

# The IEP Process & Product How an IEP Team Writes an IEP



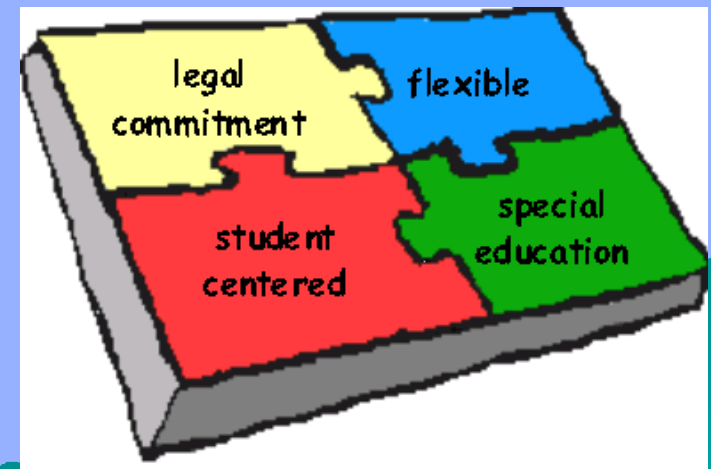
# **IEPs: Putting It All Together**

## **An IEP is:**

- A program of special education & related services
- Individualized/student centered
- A legal commitment of resources/services
- A tool to measure the child's progress
- Changeable by the IEP Team

## **An IEP is not:**

- A daily lesson plan
- Teacher-centered
- A predetermined program



# **An IEP Team writes the IEP in a meeting**

Individualized Education Program

# Who is on the IEP Team?

- ◆ Parent
  - ◆ Regular education teacher
  - ◆ Special education teacher or provider
  - ◆ LEA representative\*
  - ◆ A person who can interpret evaluation results
  - ◆ Others with knowledge or expertise
  - ◆ Child, when appropriate
  - ◆ Transition agency
- \*qualified to provide or supervise special education, knows about general curriculum and is knowledgeable & authorized to commit LEA resources



# Members of the IEP Team

- ◆ Attendance is not necessary\* when an IEP team member's area is not modified or discussed
- A team member may be excused from attendance when the parent and the agency consent\*
- The member submits input in writing to the parent and the team

\*Parent agrees in writing

\*Parent consents in writing

# What Does the IEP Team Do?

## Three basic activities:

### 1. Evaluate the child

#### \* Determine eligibility

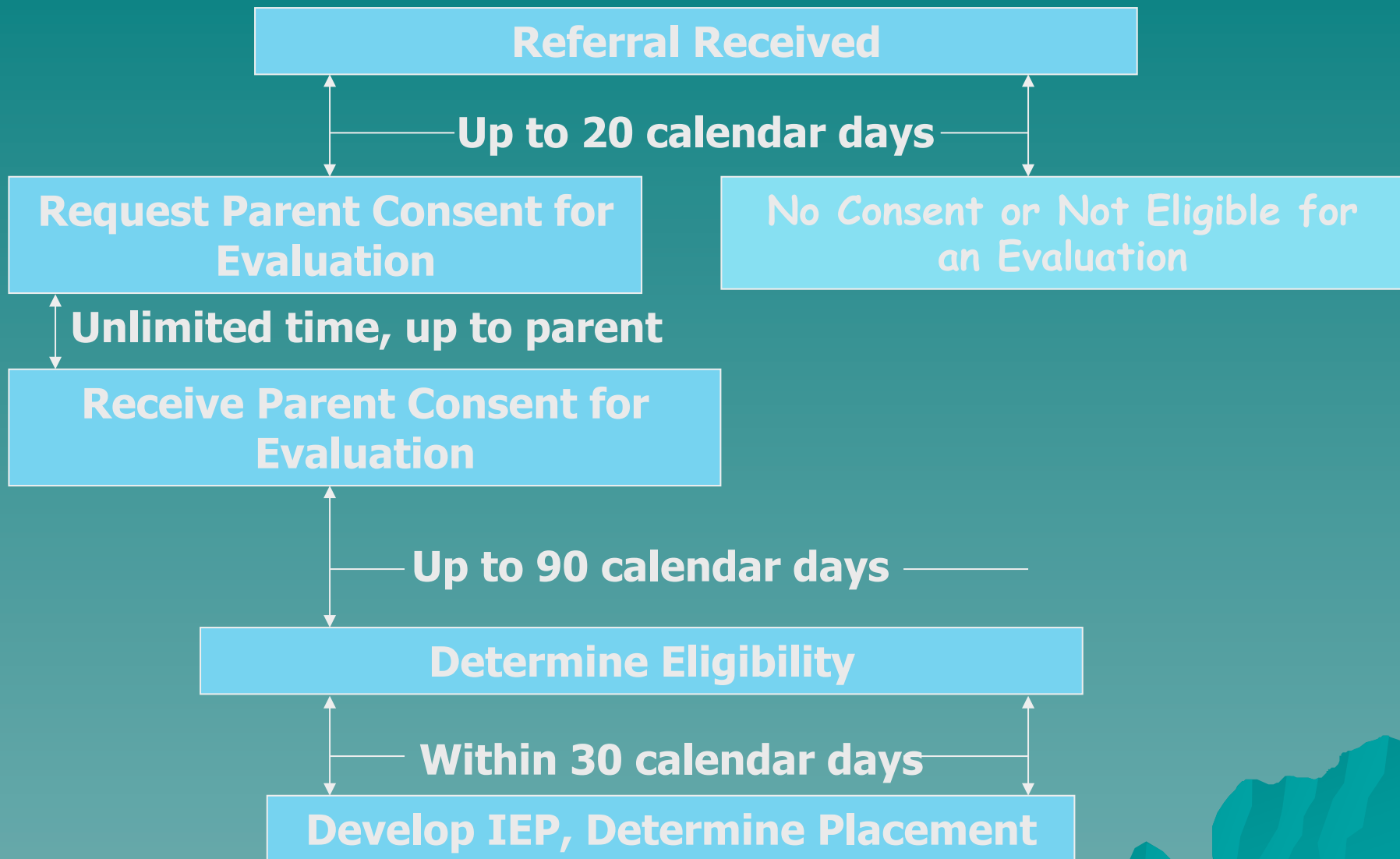
- Child meets criteria for one of categories
- Child needs special education

#### \* Determine educational needs

### 2. Develop, review and revise the IEP

### 3. Determine special education placement

# Initial Evaluation Timeline



# **What is in the IEP?**

**Written statements  
of....**

# **Present Levels of Academic Achievement and Functional Performance**

- ✓ **How disability affects involvement and progress in the general curriculum**
- ✓ **For preschool age children, how disability affects participation in appropriate activities**

# Present Levels of Academic Achievement and Functional Performance

**Must be a clear, descriptive statement that:**

- ✓ Is measurable
- ✓ Includes baseline data
- ✓ Includes strengths and needs
- ✓ Uses understandable language
- ✓ Use current information
- ✓ Includes academic & nonacademic areas

# EXAMPLE OF A PRESENT LEVEL

Dan is a seventh grader with a good sense of humor.

He is successful with 7<sup>th</sup> grade math.

Dan uses an agenda book for assignments, reading of tests, extended time, study guides, and a peer tutor in all classes requiring reading.

Dan's reading is slow and labored.

# PRESENT LEVEL...

This affects Dan's involvement and progress in the general curriculum as he can't complete grade level reading activities independently.

Dan's parents are concerned about his reading and feels he needs more help.

They report he has many friends in school.



# **Measurable annual goals including academic and functional goals to meet—**

- ✓ **Needs so the child can be involved and make progress in the general education curriculum**
- ✓ **Other educational needs that result from disability**



# What Do Annual Goals Include?

- Describes what the student will do
- Must be measurable
- Consists of three parts:
  1. Context (such as when reading aloud or during recess)
  2. Functional behavior (what the child will do)
  3. Criteria (how will we know the goal is reached)

***The child will do what ...where or when...to what/level degree.***

# Examples of Annual Goals

***1. Dan will listen and identify the number of syllables in a word with 80% accuracy .***

***2. Erin will identify whether any whole number is odd or even with 75% accuracy.***

***3. Ed will use complete sentences on writing assignments and in oral responses daily.***

# **Benchmarks or Short-term Objectives**

**For children taking alternate assessments, annual goals will include benchmarks or short term objectives**

- ◆ **Benchmarks are major milestones.**
- ◆ **Short-term Objectives are measurable intermediate steps**

# Measuring/Reporting Progress

**How** we will know that the child is doing what we want him/her to do

- Uses work samples, classroom tests, records of observation or other measurable ways that can be compared with the baseline and the goal.

**When** periodic reports will be given to Parents

- May be at conferences, quarterly reports or other



# Services

**Special education and related services and other supports and services for child to:**

- advance toward annual goals
- progress in the general curriculum
- participate in extracurricular and non-academic activities
- be educated and participate with all children

# The IEP Product

Other Services For Students  
With Disabilities

# Special Education

*Specially designed instruction needed to meet the unique needs of the child*

- ◆ Every IEP must include Special Education
- ◆ Special education may be speech therapy, specially designed physical education, assistive technology, travel training, vocational education, instruction in subject areas





# **Related Services**

*Required to assist the child to benefit  
from special education*

**Speech therapy**

**Occupational therapy (OT)**

**Physical therapy (PT)**

**Audiology**

**Nursing**

**Transportation**

# Supplementary Aids & Services

What will help the student be educated with non-disabled peers in

- regular education classes;
- other education-related settings;
- extracurricular and nonacademic settings?

**Oral test taking**

**Class outlines**

**Audio tapes**

**Extended time**

**Individual adult support**

**Small class size**

**Note taker**

**Large print**

**Behavior chart**

**Modified format**

# **Program Modifications & Supports for School Personnel**

What will help the educators?

**Training/in-service**

**Special equipment  
consultations**

**Team teaching**

**Planning time**

**Help with material modification**

**Extra staff time**

**Peer**

**Classroom aide**



# Amount of Services

- ◆ **Projected beginning and ending dates of IEP**
- ◆ **For each service**
  - **Frequency (How much and how often)**
  - **Location (Which classroom or other place)**
  - **Duration (How long)**

**Extent the child will  
not participate with  
non- disabled children  
in regular classes or  
activities**

# State & District Assessment

**All children with disabilities are expected to participate in all general State and district assessments**

- ✓ Accommodations as needed
- ✓ Alternate assessments as indicated in the IEP
- ✓ Aligned with State academic standards
- ✓ Measure achievement based on student's own progress over time using portfolio assessment

# IEPs : There's More

- ✓ **Transition**
- ✓ **Special Factors**
- ✓ **Procedural Safeguards**

# Transition

- ◆ **Beginning at age 14, IEP contains measurable postsecondary goals**
  - ◆ Training
  - ◆ Education
  - ◆ Employment
  - ◆ Independent Living Skills where appropriate
- ◆ **Student invited to IEP meeting**



# Transition Services

## Coordinated set of activities

- ◆ Be developed as a result of the transition planning process
- ◆ Reflect the student's needs, strengths, interests & preferences
- ◆ Lead to the postsecondary goals
- ◆ Specify the support needed by the student to achieve those outcomes



# Transition

- ✓ **At least 3 years before the student reaches the age of majority, a statement that the student has been informed of rights that transfer to them when turning 18.**
- ✓ **When exiting, the Student will receive a Summary of Performance.**

# Special Factors

- ◆ **Behavior-** positive behavioral interventions, supports and other strategies to address behavior
- ◆ **Limited English Proficiency-** language needs of the child as they relate to the child's IEP
- ◆ **Communication-** special communication/ language skills or strategies
- ◆ **Assistive Technology (AT)-** devices or services the child needs to achieve IEP goals
- ◆ **Braille needs-** instruction in Braille and the use of Braille, if appropriate

# IEP Procedural Safeguards

# Notice To IEP Meeting

- ◆ **Parents must receive an invitation:**
  - Early enough
  - Mutually agreed upon time and place
- **Notice must include:**
  - Purpose, time and location of meeting
  - Who will be attending the meeting



# IEP Meeting Options

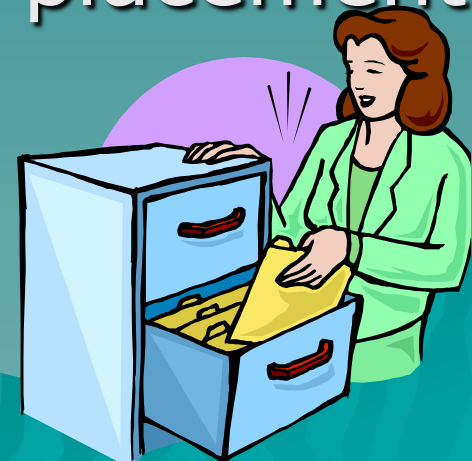
- Parents and schools may agree to hold IEP meetings using alternative means (such as videos, conference calls)
- Parents and schools may agree to change the IEP without a meeting

# Change IEP without Meeting

- Decision must be individualized, not usual practice
- School sends notice and parents agree
- Parent signature required
- Parent always receives copy of revised IEP
- IEP team and staff informed of changes
- IEP team must meet at least once a year

# Parent Participation in Decision Making

- ◆ Parent has a right to review all education records.
- ◆ Parent has a right to participate in all meetings of IEP team.
- ◆ Parents are members of any group that makes decisions on placement.





# Written Prior Notice

## School must tell parents in advance

- ✓ what it is going to do, or refuses to do
- ✓ why
- ✓ where parents may obtain procedural safeguards
- ✓ who parents can contact about understanding their rights
- ✓ all records used by the district in reaching a decision
- ✓ what else was considered

***In writing***

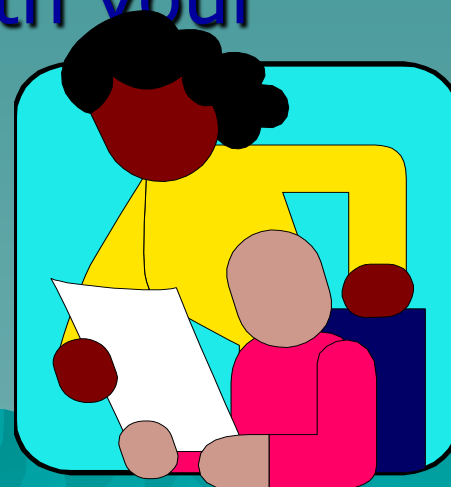


# Reaching Agreement

- ◆ Consensus
- ◆ Facilitated IEP
- ◆ Mediation
- ◆ Complaint
- ◆ Hearing
  - Resolution Session

# Remember

- ✓ The IEP is to be child centered.
- ✓ Be sure everything the IEP team discussed and agreed on for your student is clearly written into the IEP.
- ✓ Communicate frequently with your student's case manager!!!



# **Before the Annual Review Getting Ready**

- **Talk with teacher at Parent-Teacher conferences.**
- **Contact case manager directly with concerns throughout the year.**
- **Review the present IEP carefully.**
- **Write down a list of questions/concerns.**
- **Write down some goals you'd like to see your student achieve in the coming year.**

# During the Annual Review Your Participation is **IMPORTANT!**

- ◆ Be involved in the special education process! You are an important member of the IEP team
- ◆ Ask for clarification of anything you don't understand.
- ◆ Ask for more time if you feel you need to contribute more information.