gets updated upon re-evaluation.
- Dismissal is updated when/if this occurs for each area of eligibility.

103

ESE EXCEPTIONALITIES SECTION 2

- ESEYN Box needs to be checked
- OR unchecked — Did you complete a dismissal?
- Don't forget to uncheck the box, enter the dismissal date and change the Program Status in Section I to dismissed.
- If a student has more than one eligibility, make sure that the Primary box is checked correctly and that those services which have been dismissed are correctly selected.

104

CHECK FOR UNDERSTANDING

- If a student is dismissed from an eligibility what are the steps?
- What if the student is completely dismissed from ESE, what steps do I take in Focus?
- When a student enrolls from out of district with an active IEP where do I put the information from current IEP?
- Where do I find the information that goes on the line for Matrix Ranges?
- How do I determine time with non-disabled? What about support facilitation minutes? Learning Strategies?

105

EDUCATIONAL PLANS

DEBBIE IRISH

106

GIFTED REFERRALS AND EP'S

DEBBIE IRISH-RESOURCE SPECIALIST

107

NEW GIFTED REFERRAL (PARENT REQUEST OR TEACHER REFERRAL)

108

Notice and Consent for Initial Evaluation

115

116

SCHOOL PSYCHOLOGIST

- Give the SP a copy of:
 - signed consent
 - V/H screener
 - K-Kit results
- Plan A student needs to get a 130 or higher on IQ test.
- Plan B student needs to get a 118 or higher.
- Plan B = ELL or economically disadvantaged

117

Duration date is 3 years unless they will be leaving 5th grade/8th grade before the 3 years is up.

118

PRESENT LEVELS OF PERFORMANCE

119

GOALS AND OBJECTIVES (SHOULD CONTAIN 2-3 MEASURABLE GOALS WITH 2 OBJECTIVES EACH)

120

PREVIOUS | Goals and Short-Term Objectives/Benchmarks | NEXT | Related Services

Specialty Designed Instruction

Your data has been added successfully.

Initiation Date: 11/19/2020
Termination Date: 11/19/2020

Service Description	Initiation Date	Termination Date	Frequency	Location
	11/19/2020	11/19/2020		

Save Data

PREVIOUS | Goals and Short-Term Objectives/Benchmarks | NEXT | Related Services

Related Services

Your data has been added successfully.

Initiation Date: 11/19/2020
Termination Date: 11/19/2020

Service Description	Initiation Date	Termination Date	Frequency	Location
	11/19/2020	11/19/2020		

Save Data

PREVIOUS | Goals and Short-Term Objectives/Benchmarks | NEXT | Related Services

121

PREVIOUS | Meeting Participants | NEXT | Access and Implementation

Meeting Participants

Your data has been added successfully.

- Parent/Guardian: Trevor Ish
- Parent/Guardian:
- Student:
- General Education Teacher of the Student: Amy Kocjan
- Teacher of the Gifted: Julie Branson
- Local Educational Agency Representative (LEA): Debbie Ish
- Interpreter of Instructional Implications of Evaluation Results:
- Other Participant Name/Title:

Save Data | Print Report

PREVIOUS | Related Services | NEXT | Access and Implementation

122

PREVIOUS | Meeting Participants | NEXT | Conference Notes

Access and Implementation

Your data has been saved successfully.

- The EP is accessible to each of the student's teachers who are responsible for implementation. Yes
- Each teacher of the student has been informed of the specific responsibilities related to implementing the EP. Yes

Save Data

PREVIOUS | Meeting Participants | NEXT | Conference Notes

Conference Notes

Your data has been saved successfully.

Conference Notes

Purpose of the Meeting: EP review
Parent concern: student is not participating in clubs and extracurricular activities due to COVID
Team Recommendations: that Michael continue to get gifted services in the classroom and parents look to a new hobby (chess, musical instrument, book club) for additional enrichment
Next Steps: Michael will be progress monitored on a quarterly basis.

Save Data

PREVIOUS | Access and Implementation | NEXT | Compliance Check

Complete a Compliance Check.

123

Student: MICHAEL IRISH
Meeting Date: 11/18/2020

INDIAN RIVER County School District Educational Plan (EP) - MICHAEL IRISH

I. Student Information

Date of Meeting: 11/18/2020	Duration Date: 6/31/2022
Student Name: MICHAEL IRISH	Previously Amended: N/A
DOB: 10/4/2012	Student Number: 209255
Parent(s): Deborah Walsh Trevor Ish	School: BEACHLAND ELEMENTARY SCHOOL
	Address: 3622 Georgia Rd Fort Pierce, FL 34951

II. Present Levels of Performance

Special Considerations (e.g. limited English proficiency):
The student is a bilingual student. He communicates fluently at all times with both peers and adults while at school.

Concerns of the parent for enhancing the education of the student:
Parent input form was sent home, but no concerns were noted.

Based on the strengths and interests of the student and the results of recent evaluations, including class work and state or district assessments, the student is able to:
2020 Fall | Ready Reading Diagnostic 604 55 88%/tile
2020 Fall | Ready Math Diagnostic 471 55 88%/tile
District Unity Reading: 95, 100, 90
District Unity Math: 90, 90, 90
The student is a strong reader and enjoys reading for pleasure. He shows a strength in computer coding and is performing at the top of his class.

The student's giftedness results in the need for a special program and/or needs beyond the general curriculum in the following way:
Michael requires experiences that may be addressed in a differentiated curriculum that may involve the modification of content, process, and product, and/or the learning environment.

124

III. Measurable Annual Goals and Short-Term Objectives or Benchmarks

Goal: Given enrichment services, Michael will be able to conduct thoughtful research and exploration in multiple fields with 90% accuracy for the duration of this educational plan.

Assessment Procedures: Student Work Product, Other

How Progress Reported: Rubric

How Progress Reported: Progress will be reported on a quarterly basis.

Short-Term Objectives or Benchmarks: Given enrichment services, Michael will use and manipulate information sources with 90% accuracy for the duration of this educational plan.

Goal: Given enrichment services, Michael will develop products that communicate expertise in multiple fields to a variety of authentic audiences with 90% accuracy over the duration of this educational plan.

Assessment Procedures: Student Work Product, Other

How Progress Reported: Rubric

How Progress Reported: Progress will be reported on a quarterly basis.

Short-Term Objectives or Benchmarks: Given enrichment services, Michael will create products that synthesize information from multiple sources with 90% accuracy over the duration of this educational plan.

Goal: Given enrichment services, Michael will be able to think creatively and critically to identify and solve problems with 90% accuracy over the duration of this educational plan.

Assessment Procedures: Student Work Product

How Progress Reported: Progress will be reported on a quarterly basis.

Short-Term Objectives or Benchmarks: Given enrichment services, Michael will analyze relevance, reliability, and usefulness of data to draw conclusions and find effective solutions with 90% accuracy over the duration of this educational plan.

Given enrichment services, Michael will use and evaluate various problem-solving methods to solve problems with 90% accuracy over the duration of this educational plan.

IV. Exceptional Education Services

Specialty Designed Instruction	Initiation	Duration	Frequency	Location
Other Services	12/3/2020	05/31/2022	02 minutes daily	General Education Classroom/Community Access Room

Related Services	Initiation	Duration	Frequency	Location
	12/3/2020	05/31/2022	N/A	N/A

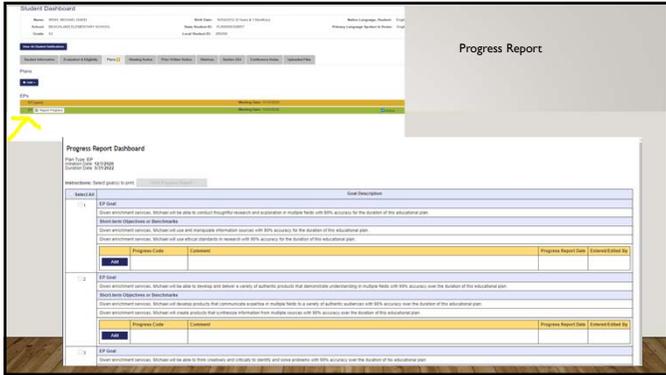
There are no related services for the student at this time.

125

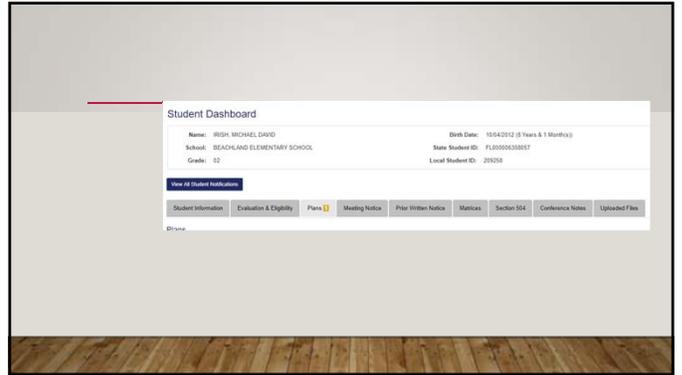
AFTER MEETING:

- Finalize EP
- Finalize Notice of Eligibility/Ineligibility form
- Finalize Consent for Initial Provision of ESE services
- Prior Written Notice
- Matrix of Services

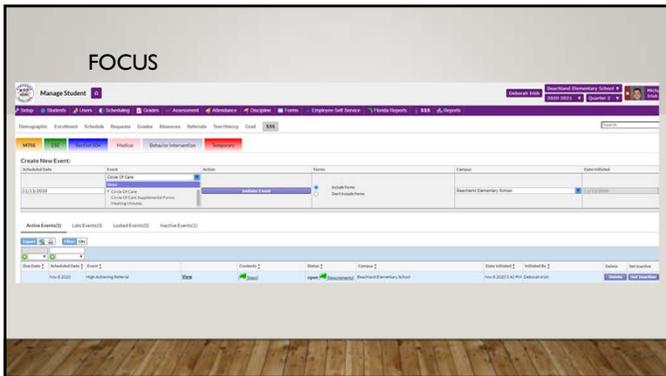
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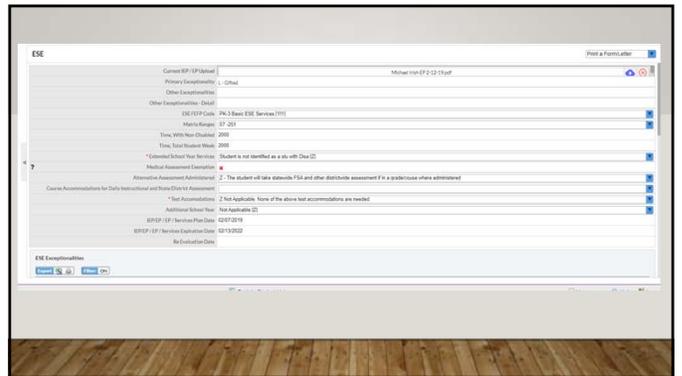
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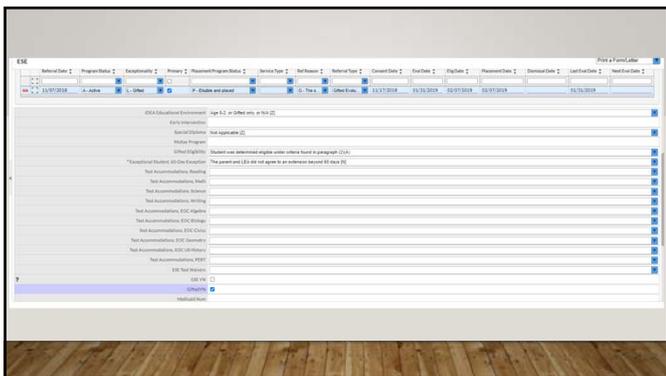
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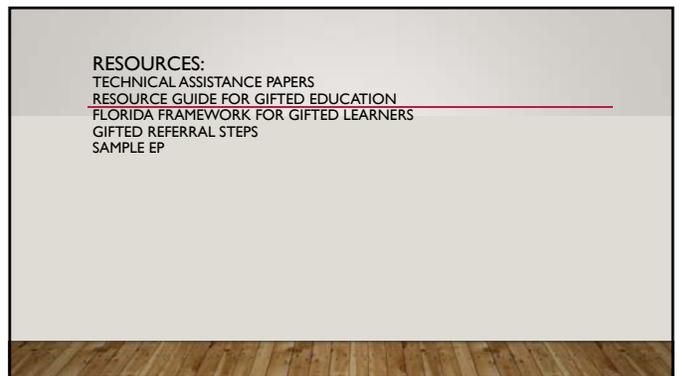
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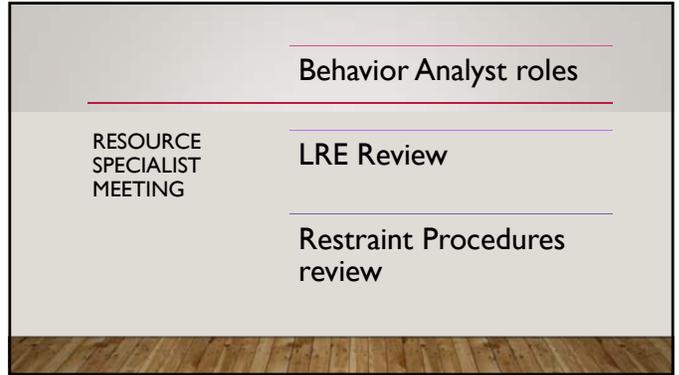
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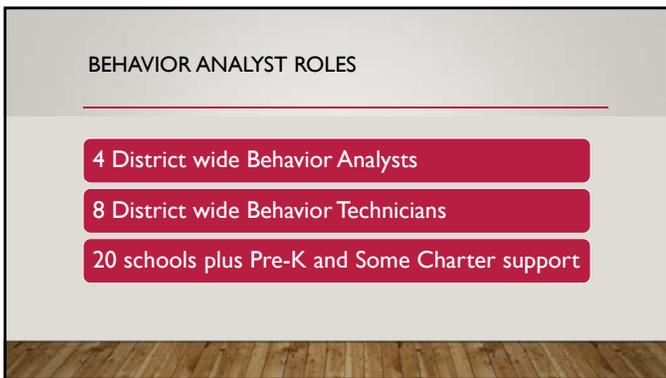
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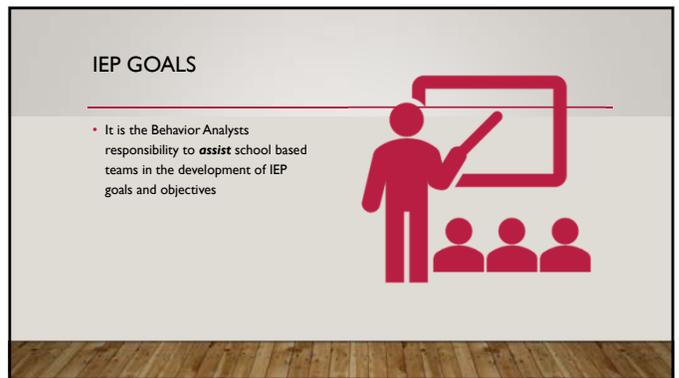
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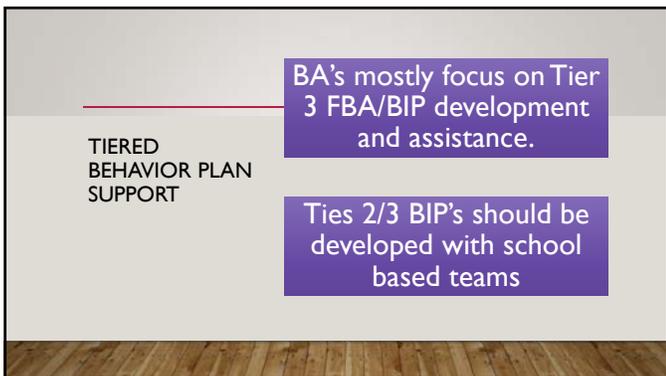
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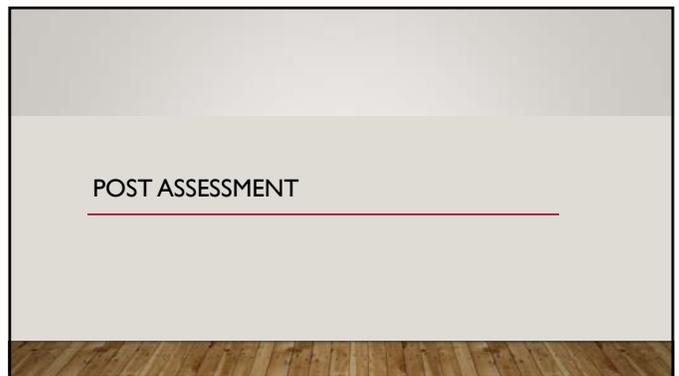
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137



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SUCCESSFUL STRATEGIES AND TOOLS FOR REMOVING BARRIERS DURING ESE/IEP MEETINGS



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TOOLS

- Visual Organizer
- Meeting Agenda
- Ground Rules/Norms
- Student Action Plan IEP?

2

WHAT ARE VISUAL ORGANIZERS?

- Charts
- Dry erase pads
- Post it notes
- Table tents

3

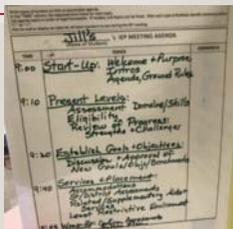
BENEFITS OF VISUAL ORGANIZERS

- Create organization and efficiency
- Provide clear expectations
- Guides participant responsibilities
- Provides opportunities for goals to be presented visually
- Provides maximum engagement (multisensory)
- Elicits affirmation from meeting participants

4

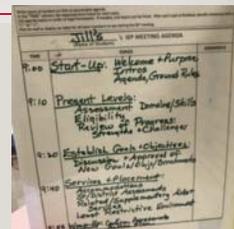
SAMPLE IEP AGENDA

- Start Up:
 - Welcome and Purpose
 - Introduction
 - Agenda and Ground Rules



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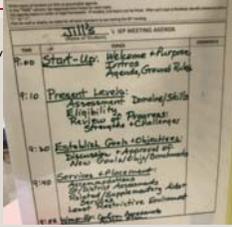
- Present Levels:
 - Assessment Domains/Skills
 - Eligibility
 - Review of Programs
 - Strengths Challenges



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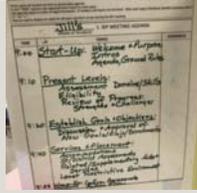
Establish Goals and Objectives:

- Discussion and Approval of new



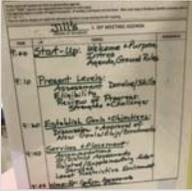
7

SERVICES AND PLACEMENT



8

WRAP UP



9

GROUND RULES AND NORMS

- Student Focused
- Solution Oriented
- Follow the Agenda
- Listen careful and respectfully to Team Members' IDEAS and Questions
- Maintain Confidentiality

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IEP MEETING NORMS

- Data-Based, Stay Objective, Student Centered discussion
- Listen respectfully
- Consider all viewpoints
- Stay on Topic
- Don't deviate from Agenda
- Parking lot (table/ revisit)

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PHYSICAL PROMPT

Description

Using body language to encourage responses, redirect, an/or deflect conflict

Examples

Eye contact, proximity, control, leaning, hands & arms outstretched

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REMINDERS OF AGREEMENT

Description

Respectfully reminding team members of previous agreements.

Examples

"Each of you agreed to the meeting norms. Please take a minute to review the. Now, are you ready to start again?"



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MAKING PROCESS SUGGESTIONS

Description

The process leader determines appropriate process tools and strategies and suggests their use to the team. Always get the team members' agreement before proceeding.

Examples

"We have been discussing the topic for a long time without reaching closure. Why don't we list advantages and disadvantages of each option to get clarity? I'll make a chart for each option."

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PROBLEM SOLVING

Description

Asking focused questions that elicit explanation, elaboration, and underlying reasons helps team members gain understanding, formulate options, and generate solutions.

Examples

"What is the problem with the assessment request?"

"Would you tell me more so that I can better understand your suggestion?"

"If I understand what you're saying, your interests are....is that correct?"



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OPEN ENDED QUESTIONS

Description

Use probing rather than closed (yes, no) questions.

Examples

"Could you elaborate on your reason for your request?"

"Why are you asking for a full-time assistant?"

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CLARIFYING AND RESTATING

Descriptions

Asking questions or making statements to check for understanding and to eliminate confusion from participants.

Examples

"Let me see if I am clear about your ideas."

"Would you share your understanding of Jim's statement?"



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ASK FOR ADVICE EXPERTISE

Descriptions

Utilizing a participant's knowledge or experience to share information and to share and present ideas, thoughts, and data.

Examples

"What would you suggest that I do?"

"What would you do if you were in my shoes?"



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STATING THE OBVIOUS

Description

Identifying the problem, whether hidden or ignored, that is keeping the team from moving forward.

Examples

"It appears that all of you became very silent when I asked for you to share Donny's needs. What is happening?"

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ROUND ROBIN

Description

Asking each person for input in a sequential order

Examples

"Starting with Ben, would those of you who know Sue please share one of her strengths?"



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BUILDING SMALL AGREEMENTS

Description

Breaking a large or major issue into the various small parts or conversations and getting consensus on the smaller parts before trying to solve the large issue.

Examples

"You really worked hard in getting consensus for Sue's functional needs. I'm sure that you can do the same for her academic goals."

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REDIRECTING

Description

Redirecting attention back to the issue, by ignoring, testing, diffusing, emotions, or taking a purposeful break.

Example

"In the ground rules, we all agreed to listen to each other's views, so let's give everyone the chance to give comments before making a recommendation."

From: "If you don't change his IEP, I'm leaving this meeting."

To: "We have the progress monitoring data here. I'd like for you to hear the teacher explain it before we can decide upon our recommendations for Jimmy."



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DEFLECTING ATTACKS

Description

Redirecting or averting negative comments, and/or personal or professional attacks from team members in a respectful, assertive manner.

Examples

From: "All the facilitator cares about is that piece of paper. He is not listening to us."

To: "I'm sorry you feel that way. The agenda is very important to accomplishing all of the team's goals and each team member's input into the discussion is also very important."

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WITHHOLDING JUDGEMENT

Description

Ask team members to reserve judgment until data has been presented and/or until each participant has been able to express his/her views.

Examples

"Before each of you begins discussion on the hippotherapy request, I'm going to ask you to hold your opinions until all of Jimmy's data has been shared and explained."



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RESPECTING VIEWPOINTS



Description

In a conflict, the process leader must address each participant respectfully, model respectful behavior for team members, and allow team members to "save face" in front of others. If team members feel that they are giving up long-held views, opinions and beliefs, give them opportunities to maintain their self-respect, refrain from embarrassment, and not feel cornered in front team members.

Example

"This has been an intense conversation. Each of you has worked on coming to consensus and your efforts will be important to Jimmy's continued progress. Thank you for putting him first in this discussion."

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LISTING ADVANTAGES AND DISADVANTAGES/BRAINSTORMING

Description

This intervention is a combination of using visual tools and questioning strategies. Advantages and disadvantages are listed on charts regarding the topic before the team. Each team member has an opportunity to list advantages and disadvantages of each position, option, or proposal under consideration.

Example

"We seem to have 2 options regarding related services. Let's list the advantages of each one and then we will list the disadvantages... Now that you have these lists, please study them for a few minutes and I'll entertain questions and comments so that as a team, we can formulate our recommendation."



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CASE SCENARIO

Statement: "I can't enter that into our IEP program. It's not shown as an option for the IEP Team to consider or discuss."

A Suggested Response: "Is that something that our data and other information tell us is needed for Mary to make meaningful progress? If so, then we need to figure out how to add that, notwithstanding what our IEP program will or will not allow."

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CASE SCENARIO

Statement: "All students who receive OT get only 30 to 60 minutes per week."

A Suggested Response: "Let's not focus on what other students may or may not typically get. Let's focus on all of the data and other information we have about Sally and decide the amount of OT services that she needs to make meaningful progress."

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CASE SCENARIO

Statement: "He might need that, but the ESE Director already told us that we can't offer it."

Suggested Response: "What the ESE Director may have said is not determinative. Are you saying that the service is not needed for Charlie to make meaningful progress in light of the data and other information that we have?"

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CASE SCENARIO

Statement: "We just don't have that here."

Suggested Statement: "Let's not focus on what other students may or may not typically get. Let's focus on all of the data and other information we have about Sally and decide the amount of OT services that she needs to make meaningful progress."

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Preassessment

Which timeline calculator is the RS suppose to use to calculate evaluation timelines.

- a. PEER timeline calculator
- b. Calculation by counting days
- c. District approved calculator

What is the school district obligation when a parent or legal guardian requests an evaluation, the district must within how many days agree to a timeline in writing?

- a. 30 days
- b. 90 days
- c. 60 days

After parental consent is obtain how many days does the district have to complete the evaluation?

- a.45 days
- b.90 days
- c. 60 days

Does the 60 day timeline apply to students who transfer out of state for whom the district has decided that is necessary to determine eligibility in Florida?

- a. Yes
- b. No

Reevaluation dates are determined based upon

- a. The due date from the last assessment administered
- b. The due date from the first assessment administered
- c. It depends based upon general data assessments