

Early Childhood Special Education: IEP Development Guidance Document

Notification Tab

Meeting Info:

- Ensure all boxes are completed. This is the information that will populate to the meeting invitation.
- Purpose: Check all boxes that apply.

Parental Contact

- Document all contact attempts to schedule the meeting.
- A letter must always be sent home. Parents have the right to be informed of anyone the district is inviting to the meeting.
- If parent does not attend a scheduled meeting, it is critical that attempts to schedule a meeting at a mutually agreeable time are apparent on this page. Three different contact attempts, over 3 different methods are generally considered to be enough.

Meeting Participants

Invite all required attendees: special education teacher, administrator/designee, ESA service providers for any service a student is eligible for, and parent. A general education teacher must be invited if the timespan of the IEP will include entry into kindergarten. If kindergarten transition is not being discussed and parents provide permission in advance of the meeting, the team may excuse the kindergarten teacher. For excusals, complete all empty fields within the excusal to document that the parent granted permission for the excusal prior to the start of the meeting. Excused parties whose content within the IEP is changing must review content with the parent prior to the IEP meeting. Admin may not be excused from an IEP meeting under any circumstance.

Planning Tab

Will the student be changing settings during this IEP that will require a change in LRE?

If the student's LRE code will be changing within the timespan of this IEP, mark YES. This will create two settings within the IEP, one for each range of dates. If not, mark No.

Team Considerations

- Strengths/Concerns: Enter both student strengths and any concerns the parent shares regarding their child or their child's education.

- Performance on state/district assessments: As a preschool student, STUDENT participates/will participate in Teaching Strategies GOLD, an observation-based assessment that assess learning and development in all areas of development and pre-academic learning.
- Communication Needs: Indicate whether the student's communication skills are typical for the student's age or if s/he receives communication SDI or related services to address delays in articulation/expressive language/receptive language/pragmatic language.
- Assistive Technology: Enter information regarding only what the team knows the student *requires*. May indicate that technology may be explored. May indicate that the student has no assistive technology needs at this time.
- Behavior: Indicate whether the student's behavior impedes his/her learning or that of other students. May indicate that the student's behavior does not. If the behavior does impede learning, briefly list strategies the team will use to support the student. If the student requires FBA/BIP, indicate the need for that here.
- English Language Proficiency: Indicate whether the child's primary language is English. English Language Learner (ELL) services are available for eligible students beginning in kindergarten.
- Vision: Indicate whether or not the student is blind or has visual impairments. If the student is blind or visually impaired, indicate whether or not the student requires instruction in Braille.

Performance Tab (Present Levels)

General Background (not required)

This section is not required, however it is useful to provide a brief history or global picture of the student, including any health concerns or diagnoses relevant to the student's services. You may also address any attendance history or concerns here. You may also list all current services (SDI, RS, SAS, and Supports for School Personnel).

General Education

Address the following questions:

- What is the child's current access to the general education environment?
 - Initial IEPs: What opportunities does the student have to engage in early learning activities or with peers? (e.g. daycare, siblings, library time, community preschool, etc.).
 - Review IEPs: Is the program half or full day? How many students are in the preschool classroom? What is the ratio of typical students to students with IEPs? What adult support is available in the classroom.
- What is the child's current access to general education curriculum?
 - Does the child access general education curriculum?

- Does the child require access to supplemental curricula to provide for intensive instruction (i.e. discrete trial)? If yes, how many minutes per week (this helps the reader to understand what services are PCIS within the service matrix).
- How is the child progressing in general education?
 - Include narrative information on: social interactions, functional independent skills, play interests and skills.
 - Reference TS Gold performance data if available.
- What strategies have been successful and what accommodations does the student require to access education (require --- *not benefit from*).
 - The more specific this information, the more meaningful it is to the receiving team. Example: Instead of recommending “visuals,” describe the visuals that the student has receive instruction on (e.g. token economy system, first-then contingencies, individual picture schedule, reinforcer menu, visual to support matching size of problem to size of reaction, visual problem solving kit, etc).
 - For which activities does the student require adult support and what is the specific purpose of the support?
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- If transitioning to a new setting (e.g. kindergarten, itinerant services, SPP Plus, etc):
 - What will the student’s access to the general education environment be?
 - Consider: which specific activities the student will be included for, when the student requires pull-out instruction
 - What will the student’s access to general education curriculum be?
 - Is modified curriculum necessary?
 - Does the student require functional/life-skills curricula?
 - Does the student require supplemental intensive instruction via discrete trial training? If yes, how many minutes per week (this helps the reader to understand what services are PCIS within the service matrix).
 - What accommodations and/or supports will the student require to access education in the new setting? (include anything not addressed above)

Adverse Impact Summary

Add an explicit explanation of how the student’s disability impacts the student’s involvement and progress in the general education curriculum or access to age-appropriate activities. Must have a unique statement for each qualifying area (this information is available within the student’s evaluation).

Suggested format for this information:

STUDENT qualifies for special education services under the eligibility category of _____. Their (diagnosis) adversely impacts their educational progress to a degree that requires specially designed instruction in the following areas: x, x, x and related services support in, x, x. (cut and paste from eval or describe current challenges & adverse impact. Include all areas of qualification.

Present Levels Content Areas

Write present levels for each area of SDI, related service, and supplemental aid and service on the student's most recent evaluation. You may not add or delete any area. Related service providers are responsible for writing the present level for their qualifying area. Each section should be dated with the month and year that it is written.

Cognitive/Pre-Academic SDI for students entering kindergarten must be reflected as reading, math, and/or writing.

- Write individual present levels sections under functional math, functional reading, and functional written language.
- Recommend goals (with baseline data) and service minutes in areas of academic need, as identified by the student's current performance data in each area. TS Gold and other student data should be used to inform this decision-making.

Recommended structure for each present levels section:

- Date
- Current Assessment Data (from recent evaluation or TS Gold assessment)
- Student Strengths
- Progress on any Prior IEP Goals
- Student Needs
- Current Goal Baselines

PLAAFP Do's	PLAAFP Don'ts
<ul style="list-style-type: none">● Information must be current (less than 6 months old)● Objective● Observable and objective● Qualitative and quantitative● Based upon data● List data source and date● Written in the 3rd person—he, she, him, her, they, them	<ul style="list-style-type: none">● Copy and paste from an old evaluation (more than one year old)● Based upon your opinion● Subjective (student likes, teacher feels)● Based upon estimating or guessing● No data sources● Written in the 1st person—I

Goals Tab

- Enter goals for each area of SDI, as outlined within the corresponding section of Present Levels. The to/from statement must match.
- Cognitive / Pre-Academic Goals for kindergarten students:
 - Goal Title: "Cognitive- Pre-Academics"
 - Skill Area: "functional reading," "functional math," or "functional written language."
- Avoid subjective or immeasurable language (i.e. "appropriate," "at least").
- Measurable Annual Goals must measure one and only one skill. Tip: If the word "and" is used in the statement of what the student will do, this is usually an indication that the goal is measuring more than one skill.
- Units of measure in the "from" and "to" statements must be the same.

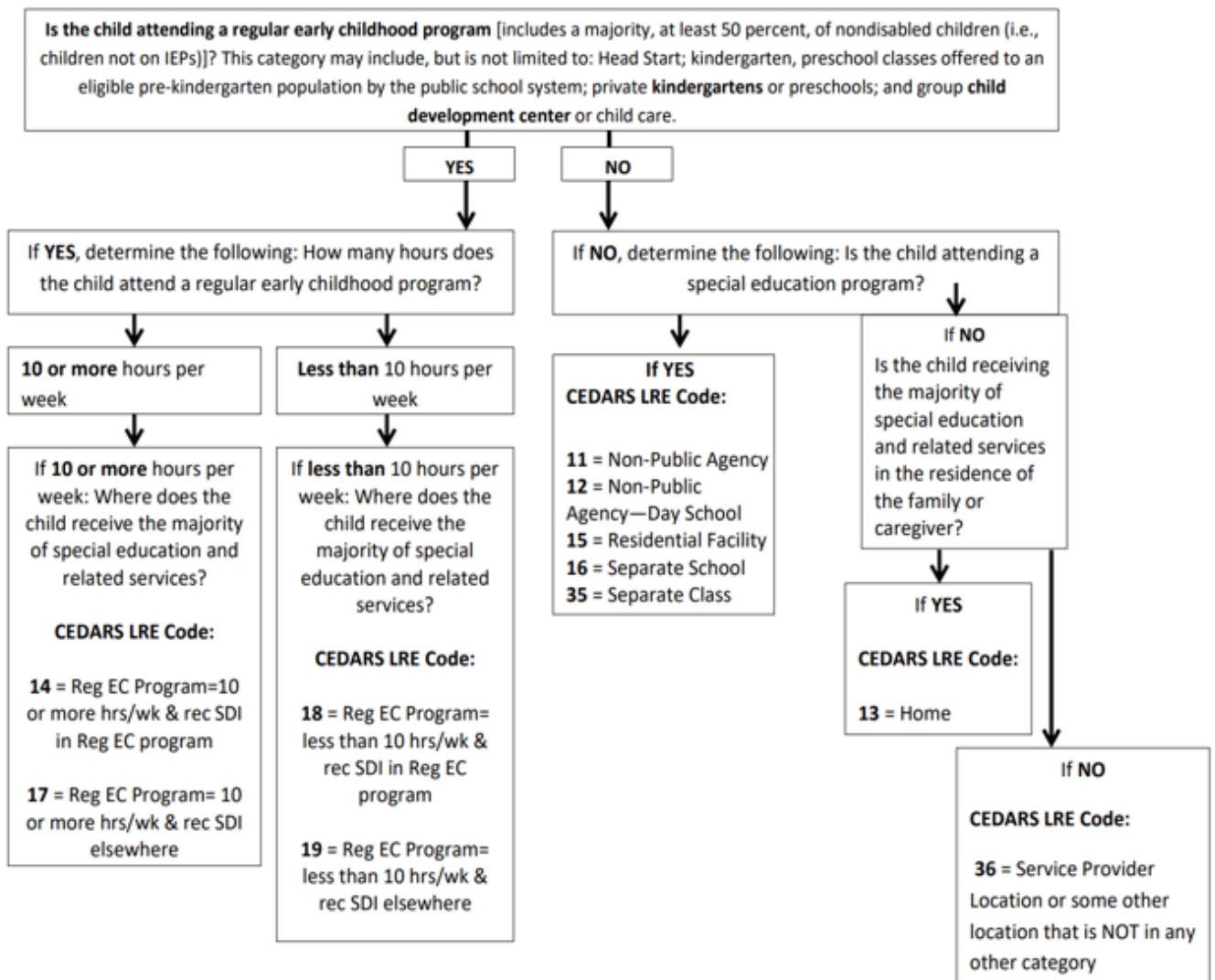
Services Tab

- Total Minutes in School:
 - Developmental Preschool = 640 (+ PCIS minutes if applicable)
 - SPP Plus/HS SPP Plus = 1775
 - EEU = All minutes in the student's school day
 - All other scenarios = total # minutes receiving special education services per week.
- Enter services for each of the student's qualifying areas.
- In determining service minutes, consider:
 - How much instructional time is required to achieve IEP goals?
 - Should that instruction take place in general ed or special ed? Err on the side of less restrictive.
 - Who will provide the service?
 - Daily classroom schedule
 - Tip: Use the Student Activity Matrix tool to guide decision making.
- If two services will occur during the same periods of time, mark one service (not both) as "yes" under "concurrent."
- Cognitive/Pre-Academic SDI for students entering kindergarten must be reflected as reading, math, and/or writing.
 - Select reading, math, and/or writing SDI based on student need. Use TS Gold Data to guide decision making.
 - Within the service matrix create an SDI service line in Cognitive/Pre-Academic for each sub service (i.e. functional math, functional reading, functional written expression) the student requires. List services provided in general education and special education locations separately.

LRE Tab

Note 2021 Update in Definitions of Regular Early Childhood Program & SPS procedure change to follow guidance outlined in the OSPI flowchart below. LRE code should be determined based on information gathered on a student's participation in a regular early childhood program at the time of the IEP. This information should be updated each time the IEP is reviewed. Case managers are not expected to amend IEPs prior to review for the sole purpose of updating LRE due to changes in a student's participation in a parentally placed early childhood program.

Decision Tree for coding Early Childhood Educational Environments (students ages 3 and 4 regardless of grade level and 5 year olds in PK)



SPS Early Childhood LRE Cheat Sheet

Scenario	Selection
<p>Developmental Preschool Student attends Developmental PS & receives all SDI in Developmental Preschool. No opportunity for participation in Regular EC Program.</p>	<p>16- Separate Class</p>
<p>Developmental Preschool Student attends Developmental Preschool & receives SDI in Developmental Preschool. Student also attends community preschool/group daycare <u>at least</u> 10 hours per week.</p>	<p>17- Reg EC Program – 10 hours/wk or more & sped services elsewhere</p>
<p>Developmental Preschool Student attends Developmental Preschool & receives SDI in Developmental Preschool. Student also attends community preschool/group daycare <u>less than</u> 10 hours per week.</p>	<p>19- Reg EC Program – less than 10 hours/wk & sped services elsewhere</p>
<p>Itinerant Student attends a full-day, 5 day per week, community preschool program and receives SDI 60 minutes 2 times per week in the classroom.</p>	<p>14- Reg EC Program – 10 hours/wk or more & sped services in Reg EC Program</p>
<p>Itinerant/Therapy Only Student attends a full-day, 5 day per week, community preschool program and receives SDI 60 minutes 2 times per week elsewhere.</p>	<p>17- Reg EC Program – 10 hours/wk or more & sped services elsewhere</p>
<p>Itinerant/Therapy Only Student attends a half-day, 4 day per week, community preschool program and travels to an SPS school for SLP services once per week.</p>	<p>17- Reg EC Program – 10 hours/wk or more & sped services elsewhere</p>
<p>Itinerant/Therapy Only Student does not participate in a regular EC program and travels to an SPS school for SLP services once per week.</p>	<p>36 – Service Provider Location</p>
<p>SPP Plus / HS SPP Plus Student participates in an SPS SPP Plus or HS SPP Plus program and <u>majority of SDI is provided in the classroom.</u></p>	<p>14- Reg EC Program – 10 hours/wk or more & sped services in Reg EC Program</p>
<p>SPP Plus /HS SPP Plus Student participates in an SPS SPP Plus or HS SPP Plus program and <u>majority of SDI is provided elsewhere.</u></p>	<p>17- Reg EC Program – 10 hours/wk or more & sped services elsewhere</p>

- When a student will be participating within 2 different LRE settings during the span of the IEP (e.g. transitioning from a separate class to a regular early childhood program), create two settings within the “Planning” tab of the IEP reflecting the date span for each setting. Complete LRE selections for each setting.
- If a student is rising to K during the date span of the IEP, IEPOnline will automatically create a setting reflecting a school-age LRE box. For the School Age LRE, check the Services Tab to obtain the % of time spent in general education. The LRE setting selected on the LRE Tab must match the % of time spent in general education as reflected within the Services Tab.

LRE Statement

5 Requirements to be aware of:

- An explanation of the extent, if any, to which the student will ***not*** participate with nondisabled students in the general education classroom.
- Nonacademic Activity Statement: (Example: Student will have access to all nonacademic activities such as recess, lunch, field trips, assemblies, and specials).
- Extracurricular Activity Statement: (Student will have access to all extracurricular activities at their school).
- Description of any adaptations needed for participation in physical education (Example: Student needs no adaptations for participation in physical education).
- Cognitive / Pre-Academic SDI for Kindergarten Students: Include a statement describing the minutes for each academic sub section.
- Examples:
 - **Developmental Preschool Example:** STUDENT will participate in developmental preschool, a “Separate Class,” which includes 1 or 2 non-disabled peers however non-disabled students make up less than 50% of the total students participating. STUDENT will therefore not participate with non-disabled peers while receiving specially designed instruction or related services in [list all service areas]. STUDENT will have access to all nonacademic activities such as recess and assemblies. Extracurricular activities and physical education do not apply to preschool-age students.
 - **Preschool Regular Early Childhood Setting Example:** STUDENT will participate with non-disabled peers in their regular early childhood program for all activities,

except for time receiving [list any services provided in the special education setting]. STUDENT will have access to all nonacademic activities such as recess and assemblies. Extracurricular activities and physical education do not apply to preschool-age students.

- **Kindergarten Regular Early Childhood Setting Example, Majority Instruction in General Ed:** STUDENT will participate with non-disabled peers in general education environment for all activities, except for time receiving [list any services provided in the special education setting]. STUDENT will receive SDI in functional academics – math ___ minutes weekly within the special education setting, provided by the special education teacher. STUDENT will receive SDI in functional academics – reading ___ minutes weekly within the general education setting, provided by the special education teacher. STUDENT will have access to all nonacademic activities such [list all that apply: lunch, recess, special classes, and assemblies]. STUDENT will / will not have access to all extracurricular activities at their school. STUDENT requires / does not require adaptations for participation in physical education.
- **Kindergarten Regular Early Childhood Setting Example, Majority Instruction in Special Ed:** STUDENT will participate with non-disabled peers during ____ activities. STUDENT will not participate with non-disabled peers while receiving [list any services provided in the special education setting]. STUDENT will receive SDI in functional academics – math ___ minutes weekly within the special education setting, provided by the special education teacher. STUDENT will receive SDI in functional academics – reading ___ minutes weekly within the general education setting, provided by the special education teacher. STUDENT will have access to all nonacademic activities such [list all that apply: lunch, recess, special classes, and assemblies]. STUDENT will / will not have access to all extracurricular activities at their school. STUDENT requires / does not require adaptations for participation in physical education.

PE / Physical Education Explanation

Preschool students do not participate in Physical Education

Neighborhood School

Use this link to determine if the student is participating at their neighborhood school:

https://www.seattleschools.org/admissions/school_finder/address_lookup_tool

If not the neighborhood school, enter “closest available school with services/supports needed and capacity available.”

Accommodations Tab

Enter any accommodations the student requires here. The need for the accommodation should be described within present levels (general education section). Select accommodations from the drop down menu, or enter custom accommodations. Each accommodation must have a location and frequency that is measurable.

Preschool students require transportation accommodation: booster seat OR wheel chair lift & tie downs.

OSPI Compliant Location and Frequency Examples

	Do Examples	Don't Examples
Location	Special Education Classroom General Education Classrooms Special Education General Education Special and General Education All School Environments During PE and Recess During Math During Assemblies During Testing Daily and During Testing	(Leave Blank) Classroom School Appropriate Settings To Be Determined
Frequency	Daily During Testing Weekly Quarterly Monthly Twice Daily	(Leave Blank) As Needed Upon Student Request When Needed Upon Teacher Request

Testing Tab

Kindergarten risers:

Next Grade Assessments

- Mark “Participating” for WaKIDS assessment.
- Mark “Participating” for ELPA for any student who is identified as an English Language Learner

PWN Tab

All PWN content should be enter at the end of or after your IEP meeting.

- Placement: Check “yes” or “no” for initial services only for initial IEPs to document the parent/guardian decision on the Consent for Initial Services form. If “no” complete the date and reason. If Review IEP, leave consent box blank.
- Narrative Information:
 - Action Description: Describe the action that is being taken. Include any options considered an ACCEPTED.
 - Reason: Describe reason for the action or accepted options.
 - Description of any other options considered and rejected (REJECTED OPTIONS ONLY): “The team considered _____, but rejected this option.” If several options considered and rejected, include a numbered list. If no option was considered and then rejected write a complete sentence stating that no options were considered/rejected.
 - Rejection Reason: Describe the reason why each option noted above was rejected. If several items were rejected, use a numbered list. “The team rejected the option to _____ because _____.” If no option was considered and then rejected write a complete sentence stating that no options were considered/rejected.
 - Description of each procedure, test, etc used as basis for action: Include any relevant information the team used to make the decision here. Always include “team discussion.”