

# Changes in IEP Annotations October 2009

Changes noted in bold and underlined

## Changes in the October 2009 IEP Annotations include:

### Front page:

- The form has **embedded** the secondary transition components into the IEP and **uses Future Planning** as an element that informs the rest of the components contained in the IEP.
- **Beginning in the fall of 2009 forward, this new revised IEP is a mandatory form that must be used by all school districts in the state of Ohio when revising any existing IRPs or writing any new IEPs.**
- **For districts that are using vendors to provide the district's IEP form, the district must use the new IEP form when it is available from its vendor. This may be after Sept. 2009.**

### Page 2

- District of Service: **(If the child is in a private school, the name of the private school should be written here— NOT the public district where the private school is located.)**

### Page 4

- Review other than Annual Review: **When a child moves in from out of state and the district accepts the out-of-state ETR and then reviews the IEP, this becomes a "Review Other than Annual Review."**

### Page 7

- Date of Amendment: **When the amendment is done without a face-to-face meeting and occurs as a telephone conversation or conference call, the date of the telephone conversation or conference call is the date the IEP was amended.**
- Future Planning – Enter a statement or short paragraph that summarizes the child's skills and interests in relation to the child's goals for education and employment **after high school. The child may also have goals related to living independently as a young adult.** This statement should be based on a discussion with the child and the child's family about the child's future including the coming school year and the plans for the child's life after graduation from high school. This statement or short paragraph should be linked to the child's evaluation team report (ETR) as well as any additional data and documentation the team has considered in relation to the child's **plans for the future.**

**The future planning component of the IEP gives the team the opportunity to discuss the child's plans for the future each and every year. It also presents the opportunity to get the child actively involved early in developing his or her IEP, allowing the child an increasing role in and ownership of what the child plans to do in the future, and how each school year prepares him or her for that future.**

For younger children, the emphasis of this statement will be on the **school** component. For older children, the emphasis of this statement will be on postsecondary education goals and **employment** outcomes. **The team should give consideration to postsecondary independent living goals for the child.**

Questions changed under Questions for the IEP Team to Consider:

- **What strengths and needs does the child have?**

- How can these interests, **strengths and needs** be supported and incorporated into the child’s educational program?
- What does the child want to do after high school **in terms of working, living, and learning?**

**Page 8**

Under Special Instructional Factors:

- Does the child have behavior that impedes his/her learning or the learning of others? Yes No: **for a child eligible under ANY disability category** whose behavior impedes his or her own learning or the learning of others, the IEP team must consider strategies and supports, including positive behavioral interventions, to address that behavior.

**Page 9**

- The IEP must include communication **planning** for children who are deaf or hard of hearing to address the appropriate language and communication needs, opportunities for direct communication with peers, and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode and assistive technology devices and services.

**Page 11 under Profile**

- To provide a “big picture” of the child, summarize the child’s strengths, and **include** background information about the child including the concerns of the parents for the education of the child, the child’s interests, relevant medical and safety information about the child **that will not be included in the present levels of academic achievement and functional performance because they do not relate to any of the child’s goals,** and, as appropriate, the results of performance on any state- or district-wide assessments. For children of secondary transition age, include information related to adult living, working and learning **that will not be included in the present levels of academic achievement and functional performance because they do not relate to any of the child’s goals.**

**Information in this section provides the foundation (along with Future Planning, Present Levels of Academic achievement and Functional performance, and other IEP components) for the statement of transition service needs of the child that is developed with the child by age 14 (Section 4 Postsecondary Transition). Record information relevant to plans for after high school in this section for children of all ages.**

**Pages 12, 13, and 14 – Postsecondary Transition**

- Major additions to Postsecondary Transition – see complete revised October 2009 Annotations

**Pages 14, 15, 16 and into 17 - - Postsecondary Transition Services**

- Major additions to Postsecondary Transition Services – see complete revised October 2009 Annotations

**See under Courses of Study: (Page 16)**

**Ohio’s Office for Exceptional Children (OEC) is exploring policies to help districts ensure that their children with disabilities meet new state requirements for the Ohio Core. The Ohio Core requirements provide three ways for children with disabilities to meet graduation requirements:**

- **As a part of the transition planning process, an IEP team for a child with a disability may decide that based on the child’s postsecondary goals, the child will complete the required CORE coursework. If accommodations are needed in these courses, they should be indicated on the child’s IEP. The IEP team may also consider**

using education options described in the information about the CORE coursework to assist the child in meeting the course requirements. **CORE coursework should be noted in the postsecondary transition planning section under “Courses of Study” on the child’s IEP.**

- Based on the child’s goals identified in the child’s postsecondary transition plan, the IEP team may decide to use the opt-out provision for the required CORE coursework. The child would complete courses needed to meet the goals for employment or postsecondary education indicated on the child’s transition plan on the IEP. **This should be noted in the postsecondary transition planning section under “Courses of Study” on the child’s IEP.**
- The IEP team may decide that a child with a disability will meet graduation requirements solely by meeting the goals on the child’s IEP, as permitted by section 3313.61(A)(1) of the Ohio Revised Code. **This should be noted in the postsecondary transition planning section of the child’s IEP.**

To help with this work, OEC is exploring how other states have addressed FAPE in similar environments. OEC will survey special education administrators from across the country, hoping to find practices that can be shared with districts as they move forward to meet the challenge of providing every child a rigorous yet appropriate curriculum.

## Page 18

### Measurable Annual Goals

- Present levels of Academic Achievement and Functional Performance: **Information contained in this section provides baseline data for developing the IEP and writing measurable goals. IEP teams should consider the most recent evaluation team report (ETR), results of curriculum-based assessments, and the results of ongoing progress monitoring as well as the foundation information included in the Profile. Any special instructional factors identified in Section 2 of the IEP must be addressed in this section. All goals and concrete terminology.**
- Change in bullet under Include the following information related to the child:  
  
**Describe how the characteristics of the child’s disability** affect involvement and progress in the general education curriculum.

### Functional Performance

- Functional Performance: this term includes information regarding classroom performance and the results of any **performance-based** assessments that have been administered. Include current functional levels and strengths and needs that may be developmental. Functional performance is related to **data and information that describes what the child can do with what the child knows; how the child interacts with the child’s environment; how the child generalizes knowledge from one situation to another; how the child takes in and processes information; and how the child demonstrates and applies learning in contexts where skills are needed. Functional performance includes** activities of daily living, consumer skills, **problem solving, decision making, or employability skills.** Functional performance may also **include** the ability to access public transportation, social/emotional learning skills or behavioral difficulties, and the consideration of personal safety and socially appropriate behavior.

## Page 21

- List the measurable benchmarks next to the “Num” box that appears at the left margin. Add additional numbers and lines as there are measurable benchmarks to record. **The mastery date for benchmarks is optional and is not required information.**

## Page 22

- Method and Frequency for Reporting the Child's Progress to Parents: The IEP team must decide how the child's progress on the measurable annual goals will be reported to the parents. The team **may also report progress on the measurable benchmarks or objectives, but this is not required. For children taking the alternate assessment, progress must be reported on objectives as well as goals.** The IEP team must also decide how often the reports will be provided. Check the box next to the method of reporting selected by the IEP team. **Methods of reporting include: written report, email, phone call, journal entry, or other. The box next to "The child's progress will be reported to the child's parents each time report cards are issued" is not a method but is used to report the frequency of the reports. (see below)**
- **Children with disabilities must receive written progress reports at least as often as children without disabilities receive written report cards and interim reports.**

## Page 24

- Support for School Personnel: **A one-on-one aide may be noted in this box.**
- Provider: List the title of the person who will be providing the service listed. If there are numerous services listed, the IEP team will need to clearly identify the **title of the** provider(s) for each service listed.

## Page 35

- IEP Meeting Participants – **Participants who do not attend the entire IEP meeting may sign in either the attended or not attended box. If participants sign in the attended box, they must record the exact time or number of minutes or hours that they attended.**

## Page 36

- **For billable services under Medicaid, see Medicaid School Program (MSP) Plan of Care (POC) IEP/ETR Requirements in Required Documents on [www.edresourcesohio.org/](http://www.edresourcesohio.org/) or for complete information on the Medicaid School Program, go to [www.education.ohio.gov/](http://www.education.ohio.gov/), keyword: Medicaid.**

## Page 38

- **If the parents disagree with any part of an IEP developed during an annual review in which there is not a change of placement, they must follow conflict resolution procedures to resolve the disagreement.**

## Page 39

### IMPORTANT:

**The correct way to exit a child from special education is to do the reevaluation, determine that the child is no longer eligible for services, document this on the ETR, and provide the parent with a PR-01 form. If the district would like to record this fact on the last IEP, that is fine, but it is not required. Districts should not be changing out pages or writing new IEPs in this scenario.**