



Individual Education Program



August 2023





Welcome!

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Acronyms

Acronyms List

IEP: Individual Education Program

LEA: Local Education Agency

FAPE: Free Appropriate Public Education

IDEA: Individuals with Disabilities Education Act

Questions

General Questions:

- Type in the chat
- Write on a note to be gathered at the end
- We will put together an FAQ with all applicable questions that will be posted on our webpage along with the recording and slides

Student Specific Questions: Send to Kathy Haley, listing your child's name and building at kathy.haley@lps53.org. Kathy will forward your question to Toni, Sheryl or Jen and we will respond.



Please Remember

IEPs are INDIVIDUALIZED. Every IEP may not include every section we speak to this evening.

Every teacher has a different level of experience writing IEPs and holding IEP meetings. Please know that our staff is learning, growing and doing the best he/she knows to do. Please use your knowledge to support this growth.

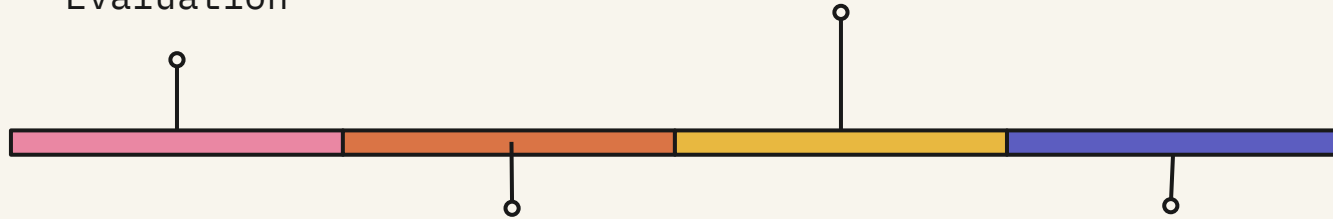


Timeline

Suspicion of
Disability

Referral for
Evaluation

If Yes...
Develop IEP



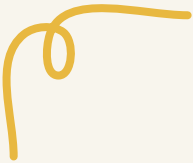
Initial
Evaluation

Determination of
Disability or **Not**

Yearly IEP
*(or more often if
necessary)*

Re-Evaluation -
Every 3 Years






Eligibility Areas

Autism
Deaf/Blindness
Emotional Disturbance
Hearing Impairment and
Deafness
Intellectual Disability
Multiple Disabilities
Vision Impairment/Blindness

Orthopedic Impairment
Other Health Impairment
Specific Learning
Disability
Speech or Language
Impairment
Traumatic Brain Injury
Young Child with a
Developmental Delay





Required Meeting Attendants

- Parents/Guardian of the student
- Regular education teacher
- Special education teacher
- LEA Representative
- Person qualified to interpret the instructional implications of evaluation results
- You may ask for others to be in attendance (i.e. SLP, OT, PT, etc.)



Notice of Meeting

- Parents will receive a Notice of Meeting at least 10 days before your child's IEP meeting (unless both parties agree to meet in a shorter time span)
- The information on this Meeting Notice includes:
 - * Date/Time/Meeting Location
 - * Purpose of meeting
 - * Other individuals who have been invited
 - * Contact information of the person sending the invitation
- If the parent does not respond/attend after two meeting notices have been sent, the IEP team may proceed with meeting without the parent.





Important Documents

Procedural Safeguards: Policy established to protect the rights of all parties involved in the education of children with disabilities

Parents' Bill of Rights: Rights afforded to you as the parent/guardian of a student who qualifies for special education services



First Page of IEP



- Demographic Information
- Residential Home School - your neighborhood school
 - If student attends a program, this school is listed in the next section
- Case Manager
- Dates
- Proposed Minutes of Service
- Individuals who participated in the IEP meeting, role and method of attendance





Present Levels

7 components make up the “Present Level of Academic Achievement and Functional Performance” section of the IEP

“**Functional Performance**”: a student’s general ability and problem solving, attention and organization, communication, social skills, behavior, self-advocacy, and learning style. For students with transition plans, this also includes independent living, vocational skills, and employment skills.

Follows the “**Golden Thread**” - Evaluation, Present Levels, Goals, Services





How disability affects involvement in the general education curriculum

- Details the **specific skills** impacted by a student's disability
- Aligns with the **specific area(s) of eligibility**
- Skill deficits identified **are addressed** with goals and services in the IEP
- For students with transition plans, must include impact on post-secondary goals



Strengths of the child

- Details the **specific strengths** of a student across a multitude of areas (academic, behavioral, communication)
- If student does not demonstrate any functional skill deficits, **functional skills** should be included as a strength
- Strengths should include input from a **variety of members** of the IEP team.
- For students with transition plans, must include impact on post-secondary goals

Concerns of the parent/guardian

- Section of the present level to **detail parent/guardian input**
- There should be some indication in the IEP as to **how concerns** of the parent/guardian will be addressed, **or**, why it is not appropriate to address those concerns within the IEP
- For students with transition plans, must include **expectations** for the student after the student leaves high school

Changes in current functioning

- **Details changes** in the student's functioning - both academic and functional - since the previous IEP
- **Not applicable** for initial IEPs
- Should include information regarding **progress - or lack of progress** - on specific goals
- For students with transition plans, must include impact on post-secondary goals



Summary of most recent evaluation/re-evaluation results

- **Provides a picture** of the information gained from the student's most recent evaluation and eligibility determination
- Aligns with the information presented in **"how disability impacts"** section
- The only section of the present levels that may not change every year, with **updates only for those IEPs** written after an evaluation or re-evaluation



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Summary of formal and/or informal age appropriate transition assessments

- Only applicable for **students with transition plans**
- Should be **updated annually**
- Information updates **do not require a formal evaluation** be completed
- Provides an **opportunity for student input** into the IEP, similar to parent/guardian concerns

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Alternative assessment considerations

- Applicable to students with “**most significant cognitive disabilities**”
- Requires IEP team to follow a **specific process** to determine eligibility
- Details how the student’s most significant cognitive disability impacts access to curriculum and requires specially designed instruction
- For students with transition plans, must include impact on post-secondary goals



Special Considerations



IDEA lists several factors that IEP teams need to take into account when developing or revising a student's IEP:

- Visual impairments
- Communication needs, especially if the student is deaf or hearing impaired
- Behavior
- Limited English proficiency
- Assistive technology





Goals



How do IEP teams write annual goals?

- Goals are based on areas of need identified in the present level of performance and directly tied to area of eligibility in the evaluation report
- Goals describe what your child can be expected to do or learn within 12 months
- A well-written goal should be positive and describe a specific skill that can be seen and measured
- **Specific, Measurable, Achievable, Relevant, Timebound**





Reporting Progress



Progress on IEP goals is required to be reported to parents as often as general education reporting occurs.

In Liberty, for grades K-12, progress reporting occurs every quarter for a total of 4 times per school year.

At the Early Childhood Center, progress is reported on IEP goals 3 times per school year.





Services Summary



The Services Summary accounts for services required to provide FAPE outside of the service minutes received from a teacher and/or a related service provider.

Access to Adult Support: These are minutes that your child needs support, but not specially designed instruction. These minutes may include supervision at recess, help getting through the lunch line or assistance in the restroom. This may also include support during an academic time in the general education classroom. This service has specific minutes tied to it and is most likely fulfilled by a paraprofessional.





Services Summary, Cont.

Parent and School Personnel Supports: Consulting Services is the most likely service listed here. An autism consultant or behavior consultant may provide supports to the teacher or parents of students. Minutes are not tied to this type of support in order to ensure that our consultants have the ability to provide services as needed.

Program Modifications and Accommodations: Listed on Form F



Transportation as a Related Service

The IEP team determines if a student requires transportation as a related service. This typically occurs when:

- A student is attending a school outside of his/her neighborhood school (as determined by the IEP team)
- A student requires specialized equipment to utilize transportation such as a wheelchair lift or a safety system that is not on a typical bus
- A student has physical conditions that cannot be accommodated on a typical school bus



Regular Education Participation

Extent of Participation in Regular Education: Based on the need for specially designed instruction, the IEP team specifies how much a student is in the general education environment. If this is not 100% of the time (which it rarely is), an explanation as to why must be written.

Physical Education: The IEP team decides how a student receives PE

Participation in Program Options, Nonacademic, and Extracurricular Activities

This district assures that this student will have an equal opportunity to participate in program options, nonacademic and/or extracurricular activities and services offered by the district.



Placement Considerations and Decision

The number of minutes of service and the intensity of services a student requires to make progress determines where they student's placement falls on the placement continuum. In a public school, the most common placements are:

- Inside regular class at least 80%
- Inside regular class 40-79%
- Inside regular class less than 40%



Form B: Extended School Year (ESY)

- Extended School Year services are an IEP team decision. The main consideration is regression and recoupment of skills. The purpose of ESY is for maintenance of skill levels.
- Some considerations are past rates of regression, nature of the disability, behavioral needs that may impact learning, crucial areas of learning for independence, and physical needs of the student that may impact learning
- ESY is **not** the same as Summer School.
- Form B is used to document the specific goals and services that a team determines that a student requires to maintain skills through the summer.



Form C: PostSecondary Transition Plan

- Must be developed considering the **student's needs, preferences, and interests**
- Updated **annually**
- Must be in place no later than the first IEP in effect when the student turns 16 (**in LPS we begin the post-secondary plan during 8th grade**)
- Must include goals for **employment and education**.
- If needed must also include a goal for **independent living**
- Must detail **transition services** needed
- Must include anticipated **graduation criteria and date**
- Must include the student's **course of study**



Form D: Statewide Assessment

- Grades **3-8 MAP** tested in **ELA and Math** (MAP-A)
- Grades **5 and 8 MAP** tested in **Science** (MAP-A)
- Grades **9-11 End of Course Exams**: Algebra I, ELA II, Biology, and American Government (MAP-A ELA and Math for 9-11, Science for Grade 11)
- Documents Universal Tools as well as **Accommodations**
- **Accommodations must align with** areas of identified impact in the present level, as well as those needed for **classroom assessments** (Form F)



Form E: District-Wide Assessments

- IEP teams determine whether or not a student will participate in District-Wide Assessments that are administered at a student's grade level.
- If a team determines that a student **will not** participate in District-Wide Assessments, the team must provide a statement as to why the assessment is not appropriate for the student and must identify an alternative assessment that measures the same area.
- Form E documents Participation in assessments as well as any needed accommodations for participation. Some assessments have norming guidelines that limit the accommodations that are available.
- The LPS Assessment Calendar can be found [here](#).





Form F: Accommodations and Modifications



Difference between accommodations and modifications:

- Accommodations-a change that helps a student work around the disability while still expecting the student to know the same content. Ex: text to speech, fewer questions, extended time
- Modifications-a change in the content of what is being taught or expected from the student. Ex. reduced difficulty of assignments, alternate assignments and assessments
- IEP teams determine what accommodations and modifications, related to area of eligibility, are needed to support a student's education.
- Helpful to look in the Present Level when considering Accommodations and Modifications.





Form G: Distance Learning Plan

- Form G describes the services and supports that will be provided in the event of a school closure.
- Since Liberty Public Schools uses Alternative Method of Instruction for Inclement Weather Days, we document special education services for these days on Form G.
- Form G documents:
 - Any parent training or support needed
 - Communication Plan for AMI Days
 - Goals that will be addressed during the closure and how instruction will be delivered
 - Any accommodations needed



Thank
You

