

IEP Fact Sheet

Excerpts from the FLDOE Procedural Compliance Self-Assessment Corrective Action Plan

2008

1. The IEP is reviewed at least annually, and revised as appropriate, to address: any lack of progress toward the annual goals; any lack of progress in the general curriculum; the results of reevaluation; information about the student provided by the parent; and/or, the student's anticipated needs.
 - a. The concerns of the parents for enhancing the education of their child are considered.
 - b. If parent will not attend, solicit input via telephone and document in the conference notes.
2. A minimum of three different M-DCPS employees must be present at the IEP meeting and sign the IEP. This includes the SPED provider of the child, general education teacher, and LEA.
3. Prior to an IEP meeting, review the student's current and previous IEP, grades from the current and previous school years, attendance and discipline, BIP, FCAT results, and any other pertinent information.
 - a. Students with at least 5 unexcused absences within a calendar month or 10 within a 90 calendar-day period are referred to the school's student support team or IEP team to address the pattern of nonattendance. Interventions must be implemented if the initial meeting does not resolve the problem. Attendance is addressed through annual goals or through services.
 - b. The BIP is reviewed/revised at least annually with the IEP team.
 - c. A manifestation determination is conducted within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, or prior to a long term removal that may or may not represent a change of placement.
4. The present levels statement clearly indicates how the student's disability affects the participation in the general curriculum, is individualized, and written in objective, descriptive terms.
 - a. This statement establishes the baseline level of performance for each goal that will be included.
 - b. Example: *John reads grade level material (4th grade) at 50-70 wpm with 75% accuracy (approximately 25 errors per 100 words). When presented with grade level material read aloud, John can gain information from listening. He can answer both explicit (clearly stated in the text) and inferential (e.g., why, what might happen next) comprehension of grade level text he reads on his own, answering correctly 70% of explicit questions and less than 50% of inferential questions. John's independent reading level is grade 2.0 (Flesch-Kincaid readability scale). John can identify 20 of the 41 words on the Third Grade Dolch Word List. As a result of his disability, John's decoding skills are limiting his ability to read necessary words.*
5. The goals are 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.
 - a. The goals are clearly descriptive of the behavior or skill to be addressed and are written in such a way that anyone asked to evaluate progress would be able to do so with consistency and accuracy.
 - b. The goals can stand alone and be meaningful.
 - c. Example: *When presented with a 4th grade level passage for which unfamiliar vocabulary has been pre-taught, John will read the passage aloud at 90-100 wpm with 90% accuracy.*
6. A minimum of two benchmarks (major milestones to a goals) with specified time frames are required.
7. The present levels statement, the annual goals, and the services identified on the IEP are in alignment.
8. Consent for the student to receive instructional accommodations not permitted on state assessments is provided by the parent as well as acknowledgement of such implications.
9. The student's general education teachers, ESE teachers, and related service providers are provided access and information regarding specific responsibilities for IEP implementation.
10. Insert A is obsolete and will no longer be used.