

Understanding Your Child's IEP

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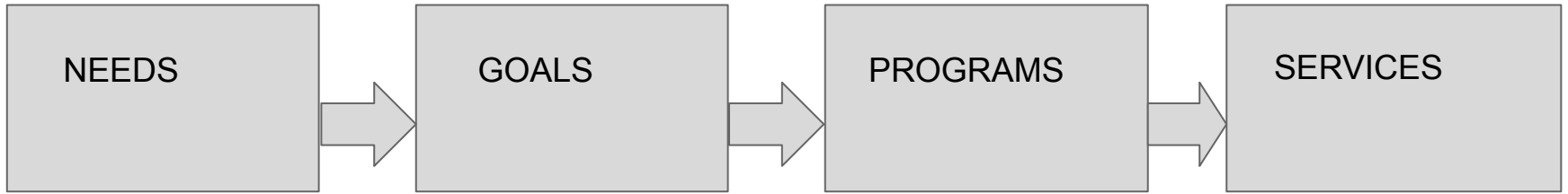
What is an IEP?

Individualized Education Program

- An IEP is a blueprint for a child's special education program
- Governed by federal law: IDEA- Individuals with Disabilities Education Act
- The IEP has two main purposes:
 - To establish measurable annual goals for the child
 - To state the special education and related services and supplementary aids a student will have access to.
- An IEP is unique to the individual student
- "Working Document"
- Is updated at least yearly



The IEP is a Roadmap



NYSED Blueprint

Key Principles

BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Teachers design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Schools provide multi-tiered systems of behavioral and academic support.

Schools provide high quality inclusive programs and activities.

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

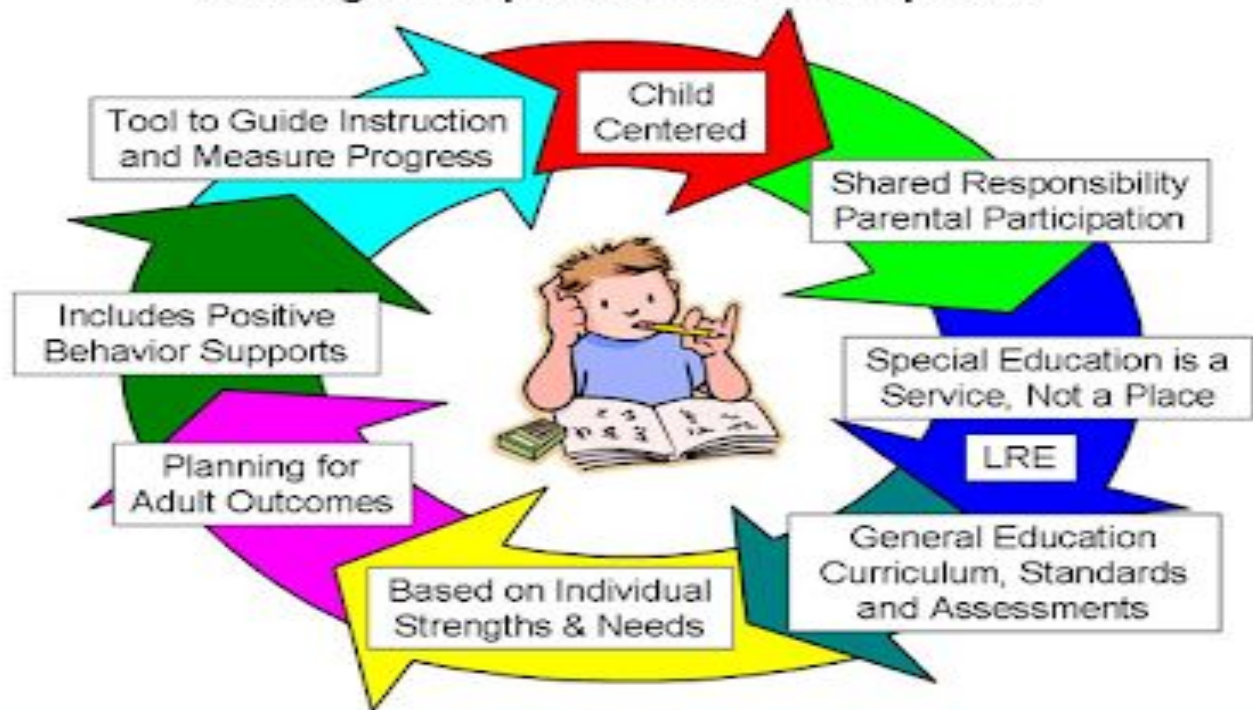
LRE

- Federal Laws require that children with IEP's be placed in the Least Restrictive Environment
- Students should spend as much time as they can with their peers in general education settings
- LRE - vital component in the development of the IEP and plays a critical role influencing where a child spends his/her time in school and how services are provided.



IEP Development

Guiding Principles for IEP Development



Procedural Safeguards

- Designed to protect rights of parents and students
- Must be provided upon:
 - Initial referral
 - At least one time a year
 - When you request
- PWN-Prior Written Notice
- Parental Consent
- Due Process
- When parents place children in private school



Evaluations:



Once the initial testing is completed and eligibility has been determined, additional testing is completed minimally every three years.

What types of testing is completed?

- Cognitive testing: Assesses a student's potential for learning various areas
- Rating Scales (BASC, Conners, Vineland)
- Educational testing: Assesses a student's skills in math, reading and writing
- Related service testing: Assesses skills specific to a targeted area related to language, vision, hearing or motor skills

Evaluations

Standardized

- Formal procedures for administering, timing and scoring
- “Normed” so child’s scores can be compared to their peers
- Must be administered per protocol to be reliable and valid
- Testing Behavior

Norm Referenced

- Compares a child to a sample of their peers

Criterion Referenced

- Indicates what skills a child can do and indicates what skills are mastered



Understanding Scores



Scaled Scores are the transformation of a raw score into a new scale. Scaled scores are often combined to form standard scores. Most subtest scores are reported as scaled scores. Most scaled scores have a mean of 10 and a standard deviation of ± 3 .

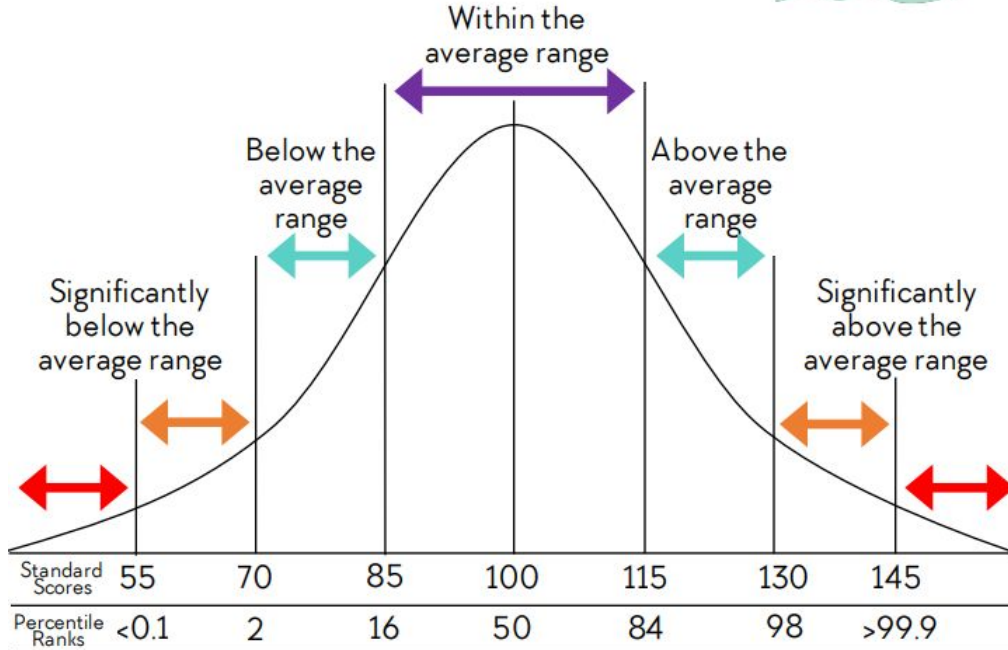
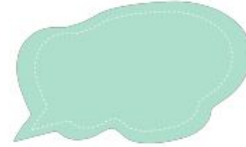
Standard Scores compare one student's performance on a test to the performance of other students his/her age. Standard scores estimate whether a student's scores are above average, average, or below average compared to peers. They also enable comparison of a student's scores on different types of tests.

Percentile Ranks indicate how well a student performed compared to other students his/her age. A standard score of 100 equals a percentile rank of 50. This means that the child performed as well as or better than 50 percent of children who are his/her age.

What is Average?

UNDERSTANDING YOUR CHILD'S SCORES

Percentile Ranks and Standard Scores



Understanding the Academic Jargon in the IEP

Classroom Benchmark Tools:

AimswEBPLUS: Reading and Math K-5

Reading:

Fluency, Comprehension, Reading Behaviors

DRA (K -2) and Fountas and Pinnell (3-5)

Math:

Mid-Module and End of Module Assessments



Anatomy of an IEP

PLEPS

Management Needs

Effect of Student Needs

Goals

Supplementary Aids and Services

Testing Accommodations



“Bones” of the IEP

PLEP: Present Levels of Educational Performance



- Every IEP must include a description of the child's current performance and skills in all areas of concern. It should explain how the disability affects his progress in the general education curriculum.
- How is the student performing in Reading, Writing, Math, Speech(if applicable), Functional Skills
- What are the student's strengths, interests and preferences?
- How is the student doing socially?
- How is the student doing in regards to physical needs?

Needs

Management

- Environmental modifications (e.g. Consistency in routine, limited visual/auditory distractions, adaptive furniture)
- Human Resources (e.g. Teacher check-in's, pre-teaching, breaking down language, repetition of information)
- Material resources (e.g., Instructional material in alternative formats, graphic organizers, raised lined paper, technology supports)

Effect of Student Needs

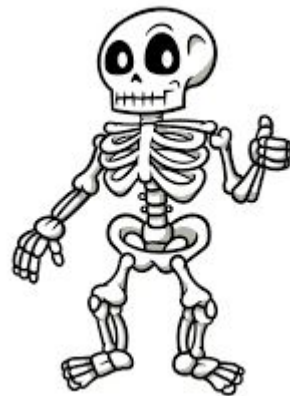
- “The Disability Statement”



“Bones” of the IEP

Goals:

- Annual Goals should be based on the student’s PLEPs
- What your particular child can reasonably be expected to accomplish in a year’s time in their special education program
- Goals should help the student build skills
- Goals should be measurable and achievable



Goal Development and Progress Monitoring

What is the critical skill that your child needs to access the instruction?

Based on the student's goals, teacher's plan instruction and assessment to progress monitor student growth.



Method of Data Collection

Goals are measured in many ways:

Teacher checklists

Teacher devised materials

Work samples

Classroom rubrics

Formative Assessments (daily)

Recorded observations

Summative Assessments (end of units)

Self-monitoring checklists

Testing Accommodations

State and Local Accommodations:

- Testing accommodations remove obstacles to the test-taking process that are presented by the disability without reducing expectations for learning.
 - flexibility in scheduling/timing
 - flexibility in the setting used for the administration of assessments
 - changes in the method of presentation
 - changes in the method of response

IEP vs. 504- What are the Differences?

IEP

504

IDEA Blueprint for a child's special education services	Section 504 of the Rehabilitation Act Plan for how a school will provide support and remove barriers
Provides specialized instruction, related services, goals	Provides services and changes to the learning environment to enable students to learn alongside their peers.
IEP sets learning goals and describes what services a school will provide	Specific accommodations, supports or services for each child
Reviewed annually	Depends on the district
Child meets the criteria for needing specialized instruction and one of the 13 classification areas	Child has a disability AND there has to be educational impact
Ends upon meeting criteria for graduation	Student can apply for services for the disability under ADA.

Thank you!

What do you want to learn more about?

