

Here are the notes and information we talked about at our PLC meeting on Wednesday, September 28th.

There is an **assessment plan** in SEAS that will help you know what is required when re-evaluating a student.

Page 3 of the consent or refusal for evaluation doesn't have to be sent home when you are doing a review of records.

Notice of Team Meeting page 1---

- *for every meeting you need to mark determine placement
- *make sure you mark develop post secondary transition services when you are completing those pages
- *for the people invited-- check the boxes, but also write something in:
 - for example-- check a representative of the agency-- then write administrator or designee
 - another example--- check regular education teacher--- then write general education teacher
- *make sure you invite the student when you are doing the post secondary transition forms

Notice of Team Meeting page 2--

If the parent doesn't return this paper signed, you don't have to get it signed at the meeting

Keep this in mind when filling out the rest of the IEP form: **what does the student qualify for and what services are needed.**

Evaluation of report & eligibility determination page 1--

- *certified staff has to do the observation
- *try to observe the student in a regular education setting-- possibly an environment that relates to the disability
 - for example student struggles with math-- observe in math class
- *if the student doesn't have regular education classes, then observe in their most natural environment

Evaluation of report & eligibility determination page 2---

*under summary of individual assessments- you need to write a summary, don't just write see attached reports

Evaluation of report & eligibility determination page 3---

- *mark the main area addressed at the top
- *you can write in the IEP the other areas considered and looked into

IEP-- under consideration of special factors--

- * if you make the part with behavior, then a behavior plan needs to be developed or the behavior needs to be addressed as a goal
- *mark does the student have communication needs if the student receives speech
- *only mark does the student need opportunities for communication if the student is deaf or hard of hearing

IEP-- under extended school year--

- *something needs to be written in under there--- you can say student doesn't show significant loss so he/she doesn't require extended school year

Transition Services--

- *under student's desired post-school activities- write in observation and/or conversation with the student he/she wants to be _____

- *under education/training-- note basic skills, BOE requirements, and use assessments

- *under goals the postsecondary education/training goal-- write after the student completes high school he/she would like to go to college to be _____

- *under goals the career/employment goal-- write after completion of high school or age of 21 the student would like to pursue a career doing _____

- *for the part that says see measurable annual goal--- this can be related to the reading, writing, and/or math

- *www.nsttac.org is a website that has good information on transition services and examples of goals

- *under graduation or program completion--- where it says describe the body of evidence needed to support graduation: you can write a statement saying the student is on track to receive a diploma by completing ___ out of ___ DSPA's. Also write a sentence saying see attached BOE.

- *you print the BOE off of power school

Least restrictive environment--- under the questions where you mark yes or no--- there is a line that says environment--- then in SEAS there is a drop down menu

Participation in state and district wide assessments- in SEAS there is a drop down menu in this area

Test accommodations--- you don't have to use page 3 if your students aren't ELL

Hopefully I covered everything--- if I missed something, please let me know.
If you have questions/concerns, please let me know.