



## Navigating Through the IEP

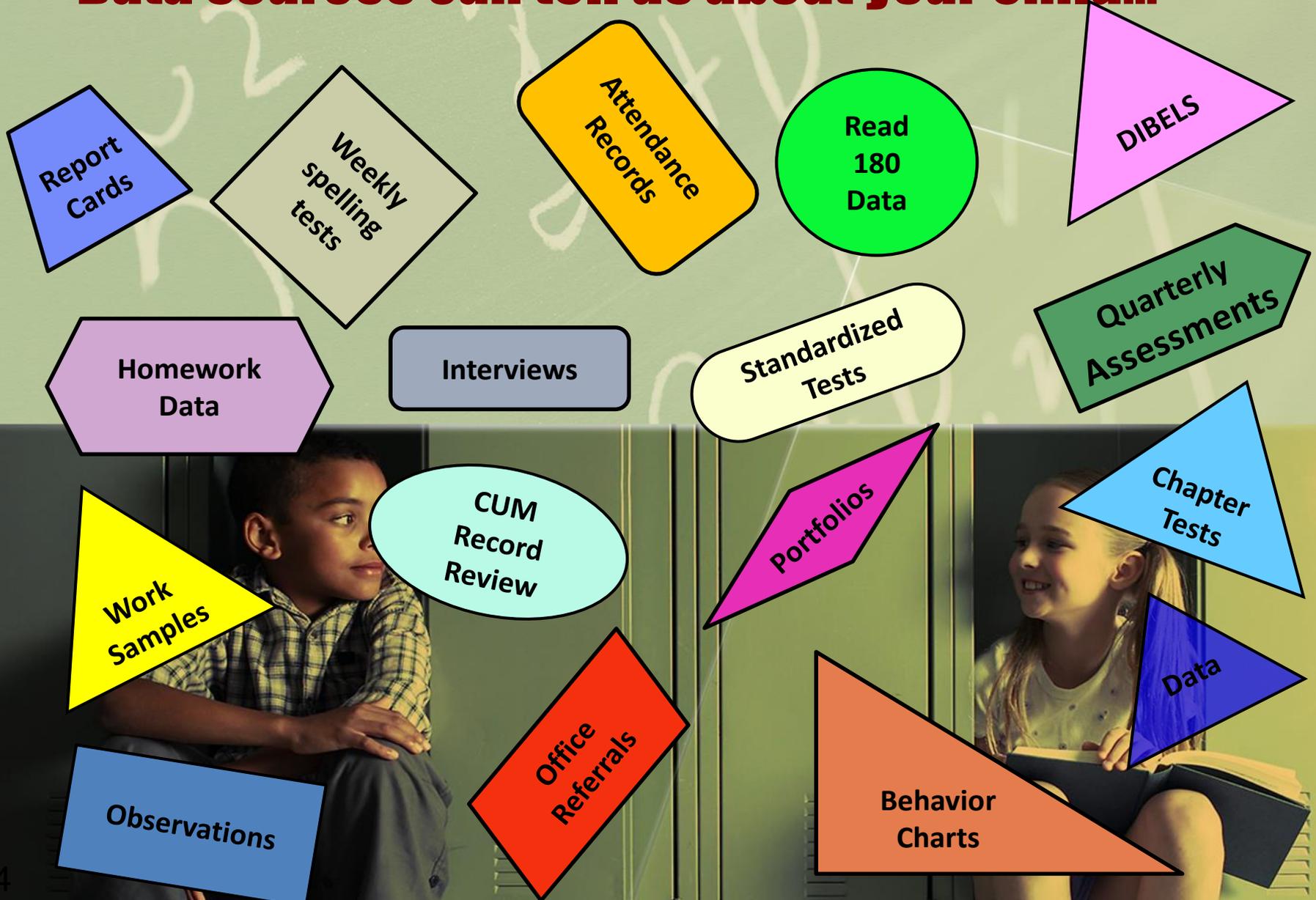
# Objectives

- Understanding the IEP guidelines and knowing who should be the participants of an IEP
- Understanding what we need to know before, during and after the IEP
- Understanding the difference between eligibility and disability
- Becoming familiar with the placement, support and services offered to students under the law
- Understanding the connections between assessments, evaluations and the present level of performance (PLP) of an IEP
- Understanding how student academic goals are generated



# Assessment, Evaluation, and Present Level of Performance

# Data sources can tell us about your child...

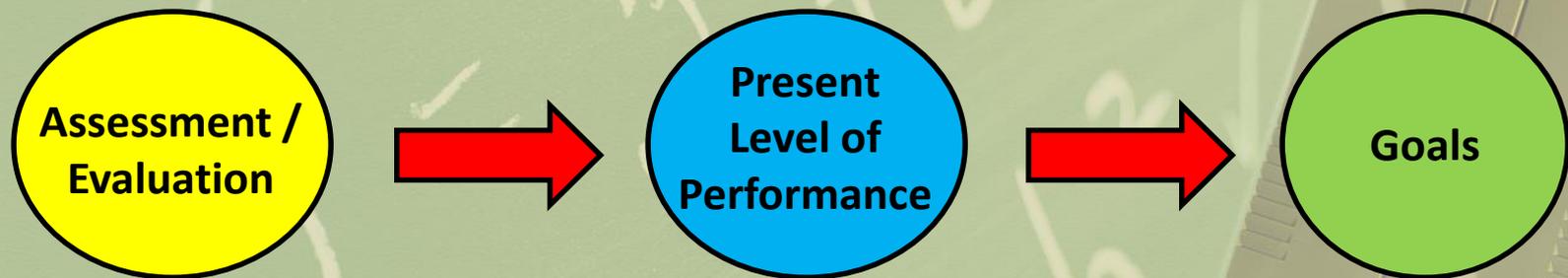


# Goals

**What we want the child to know and be able to do...**

In what performance area (s) are goals needed?

- All goals need to be connected to an identified need described in present level of performance
- All goals need to be connected to the Common Core State Standards - the California Content Standards



# Assessment, Evaluation, and Present Level of Performance

## Academic

- Reading
- Writing
- Math
- ELD

## Non-Academic

- Social
- Social/Emotional
- Behavior
- Communication
- Prevocational / Vocational Education
- Adaptive/Daily Living
- Health
- Gross/Fine Motor Development
- Transition (14 yrs & older)

# Sample of Pg. 3 of the IEP

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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Student

Date of Birth

Meeting Date

### Section E: Present Level of Performance

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):



#### Strengths:

What can the student do in this performance area? This should clearly state what the student can do.

#### Needs:

What are the areas of need for this student? This should clearly state what the student still needs to learn.

#### Impact:

What is the student's disability and how does it impact their ability to access the general education curriculum in that performance area?



# Testing and Graduation

# Assessment

## Guiding questions for the team...

- What type of State Assessments will the student take?
- What accommodations are necessary for this student during testing?
- Are these accommodations linked to the classroom?

# Assessment

## Assessments

**Most** students participate in standardized assessments

**For All Students -  
Including students  
with IEPs or 504  
Plans**

**Some** students participate in an accommodated assessment

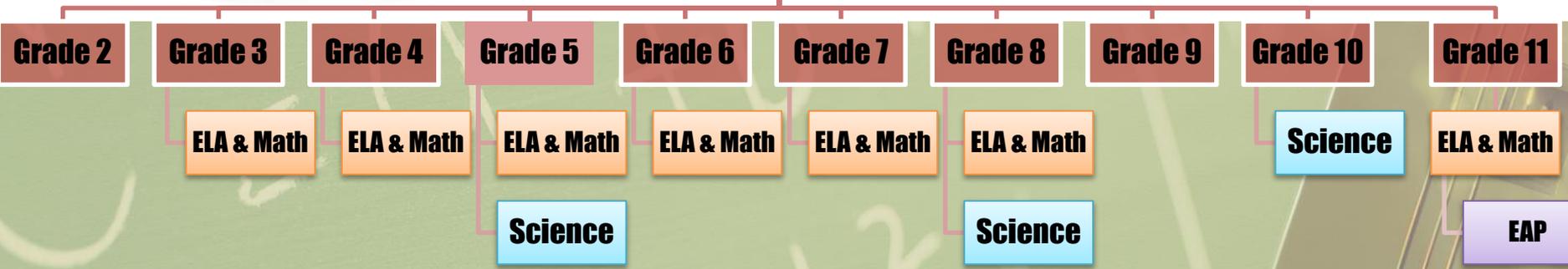
**For  
students  
with IEPs**

**Few** students participate in the modified assessment

**For  
students  
with IEPs**

# What Test Does My Student Take?

## CAASPP



## (STS)

**ELA & Math**

Smarter Balanced Assessments in English Language Arts and Mathematics

**Science**

California Standards Test (and CMA or CAPA) in Science

**STS**

Standards-based Tests in Spanish – for *some* English learners and those enrolled in Dual-language programs *with primary instruction in Spanish*

**EAP**

Early Assessment Program – assesses readiness for college-level coursework

# Smarter Balanced Assessment



True or False



Multiple Choice



Multiple Selection



Text Entry



Drag and Drop



Essay Type



Match  
the following



Resequence



# Placements and Services

# Placement

**This is where we begin to determine where, when, and how your child will be served...**

- Eligibility
- Curriculum
- Type of school
- Name of school
- Setting (Gen Ed or Special Ed)
- Program (Gen Ed or a named special day program)
- Special Day min/week (only used for special day students)
- Addresses goals (in the program)
- Low incidence support
- Assistive Technology support
- Transportation
- Extended School Year
- Accommodations, modifications, and supports
- Preparation for 3 Year Review
- Participation in general education
- Indicate transitions



**Services**

# Services

## What are the common related services?

- Adaptive Physical Education
- Audiology Services
- Behavior Intervention Therapy
- Counseling Services
- Health and Nursing Services
- Language and Speech Therapy
- Occupational Therapy
- Physical Therapy
- Psychological Services
- Rehabilitation Counseling Services
- Resource Specialist Service
- Social Work Services
- Transportation

All kids need a little help,  
a little hope,  
and somebody who  
believes in them.

Earvin “Magic” Johnson

