



Navigating Through the IEP

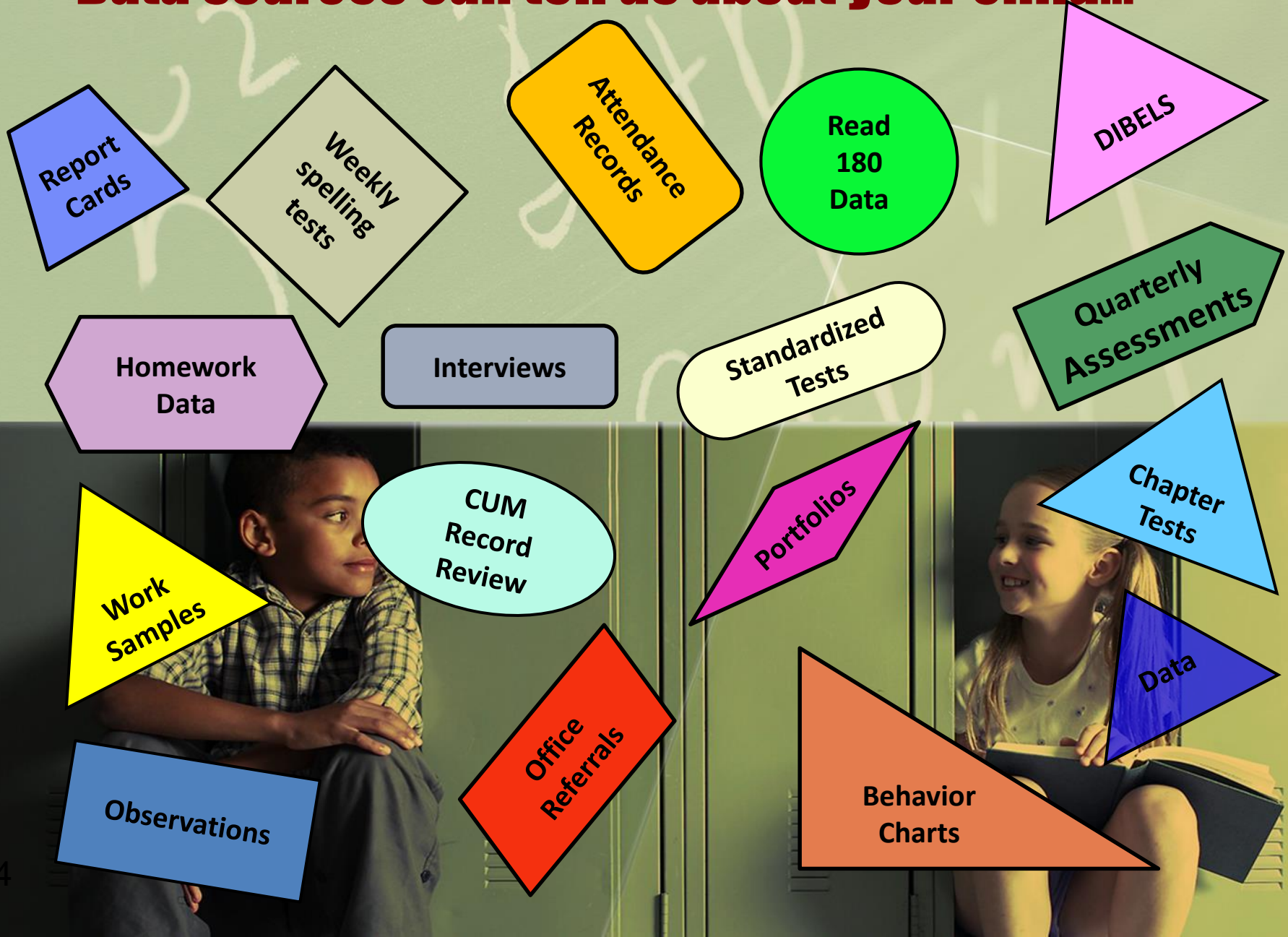
Objectives

- 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...

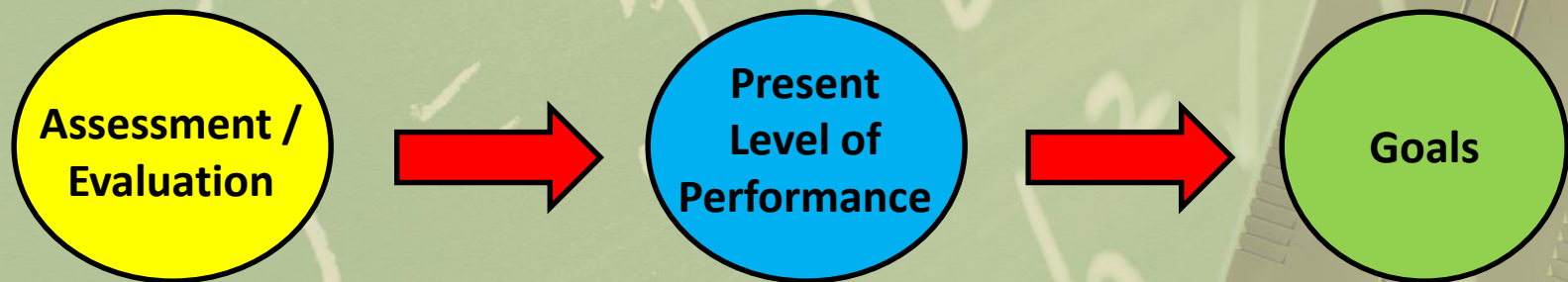


Goals

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

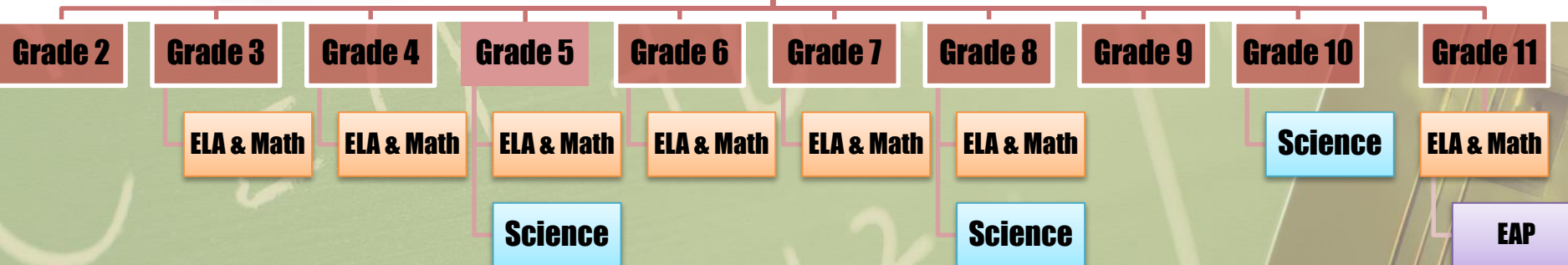
**For
students
with IEPs**

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

