



Annual Review Procedures for CST (Case Manager)

1. Choose the dates for your IEP meetings. ***Give your teachers as much advance notice as possible.***
2. Invite the parent to the IEP meeting. If the student is 14 or older, also invite the student to the meeting.
 - A. Easy IEP -> Documents -> Invitations -> A-0 Invitation to a meeting -> Create Final Document
 - B. In the date field, enter today's date.
 - C. If more than one address is displayed, determine the current address in Genesis and check the correct one.
 - D. Choose Parents/Guardians from the drop-down box.
 - E. Check "Review/revise the IEP."
 - F. Fill in the meeting date, time, and location.
 - G. Add your contact information.
 - H. Check the box next to "include meeting confirmation form."
 - I. Check off/add the people who will be attending the meeting. This must be at least: parent, teacher(s), case manager, and related service personnel if appropriate.
 - J. Check "no" next to "Will IEP team members be excluded from this meeting?"
 - K. Fill in your name and position. Uncheck the procedural safeguards box.
3. Remind your teachers to complete the Present Levels of Academic Achievement and Functional Performance (PLAAFP) section of the IEP and to appropriately update each student's goals.
4. Check that the IEP team is correct: Easy IEP -> Team
 - A. Check that you are listed as the Case Manager.
 - B. "Select IEP Team" to add the special education teacher, the general education teacher, related services personnel (as appropriate), and other personnel such as nurse or guidance counselor.
 - C. If the parent appears more than once on the list: Easy IEP -> Student Info -> Parent/Guardian Info -> Delete the incorrect, outdated, or duplicate entries. Correct an address or phone number by clicking "Details" button next to the name. If someone such as a grandparent or neighbor is on the list, click the "Details" button next to the name, then uncheck the box that says "Include on IEP team."
5. Begin the IEP: Easy IEP -> Special Education Tools -> IEP Process
 - A. IEP Dates:
 - Meeting Purpose: as a result of an annual review
 - Fill in the date of the IEP meeting
 - The beginning date of the IEP is 7/1/2015
 - The ending date of the IEP is 6/30/2016
 - Save and Continue



Kristin Patterson-Maas

kpattersonmaas@gmail.com

B. IEP Participants:

Case Manager: (You)

School District Representative: (You)

Special Education Teacher: The special education teacher who works with the student. If there is not one (ie, the special education teacher is out on maternity leave) any other special education teacher who is familiar with the programs offered in the district.

Child Study Team Member: (You)

General Education Teacher: You have to have one. If the student is in a self-contained class, a general ed teacher who is familiar with the student must attend. This can be a special area teacher.

Related Services Personnel: As appropriate

C. Present Levels:

1. Consider Relevant Data – don't leave this blank! This is the information that you are basing the IEP on. You can include standardized tests, report card, teacher report, classroom observation, etc.

2. List the interests – Write a few sentences about the student's strengths and interests. Does the parent have any concerns about his current academic progress?

3. Check off the appropriate boxes in the list. If the student is Emotionally Disturbed or Behaviorally Disordered, you must click "The behavior of this student impedes his/her learning." If the student receives speech therapy, you must click "The IEP team has determined this student has communication needs."

4. PLAAFP – Delete all old information from this section! That information has been saved on the previous IEP. Only new information should appear in this area. If the student receives related services, the related services personnel will delete the old information relative to that discipline. The teacher must write a narrative about the student's education progress and performance. The narrative should be specific and reference his progress toward his current goals; also discuss future goals/areas that need further improvement.

D. Transition Planning: This page will be blank until the student is 14 years old or older. If the student is younger than 14, just click on the page and click "Save and Continue." If the student is older than 14, fill in the appropriate information. You may need to interview the student to find out his interests and preferences and his post secondary goals. Fill in the courses the student will be taking during the next school year (and during subsequent years, if appropriate.) ONLY LIST COURSES THAT ARE ACTUALLY OFFERED IN CAMDEN HIGH SCHOOLS, and that the student is actually going to take.

E. Transition Services: Once the student is 16 or older, fill in the information requested on this page.

www.krismaas.com

Special Education Compliance Tutorial
For Child Study Team Members, Teachers, Parents



F. Transfer of Rights: If appropriate, fill in the information requested.

G. Behavioral Intervention Plan (If behavior was checked on the Present Levels page.) This should be an actual behavior plan with specific targeted behaviors and specific interventions, data collection, etc. Consult with the guidance counselor or behavior specialist if necessary.

H. Annual Goals and Objectives:

1. Goals are the broad, general statements of what the student needs to accomplish; they simply give direction and are not measurable. Objectives are specific, concrete, measurable steps that are taken to reach the goal; the objectives should be attainable within the time period of the IEP.
2. Check the student's most current Eligibility Report. Goals and objectives should reflect the identified areas of disability: basic reading skills, reading comprehension, oral expression, listening comprehension, mathematical calculation, mathematical problem solving, written expression, and reading fluency.
3. Evaluation Procedure indicates how the student's progress toward that specific goal will be evaluated, and how often. Will the student have a weekly quiz; will the student have work samples collected monthly? Choose an evaluation method that is both realistic and valid.

I. Classroom Mods and Supp Aides & Services (Classroom modifications and supplementary aids and services): Only choose modifications, supplementary aids, and services that can be reasonably implemented in the classroom. A modification does not mean that the teacher has the *option* of doing it, it means the teacher *must* do it.

J. Supports for School Personnel: Fill in the text box, or check items on the provided list to indicate how school personnel (the teachers) will be supported in implementing this IEP. This can include consultation with other professionals, inservices, or other means of support for the student's teachers. The progress reporting section tells how the parent will be informed of the student's progress – typically "report card" is chosen as one of the options.

K. Special Education Determinations & ESY:

1. If the length of the school day was not changed, write NA in the text field.
2. If the student is not transitioning from 8th grade to 9th grade, write NA in the text field. If the student is transitioning from 8th grade to 9th grade, write a few sentences about how his academic progress will be supported from one setting to the next.



Kristin Patterson-Maas

kpattersonmaas@gmail.com

3. Determine if the student is eligible for the Extended School Year (ESY) Program. If the student is eligible for ESY, add the appropriate ESY Special Education Services - you cannot leave this blank!

Related services personnel will add the appropriate ESY Related Service(s) information.

L. State and District Assessments:

1. Choose the student's next grade from the drop-down menu.

2. Check off the appropriate tests. (If you are not sure which tests 9th graders will take, call the high school to ask.) Add accommodations as appropriate; notice that after you click the "Add Accommodations" button you can choose different options from the drop-down menu next to "Area." This will give you different types of accommodations. The accommodations must be directly related to the student's disability.

M. Graduation Requirements: Fill in as appropriate.

N. Special Education Services: Fill in as per the student's eligibility document.

O. Related Services:

1. Speech, OT, PT, and Nursing Services will be completed by the related services personnel or the school nurse.

2. If the student requires transportation, choose Specialized Transportation from the drop-down menu. Choose either Special Ed Bus (for very low functioning students) or Transportation will be provided if the district does not place the student at the Home school. Check off "Home Pickup" and any other appropriate options.

P. Placement in the LRE:

1. In the Program Services section, check the box next to the student's current grade. Choose next year's grade/placement from the drop-down menu. The start date is 09/01/2015, the end date is 06/30/2016.

2. Fill in the text boxes with the required information. If the student is able to participate in extracurricular/nonacademic activities without additional help, write NA.

3. This is where you can change a student's placement. For instance, moving a student from an LD Severe classroom to a Mild Cognitive classroom. However, ***if you change a student's placement, you must clearly justify it in the PLAAFP.***

Q. Notice Requirements:

www.krismaas.com

Special Education Compliance Tutorial
For Child Study Team Members, Teachers, Parents



Kristin Patterson-Maas

kpattersonmaas@gmail.com

Fill in the text boxes with the required information. The action proposed is an annual review of the IEP and a continuation of special education services. Other options considered may include discontinuation of special education services, a change in placement, etc.

6. **FINALLY!** Create a Draft IEP. If there are errors in the document, they will be listed in a red box. Go to the appropriate sections and correct the errors. If there are no errors, select the Medicaid consent form language and click the “Create Draft IEP” button. Print two copies of the draft IEP so that the parent can take one home after the meeting.
7. Hold the IEP meeting. The meeting must include: you, the parent, a general education teacher, a special education teacher, related services personnel as appropriate. At the IEP meeting, go over each page of the IEP with the parent. If any changes need to be made, note them on the draft copy. Offer the parent a copy of Parental Rights in Education (PRISE.) Give the parent a copy of all paperwork.
8. After the meeting, go back into IEP Process to make the changes to the document. Once everything is correct, click “Create Proposed IEP.” Finally, click “Enter Parent/Guardian Response” and click the green “Response” button. Fill in the appropriate information and click Save and Continue. If you see a blue envelope icon next to some students on your caseload, you have not clicked the Response button for those students; do so now.
9. Easy Fax the signature page(s) to 1-866-920-6173. You do not need to make a cover page because the signature page already has a bar code. You do not need to fax the entire IEP, only the signature page.
10. Print 2 copies of the final IEP: one copy is sent to the parent along with Notice B-5; the original and one copy is sent to Vanessa Hamilton at Front and Cooper.

www.krismaas.com

Special Education Compliance Tutorial
For Child Study Team Members, Teachers, Parents