



Preparing Pretty Paperwork

Pam Bell



Fall 2017 iCASE

Today's Goal:

To give you some tools that will help you to create *prescriptive* documents which are *aligned* so any teacher reading them will know exactly

the **skills** to **teach**,

the **supports** to give,

the **accommodations** to use, and

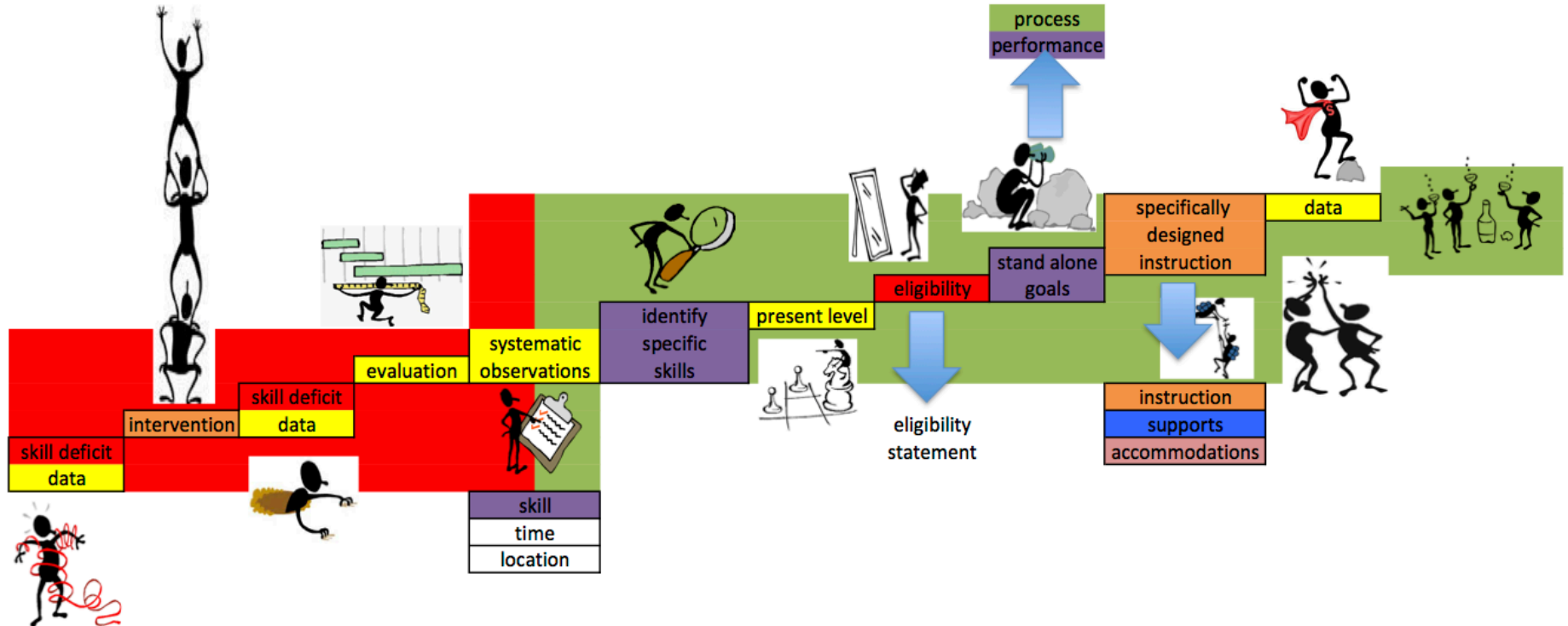
how to **measure** and identify success.

Evaluation Paperwork and Due Dates

Required Paperwork for Referral for Evaluation through Initial Case Conference	Due Date	Date Document was Prepared	Date Provided to Parent	Date Received from Parent	Evidence <small>(uploaded in IIEP, Parent Communications, Notes)</small>
Request for Evaluation from parent					
Procedural Safeguards provided to parent <small>(Date of Request)</small>					
Notice of Initial Evaluation provided to parent <small>(10 days after Request of Evaluation)</small>					
Signed Parental Consent for evaluation					
Due Date of Initial Case Conference <small>(50 days after Receipt of Consent)</small>					
Date of Initial Case Conference					
Notice of Initial Findings and Proposed Placement provided to parent	prior to case conference				
Notice of Case Conference Committee Meeting provided to parent	prior to case conference				
Educational Evaluation Report provided to parent	prior to or at the case conference				
Procedural Safeguards provided to parent <small>(Date of Case Conference)</small>	date of case conference				
Case Conference Committee Report provided to parent <small>(10 days after Conference)</small>					

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Identify Skill Deficits



Systematic Observations

A systematic observation is a calculated form of observation used to either support or disprove a hypothesis.

For an observation to be systematic, it must be free of bias and repeatable.

Systematic Observations

Does the evaluation report include the results of a systemic observation of the student across environments?

		YES	NO
Is the observation more than a recording of events during one observation time?			
How many observations?			
Was the specific skill to monitor identified prior to the observation?			
What skill is being evaluated and observed?			
Was the time to observe intentionally identified as the time student will most likely display skill?			
What time of day is student most likely to display skill?			
Was the place to observe intentionally identified as the place student will most likely demonstrate skill?			
Where is student most likely to demonstrate this skill?			
Was the type of data collected intentionally determined to best evaluate the skill?			
* <i>frequency</i>	* <i>time sampling</i>	* <i>scatterplot</i>	* <i>OTHER:</i>
* <i>latency</i>	* <i>ABC</i>	* <i>duration</i>	
Are the observations done across settings ?			
Which settings were the observations conducted?			
If this is for behavior, did someone other than the behavior consultant conduct an observation?			
Who also conducted an observation of the targeted behavior?			
Are opinions reframed into measurable facts?			
The following opinion words are not used in the report: <i>motivation, effort, refuse, of the time, works hard, work ethic</i>			
Does the observation lend itself to analyzing errors ?			
Which errors were noted?			
Does the observation analyze patterns of skill deficits?			
What patterns were noted?			

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Words to Avoid in Evaluation Reports

➤ Motivation

➤ Effort

➤ Refuse

➤ “Of the time”

➤ Lacks work ethic

➤ These are all opinions.

➤ They cannot be measured.

Reasons for Eligibility

- **Disability symptoms** are listed in IEP under “Reasons for Eligibility”.
- These **symptoms** must match Article VII’s criteria.

Eligibility

LEA:	STN:	Reviewer name:	Autism Secondary Reviewer (if applicable):			
Section 1- Type of File	Article 7 Ref	Yes	No	Unable to Determine	Additional Information about rubric item	Reviewer Notes and Comments
1.1 Is this an initial evaluation?					If yes, continue to section 2. If no or unable to determine, STOP confirm data.	
Section 2- Initial Evaluation Requirements						
2.1 Is there a written notice of evaluation provided?	511 IAC 7-40-4(e) and (f)					
2.2 Is there a signed parental consent for evaluation?	511 IAC 7-40-4(h)					
2.3 Prior to the initial CCC meeting, did the school provide the parent with written notice of the overall evaluation findings and the action that may be proposed by the school?	511 IAC 7-42-4				Parent should have received a Notice of Case Conference Committee meeting prior to the initial CCC meeting. This Notice includes a section entitled "Notice of Initial Findings and Proposed Action." Is this section completed?	
2.4 Did the written notice contain all of the following: (1) A description and overall findings of each: (A) evaluation; (B) procedure; (C) assessment; (D) record; or (E) report; the school used as a basis for any proposed action. (2) A description of action that the school may propose. (3) An explanation of why the school may propose an action?	511 IAC 7-42-4					
Section 3- Initial Evaluation - Evaluation Report						
3.1 Did the evaluation team prepare a written evaluation report?	511 IAC 7-40-5(e)					
3.2 Does the evaluation include an assessment of the following:						
3.2a Current academic achievement in accordance with 511 IAC 7-32-2?	511 IAC 7-41-1(c)(1)(A)				Academic achievement means the student's performance in relation to the continuum of the Indiana academic standards, including the foundations to the standards. This may include performance on norm-referenced, criterion-referenced, and other achievement measures.	
3.2b Functional skills or adaptive behaviors from at least TWO sources across different environments?	511 IAC 7-41-1(c)(1)(B)					
3.2c The student's receptive, expressive, pragmatic, and social communication skills that includes either an individual norm-referenced assessment or a criterion referenced assessment if norm-referenced is not appropriate for the student?	511 IAC 7-41-1(c)(1)(C)					
3.2d Motor skills and sensory responses?	511 IAC 7-41-1(c)(1)(D)					
3.3 Does the evaluation report include the results of a social and developmental history?	511 IAC 7-41-1(c)(2)					
3.4 Does the evaluation report include the results of a systemic observation of the student across environments?	511 IAC 7-41-1(c)(3)					
3.5 Does the evaluation report include the results of the evaluation team's assessments, observations, and collection of information aligned to the characteristics of Autism Spectrum Disorder?	511 IAC 7-40-5(f)					
3.6 Does the evaluation report indicate that the student's educational performance is adversely affected PRIMARILY by: (1) an emotional disability; (2) blindness or low vision; (3) deaf blindness; or (4) a cognitive disability?	511 IAC 7-41-1(b)				If yes, go to 3.7. If no, go to section 4	
3.7 Does the evaluation report indicate that the characteristics of Autism Spectrum Disorder are demonstrated to a greater degree than is normally attributed to the disabilities listed in 3.6?	511 IAC 7-41-1(b)					
Section 4 - Case Conference Committee - Eligibility Determination						
4.1 Was the report of the initial CCC meeting provided?	511 IAC 7-42-7				If no, stop. Obtain CCC report/IEP from school or confirm does not exist before continuing	
4.2 Did a parent participate in the CCC meeting?	511 IAC 7-42-3(b)(5)				If no, go to 4.2(a). If yes, go to 4.3.	
4.2a If the parent did not participate, is there documentation describing the school's attempts to arrange a mutually agreed upon date, time, and location of the CCC meeting?	511 IAC 7-42-1(b)				Documentation must include at least one of the following: • Detailed records of attempted telephone calls and results of the call • Copies of correspondence or emails sent to the parent and any responses received • Detailed records of visits to parent's home or work and results of visits	
4.3 Were all the required members of the CCC present, including at least one of the qualified professionals from the evaluation team?	511 IAC 7-42-3(c)(1)				Page 18 of 36	

<https://www.doe.in.gov/specialed/indicators-9-10-disproportionate-representation-special-education>

Evaluation Reports

- The purpose of the evaluation is stated along with a list of symptoms that are named.
- The possible **disability** areas are named.
- The assessment tools are named and explained.
- The evaluation scores are explained.
- An effective error analysis explains why outcome goals are not met.

Evaluation Reports

- Observations were systematic and geared toward skill deficits.
- Opinion words are not in the report.
- The report is parent-friendly.
 - Graphs are easily understood.
 - Acronyms are explained.
- Report is edited

Evaluation Reports

- The *Purpose* of the evaluation aligns with the *Recommendations*.
- Anyone who reads the evaluation report will have a good understanding:
 - Reasons the student **qualifies** or does not qualify
 - The **skills** the student needs to work on

Functional Behavioral Assessments

- Each behavior should have its own assessment.
- The “bad” behavior data is reviewed at the beginning of the assessment.
 - Patterns are noted.
 - Functions of behavior are noted.
 - Several “Whys?” are asked and answered.

Functional Behavioral Assessments

- Possible **replacement behaviors** are named.
- Data on **replacement behavior** is noted.
 - **Present Level** of replacement behavior is determined.
- Strategies for **instruction** of new skills are noted.
- **Supports** to increase likelihood of replacement behavior are noted.

Transition IEP

NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Questions	Postsecondary Goals			
	Training	Education	Employment	Independent Living skills
1. Is there an appropriate measurable postsecondary goal or goals in this area?	Y N	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three guiding questions above, then choose Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, choose N				
2. Is (are) the postsecondary goal(s) updated annually?	Y N	Y N	Y N	Y N NA
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then choose Y OR if the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, choose N				
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	Y N	Y N	Y N	Y N
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then choose Y OR if <i>no</i> , then choose N				
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then choose Y OR if <i>no</i> , then choose N				
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then choose Y OR if <i>no</i> , then choose N				
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then choose Y OR if <i>no</i> , then choose N				
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N	Y N	Y N	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If yes, then choose Y OR if <i>no</i> , then choose N				
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If yes to both, then choose Y • If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then choose N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, choose NA • If parent or individual student consent (when appropriate) was <i>not</i> provided, choose NA				
Does the IEP meet the requirements of Indicator 13? (Choose one) YES (all Ys or NAs for each item [1-8] on the checklist included in the IEP are chosen) NA or N (one or more Ns Chosen)				

NSTTAC Indicator 13 Checklist (Enhanced for Professional Development)

<https://www.doe.in.gov/sites/default/files/specialed/indiana-transition-requirements-checklist.pdf>

Present Level

- The Present Level is a single skill.
- The Present Level is measurable.








Present Level to Goal

- The Present Level and the Goal are the same sentence;
- only one number is changed.

Goals

- Goals are measurable.
- Goals are portable.
- Goals are realistic.
- Goals only measure one thing.
- There is a goal for every period and related service.
 - If the student is on grade level, that becomes the the student's goal.
 - One goal can cover more than one period.

IEP Components

-  Disability / Eligibility Information, Bad Behavior
-  Process Skills that will be taught through Specially Designed Instruction
-  Performance Skills (Goals) that will be practiced
-  Progress Monitoring
-  Instruction
-  Accommodations
-  Supports

Definitions

- Disability & Eligibility – The manner in which the disability manifests itself matches traits from Article VII
- Process Skill – a small, manageable goal that is determined after an error analysis and is based on the *process* or quality
- Performance Skill – a newly acquired skill that can be practiced to get a better rate, quantity, or distance
- Progress Monitoring – the manner in which the student's academic performance is measured on a regular basis
- Instruction – service that teaches a specific new skill in an alternate curriculum
- Accommodations – lessens the affects of the disability on testing / grading in the gen ed curriculum
- Supports - service that helps a student learn the gen ed curriculum; increases chances student will reproduce a skill

Aligned

Eligibility Area			
Skill Deficits Which Caused Eligibility		Communication Reading Writing Math Global Exec Functioning	
Goal Title		<i>Title should accurately depict the skill</i>	
State Standard(s) or Content Connector		<i>The standard is at the grade level the student is enrolled</i>	
Present Level Of Performance	Performance Skill	verb	
	Level		
Specially Designed Instruction	Process Skill	<i>This should not be the same as PLOP and goal.</i>	
	Amount of Time		
Goal	Performance Skill	verb	
	Level		
Chart Metric		<i>must be a noun</i>	
Progress Monitoring Tool		<i>Tool must measure the goal</i>	
Provisions		Instruction	Support
	Amount of time		
	Location		
Accommodations			
Which skills will you teach?			
When will you teach these skills?		<i>Should be proved via a schedule</i>	
Where will you teach these skills?			

These numbers must match the chart

Should be the exact same words, Only one number is different.

Amounts need to match

Stranger Test

Aligned

Eligibility Area		Reading Comprehension	
Skill Deficits Which Caused Eligibility		Communication <i>Reading</i> Writing <i>Math</i> Global <i>Exec Functioning</i>	
Goal Title		Context Clues	
State Standard(s) or Content Connector		7.RV.2.1.a.1 Use context to determine or clarify the meaning of words and phrases	
Present Level Of Performance	Skill <i>(verb)</i>	Given grade level teacher-selected sentences, STUDENT can identify context clues to define unknown vocabulary words	
	Level	with 70% accuracy or higher in 1 of 9 trials	
Specially Designed Instruction	Skills Taught <i>(verbs)</i>	instruction on 5 types of context clues	
	Amount of Time	10 min daily	
Goal	Skill <i>(verb)</i>	Given various grade level teacher-selected sentences, STUDENT will identify context clues to define unknown vocabulary words	
	Level	with 70% accuracy or higher in 6 of 9 trials	
Chart Metric <i>(noun)</i>		number of trials which were 70% accurate	
Progress Monitoring Tool		teacher-selected sentences containing context clues	
Provisions		Instruction	Support
	Amount of time	10 min daily	additional verbal cues
	Location	special ed room	gen ed
Accommodations		context clues underlined on ss and science tests	
Which skills would you teach?		5 types of context clues	
When would you teach these skills?		during intervention time	
Where will you teach these skills?		resource room	

Hopeful Outcomes, Not Skills

- *Hopeful outcomes* are not skills; they are an umbrella of skills.
- *Hopeful outcomes* cannot be taught.
- *Hopeful outcomes* cannot be practiced.
- *Hopeful outcomes* cannot be learned.

Hopeful Outcomes, Not Skills

- These are examples of *hopeful outcomes*, not skills.
 - Complete homework
 - Follow directives
 - Get less office referrals
 - Pass a class
 - Be motivated
 - Answer comprehension questions
 - Get a score
 - Pass ISTEP+
 - Listen

Specially Designed Instruction

- SDI explains what the teacher will do.
- The **skills** the student will **learn** are defined and evident.
- *The amount of time that is needed for the student to go from the PLOP to the goal is identified and named in the SDI.
- *This amount of time is also aligned to the Provisions.
- **Supports** which are needed to increase the likelihood the student will repeat the goal are identified.

**Exceptional Children's Co-op requirement*

Specially Designed Instruction

INSTRUCTION	SUPPORT
Teach how to find and go to safe place	Provide a safe place to go
Teach awareness of anxiety symptoms or triggers	Decrease opportunities for triggers
Teach how to prepare for transitions	Give warnings and allow time for transition
Teach how to rate / evaluate success of interventions	Give time to process
Teach breathing techniques	Provide non judgmental prompts for student to use relaxation techniques

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If it is important enough to **TEST**,

It is important enough to **TEACH**.

- Sometimes, **support** is not enough.
 - This especially includes behavior skills.

Behavioral Intervention Plans

- BIPs include **instruction** for new skills.
- BIPs include **supports** that will increase the likelihood the student will repeat replacement behaviors.
- Both **Process Goals** and **Performance Goals** are included in the BIP.
 - Hopeful outcome goals are not included.

Progress Monitoring

- Does the progress monitoring tool accurately assess the goal?
- Does the chart metric match the goal?
- Are the numbers on the chart the same as those in the goal?

Progress Monitoring

Hopeful Outcome: Increased Reading Comprehension

<----- These 4 parts are the reading comprehension goal. ----->				
CONDITION	PROCESS GOAL	PERFORMANCE GOAL	CRITERIA FOR MASTERY	WHAT DO YOU MEASURE?
Given grade level teacher-selected sentences,	student will identify context clues	to define unknown words	with 70% accuracy or higher in 4 of 6 trials.	the number of trials which were 70%+ accurate
Given a grade level text passage and a graphic organizer shell,	student will create a graphic organizer	to identify the main idea and 3 supporting details	in a 7 of 9 trials each quarter.	number of trials
Given a grade level short story,	student will identify phrases from the passage that imply information	to correctly make an inference	in 4 of 5 trials.	number of correctly connected phrases and inference statements
Given instruction on unknown vocabulary words and given time to practice,	student will define vocabulary words	and use each word in a contextual sentence	with 70% mastery in 6 of 9 weekly trials.	number of weeks student gets 70% + on vocabulary tests
	This is also part of the specially designed instruction.			This is the metric of the chart.

Provisions

- There is a service listed for each goal.
- *Ideally, the amount of time listed in the SERVICE LEVELS in the goals section matches the provisions.
- Provisions are not assigned to staff.
- Provisions include time to **teach** replacement skills.

Manifestation Determination

File Identifying Information		Removal for any part of a day counts as a whole day of OSS. If special transportation is part of the student's IEP, then any days suspended from the bus count toward 10 day total unless the school documents and makes other arrangements to transport the student. Days and partial days of in-school suspension (ISS) also count as OSS days, unless documented special education services are provided during the ISS.				
Was the student removed from his/her current educational placement for more than 10 consecutive days for a single offense or more than 10 cumulative days in the school year? IF YES, CONTINUE. IF NO, STOP.		S11 IAC 7-44-2(a) defines a disciplinary change of placement as a removal or series of removals that is for more than 10 consecutive instructional days, a series of removals that constitute a pattern because a) the series of removals cumulate to more than 10 instructional days in the school years, b) the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and c) additional factors such as length of each removal, cumulative time removed, proximity of removals. The school determines on a case-by-case basis whether a series of removals constitutes a pattern that results in a change of placement. 7-44-2(c) notes unique circumstances that can be taken into consideration when making this decision.				
Did the school determine that the removal constituted a disciplinary change of placement? IF YES, CONTINUE. IF NO, STOP.		S11 IAC 7-44-2(a) defines a disciplinary change of placement as a removal or series of removals that is for more than 10 consecutive instructional days, a series of removals that constitute a pattern because a) the series of removals cumulate to more than 10 instructional days in the school years, b) the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and c) additional factors such as length of each removal, cumulative time removed, proximity of removals. The school determines on a case-by-case basis whether a series of removals constitutes a pattern that results in a change of placement. 7-44-2(c) notes unique circumstances that can be taken into consideration when making this decision.				
Reviewer: Last 4 digits of student STN		Enter Reviewer Name Here Enter Last 4 Digits of STN Here				
Review Criteria with Article 7 Reference	Notes to Reviewer	Rating Scale		Reviewer Comments and Notes		
1.0 General Disciplinary Procedures						
Select the rating that best describes the file materials available for review by highlighting the corresponding cell.						
Note any comments or questions below						
1.1	Parent notification of change of placement. S11 IAC 7-44-4	Parent notification and procedural safeguards are to be provided on the date that the school decides to make a removal that results in a change of placement. If the school is unable to notify the parent on that date, the notice is to be mailed to the parent no later than the following business day.	Evidence that notice was provided to parent within the required timeline.	Evidence that notice was provided to the parent but not within the required timeline.	No evidence of notice provided to parent.	
1.2	Appropriate services were provided during the removal. S11 IAC 7-44-5	Appropriate services are those needed to enable the student to 1) continue to participate in the general education curriculum, although in another setting; 2) progress toward meeting IEP goals; 3) receive, as appropriate, a FBA and BIP to address the behavior violation.	Evidence that services were provided and were appropriate for the student.	Evidence that services were provided; appropriateness is questionable or unclear.	No evidence that services were provided during the removal.	
1.3	CCC meeting was held within 10 instructional days of the decision to change the student's placement. S11 IAC 7-44-5(a)	CCC reviewed all relevant information in the student's file, including the student's IEP, any teacher observations, and information provided by the parent to determine if the conduct	CCC meeting was held within the required timeline.	CCC reviewed some of the relevant information to make a decision about the cause(s) of the conduct.	No evidence that the CCC meeting was held within the required timeline.	
1.4	CCC reviewed all relevant information in the student's file, including the student's IEP, any teacher observations, and information provided by the parent to determine if the conduct	CCC reviewed all relevant information in the student's file, including the student's IEP, any teacher observations, and information provided by the parent to determine if the conduct	CCC reviewed all of the relevant information to make a decision about the cause(s) of the conduct.	CCC reviewed some of the relevant information to make a decision about the cause(s) of the conduct.	CCC did not review any of the relevant information to make a decision about the cause(s) of the conduct.	
2.0 Decision of CCC						
File review supports the decision made by the CCC.		The decision appears appropriate given the file reviewed.		The decision appears inappropriate given the file reviewed.		
Complete the section below that corresponds to the CCC's decision.						
Conduct a result of school's failure to implement the IEP						
School must take immediate steps to remedy the deficiencies. S11 IAC 7-44-5(d)		Evidence that the school planned to/took the steps needed to remedy the identified deficiencies.		Evidence that the school identified the relevant deficiencies but no evidence of a plan to remedy or evidence of plan but questionable identified deficiencies.	No evidence that the school addressed the identified deficiencies.	
Conduct a manifestation of the student's disability						
Either Or	Functional behavior assessment and implementation of behavior intervention plan. S11 IAC 7-44-5(e)	An FBA does not need to be conducted if one was conducted before the behavior resulted in the change of placement.	Not applicable or no evidence that a FBA and/or BIP were needed.	Completed and considered to develop the student's IEP.	Completed but not considered to develop the student's IEP.	Not completed.
	Review the already developed behavior intervention plan and modify, as necessary, to address the behavior. S11 IAC 7-44-5(e)	Not applicable/no existing BIP.	BIP reviewed and appropriately modified.	BIP reviewed but no evidence of modifications to address the behavior.	Not completed.	
Student returned to the placement from which he/she was removed. S11 IAC 7-44-5(e)		If the parent and school agree to a change of placement as part of the BIP modifications, then return to the placement from which he/she was removed is not required.	No applicable/parent and school agreed to a change of placement.	Student returned to the placement from which he/she was removed.	Student was not returned from the placement he/she was removed.	
Conduct NOT a manifestation of the student's disability						
Student continued to receive appropriate services during removal. S11 IAC 7-44-5(f)		During removal, appropriate services are those needed to enable the student to 1) continue to participate in the general education curriculum, although in another setting; 2) progress toward meeting IEP goals; 3) receive, as appropriate, a FBA and BIP to address the behavior violation.	Evidence that services were provided and were appropriate for the student.	Evidence that services were provided; appropriateness is questionable or unclear.	No evidence that services were provided during the removal.	
3.0 Interim Alternative Education Setting (IAES)						
Was the removal to an IAES due to 1) carrying a weapon or school or possessing a weapon, 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, or 3) inflicted serious bodily injury upon another person, while at school, on school premises, or at a school function. S11 IAC 7-		The principal (or designee) may remove a student to an IAES for these reasons for not more than 45 instructional days without regard to whether the behavior is determined a manifestation of the disability.	Yes, the student was removed to an IAES. If Yes, complete remaining items.	No, the student was not removed to an IAES. If No, do not complete remaining items.		
CCC determines the IAES and appropriate services needed to enable the student to 1) continue to participate in the GE curriculum, although in another setting; 2) progress toward meeting IEP goals; 3) receive, as appropriate, a FBA and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.		CCC should be held within 10 instructional days of the decision to place the student in the IAES.	Evidence that the IAES and services were provided and were appropriate for the student.	Evidence that the IAES and services were provided; appropriateness is questionable or unclear.	No evidence that the IAES and services were provided during the removal.	

<https://www.doe.in.gov/specialed/indicators-4a-4b-suspensionexpulsion>

Psychologist

SCHOOL PSYCHOLOGIST'S IEP & Evaluation Report Review

Assessment: Process

1.1 - Utilizes appropriate assessment and data collection methods

- testing decisions are appropriate
- each behavior has its own assessment
- purpose of evaluation is stated
- possible eligibility area is mentioned
- observations were systematic and are geared toward skill deficits
- an effective error-analysis was completed

Assessment: Product (report components)

1.2 - Contributes to school-wide assessment practices

- background information is noted
- opinion words are not used in report
- graphs are easily understood
- presentation of report is parent-friendly
- acronyms are explained
- report is edited

Assessment: Usefulness

1.4 - Conducts special education evaluations to inform eligibility

- the skills that need to be taught are evident.
- purpose of report aligns with the recommendations
- replacement skills are named

Goals: Defined by Skills (quality of the goal)

4.3 - Advocates for student success

- goals are measurable
- goals are portable
- goals are skills, not outcomes
- goals are realistic
- specially designed instruction defines the skills to be taught
- replacement skills are named
- goal only measures one thing

Goals: Product (aligned with IEP)

2.2 - Contributes to intervention practices

- charts align with goals
- charts have correct metrics
- present levels align with goals
- there is a goal for every period and related service

Services: Quality

1.3 - Contributes to progress monitoring and data-based intervention decisions

- there is a service listed for each goal
- services are reasonable to get student to the goal

Services: Product

2.1 - Contributes to school-wide curricular and instructional practices

- provisions match services listed in goals
- provisions are not assigned to staff
- provisions include time to teach replacement skills

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CONSULTANT'S IEP & Evaluation Report Review

Assessment: Process

1.2 -Assessment Process - Collects student data for appropriate planning

- testing decisions are appropriate
- each behavior has its own assessment
- purpose of evaluation is stated
- possible eligibility area is mentioned
- observations were systematic and are geared toward skill deficits
- an effective error-analysis was completed

Assessment: Product (report components)

1.3 – Organizes, analyzes and presents data

- background information was noted
- opinion words are not used in report
- graphs are easily understood
- presentation of report is parent-friendly
- acronyms are explained
- report is edited

Assessment: Usefulness

2.3 – Oversees comprehensive assessments and interventions

- the skills that need to be taught are evident.
- purpose of report aligns with the recommendations
- replacement skills are named

Goals: Defined by Skills (quality of the goal)

3.3 – Advocates for student success

- goals are measurable
- goals are portable
- goals are skills, not outcomes
- goals are realistic
- specially designed instruction defines the skills to be taught
- replacement skills are named
- goal only measures one thing

Goals: Product (aligned with IEP)

3.7 – Meaningfully participates in case conferences

- charts align with goals
- charts have correct metrics
- present levels align with goals
- there is a goal for every period and related service

Services: Quality

2.1- Provides consultative services that promote positive outcomes

- there is a service listed for each goal
- services are reasonable to get student to the goal

Services: Product

2.4 - Contributes to school-wide instructional practices

- provisions match services listed in goals
- provisions are not assigned to staff
- provisions include time to teach replacement skills

Therapist & Itinerant

Therapist's and Itinerant's IEP & Evaluation Report Review

Assessment: Process

1.5 - Uses appropriate evaluation procedures

- testing decisions are appropriate
- each behavior has its own assessment
- purpose of evaluation is stated
- possible eligibility area is mentioned
- observations were systematic and are geared toward skill deficits
- an effective error analysis was completed

Assessment: Product (report components)

1.3 - Gathers information for appropriate planning

- background information was noted
- opinion words are not used in report
- graphs are easily understood
- presentation of report is parent-friendly
- acronyms are explained
- report is edited

Assessment: Usefulness

1.6 - Interprets results to make appropriate placement recommendations

- the skills that need to be taught are evident.
- purpose of report aligns with the recommendations
- replacement skills are named

Goals: Defined by Skills (quality of the goal)

1.9 - Assesses student learning for planning

- goals are measurable
- goals are portable
- goals are skills, not outcomes
- goals are realistic
- specially designed instruction defines the skills to be taught
- replacement skills are named
- goal only measures one thing

Goals: Product (aligned with IEP)

3.1 - Maintains accurate records

- charts align with goals
- charts have correct metrics
- present levels align with goals
- there is a goal for every period and related service

Services: Quality

2.2 - Demonstrates knowledge of specialty area

- there is a service listed for each goal
- services are reasonable to get student to the goal

Services: Product

3.9 - Develops IEPs based on individual needs

- provisions match services listed in goals
- provisions are not assigned to staff
- provisions include time to teach replacement skills

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SLP'S IEP & Evaluation Report Review**Assessment: Process****1.3 - Develop Standards-Based Unit Plans and Assessments**

- testing decisions are appropriate
- each behavior has its own assessment
- purpose of evaluation is stated
- possible eligibility area is mentioned
- observations were systematic and are geared toward skill deficits
- an effective error analysis was completed

Assessment: Product (report components)**1.5 - Track Student Data and Analyze Progress**

- background information was noted
- opinion words are not used in report
- graphs are easily understood
- presentation of report is parent-friendly
- acronyms are explained
- report is edited

Assessment: Usefulness**1.1 - Utilizes assessment data to plan**

- the skills that need to be taught are evident.
- purpose of report aligns with the recommendations
- replacement skills are named

Goals: Defined by Skills (quality of the goal)**1.2 - Set Ambitious and Measurable Achievement Goals**

- goals are measurable
- goals are portable
- goals are skills, not outcomes
- goals are realistic
- specially designed instruction defines the skills to be taught
- replacement skills are named
- goal only measures one thing

Goals: Product (aligned with IEP)**3.4 - Advocate for Student Success**

- charts align with goals
- charts have correct metrics
- present levels align with goals
- there is a goal for every period and related service

Services: Quality**1.4 - Create Objective-Driven Lesson Plans and Assessments**

- there is a service listed for each goal
- services are reasonable to get student to the goal

Services: Product**3.1 - Contribute to School Culture**

- provisions match services listed in goals
- provisions are not assigned to staff
- provisions include time to teach replacement skills

Preparing Pretty Paperwork

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