



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

Navigating to a Meaningful IEP

- **Think of a trip you have taken...what did you do in preparation?**
 - **Developing a meaningful IEP is not different when we use**
 - Student background information
 - Assessment findings
 - Observations
 - Behaviors
 - Collaborative work

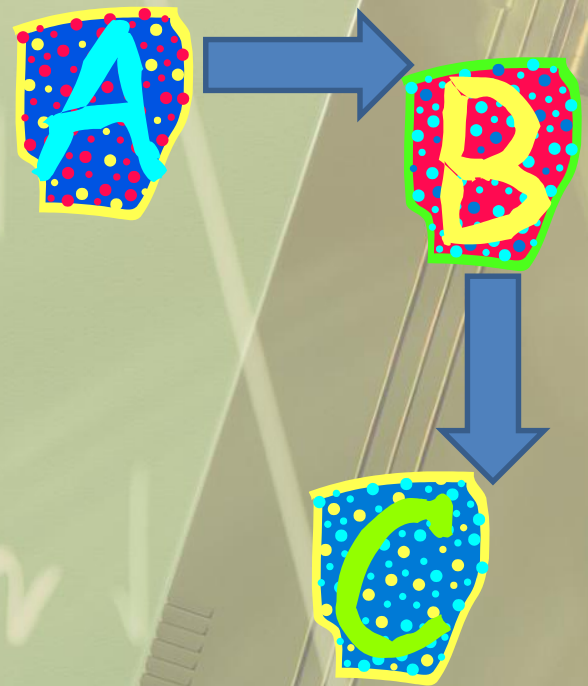


Navigating to a Meaningful IEP

Getting from here to there....

The IEP was designed to take us through a logical progression.

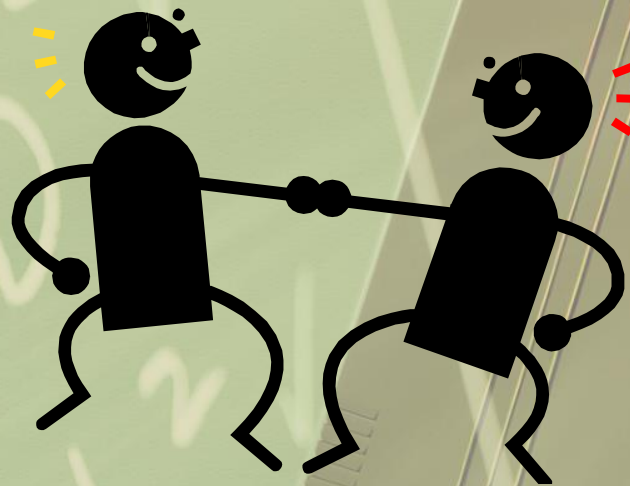
- Assessment, evaluation, and PLP
- Goals
- Eligibility
- Testing and graduation
- Individualized Transitional Plan (ITP)
- Placement
- Support and services
- Safeguards, follow-ups, and signature



IEP Guidelines

Who will participate in this IEP?

- Administrator*
- Special Education Teacher*
- General Education Teacher*
- Parent*
- Student (if appropriate)
- Related Services (DIS) Providers
- Nurse
- Interpreter (if needed)



****Mandatory team members.***

Before, **During** and After the IEP Team Meeting

- Additional participants
 - Others with knowledge or special expertise about your child
 - Child, if appropriate
 - Representatives from outside agencies
 - Interpreter, if requested
- Personnel excusal from IEP team meeting, with parent consent

IEP Guidelines

When will this journey happen?

An IEP may be held for:

- Initial
- Review
- Amendment
- Individual Transitional Plan (ITP)
- Annual
- Expulsion
- Re-Evaluation
- Suspension
- 3 Year Evaluation
- Due Process

IEP Guidelines

IEP Timelines

- 60 days after parent signature and consent on Assessment Plan
- 30 days after parent requests
- 30 days for students new to the District who are receiving special education services

Parent Notification of IEP Team Meeting

- 10 days prior to IEP meeting
- Date, time, & location
- Purpose
- Participants
 - ***Don't forget to make a request for interpretation services!***

IEP Guidelines

Parent Notification of IEP Team Meeting

Parents may:

- Attend, reschedule or consent to proceed with the IEP in their absence
- Request an interpreter
- Request copies of assessment reports before the IEP meeting
- Ask that independent education evaluation (IEE) be considered
- Sign & return notification form to school

Before, During and After the IEP Team Meeting

- Look at recent information about your child's progress
- Review your child's current IEP to go over important information that you want to share at the IEP meeting
- Write down questions you want to ask, thoughts, and/or concerns
- Visit your child's school and/or classroom and meet with teachers to talk about your child's progress

Before, During and After the IEP Team Meeting

- Give copies to the school of any recent private evaluation reports you want to share with the IEP team
- Review and return the “Notification to Participate in an IEP Meeting”
- Fill out a “Parent Request for Reasonable Accommodations” form

Before, **During** and After the IEP Team Meeting

IEP document will be developed, reviewed, and/or revised

Required participants

- Parent/guardian
- School administrator/designee
- Special education teacher
- General education teacher

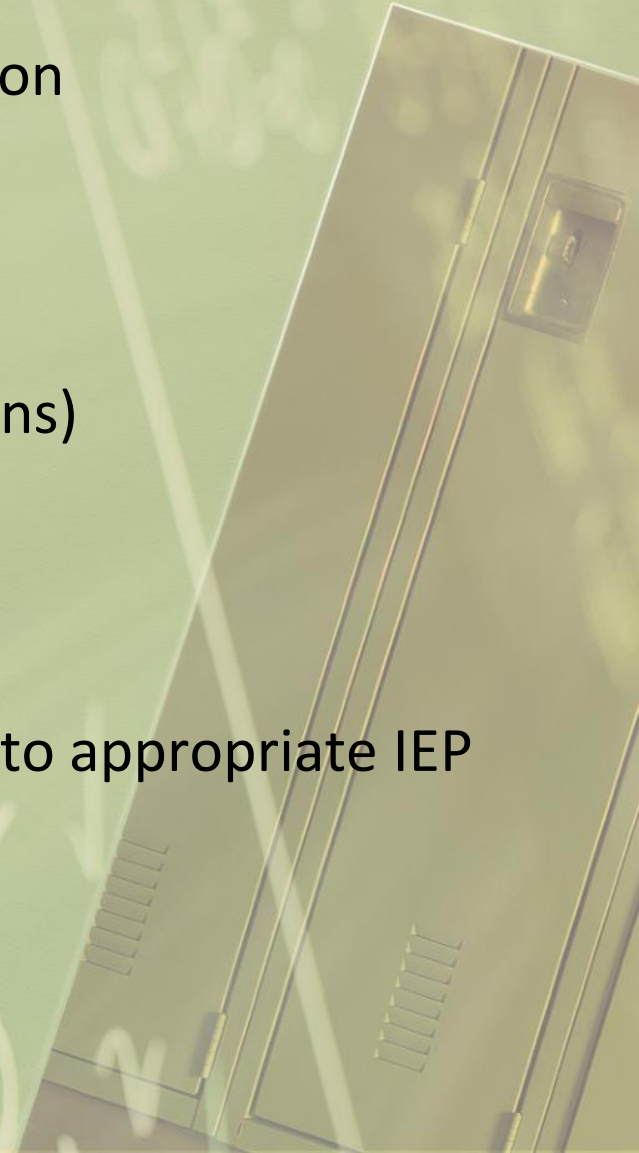
Before, **During** and After the IEP Team Meeting

Parents should:

- Share information about your child
- Ask questions or ask for explanations of special education terms that you do not understand
- Help in the design of an educational plan to meet your child's individual needs

Use of an Oral Interpreter

- Interpreter is a communicator of information
- Role of interpreter is neutral
- Refrain from sidebar conversations (opinions)
- Speak one person at a time
- Maintain eye contact and refer comments to appropriate IEP team member



Before, During and **After** the IEP Team Meeting

Parents should:

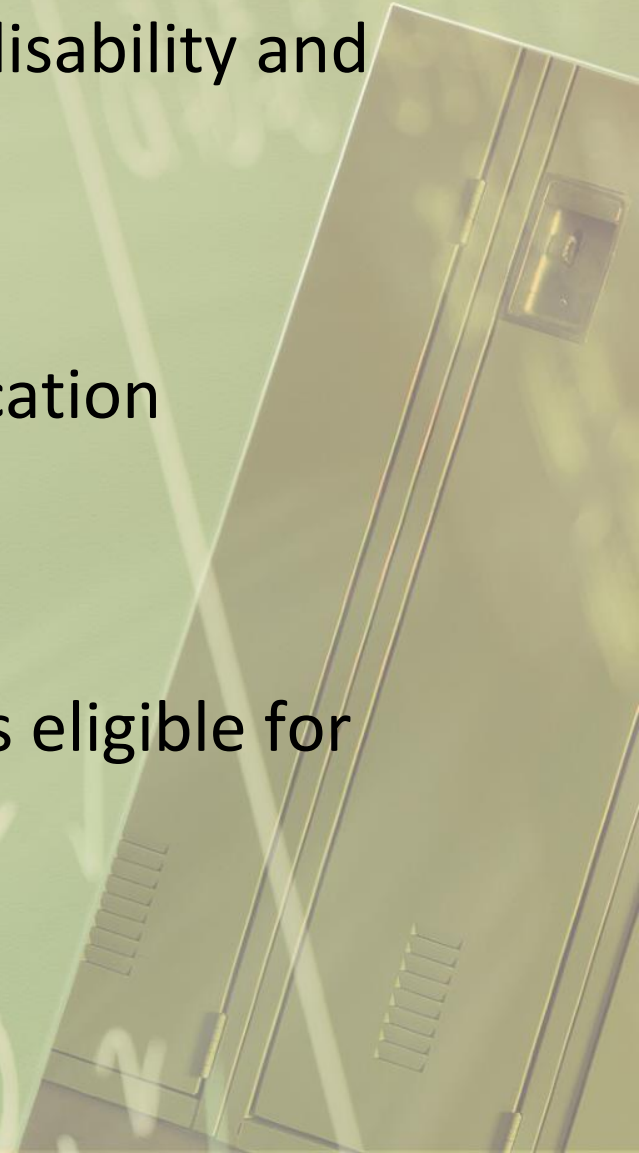
- Frequent follow ups with teachers and child
- Create a binder/folder with the child's information
- Support the child at home as much as possible and monitor the child's progress **“at all times”**



Eligibility vs. Disability

Understanding the Difference Between Eligibility vs. Disability

- What's the difference between a disability and eligibility?
- What are the thirteen special education eligibilities recognized under law?
- How is it determined if a student is eligible for Special Education Services?



Understanding the Difference Between Eligibility vs. Disability

- How does the law define eligibility and disability?

Under the law, the term ***eligibility*** refers to the evaluative process outcome that determines whether or not a student qualifies to receive special education services.

Under the law, the term ***disability*** refers to the evaluative process that identifies an individual with a disorder or impairment. Disabilities vary from activity limitations, restrictions, developmental, mental disorders etc.

Disabilities

ADD / ADHD

Aphasia

Asperger's Syndrome

Asthma

Astigmatism

Autism

Autism Spectrum Disorder

Behavior Disorder

Bipolar

Cerebral Palsy

Conduct Disorder

Deaf

Deaf-Blindness

Depression

Downs Syndrome

Dysfluency

Dysgraphia

Dyslexia

Emotional Disturbance

Hard of Hearing

Intellectual Disability

Muscular Dystrophy

Multiple Disabilities

Obsessive/Compulsive Disorder

Other Health Impaired

Orthopedic Impairment

Schizophrenia

Speech or Language Impairment

Specific Learning Disability

Traumatic Brain Injury

Visual Impairment

Group Activity

Take 2 minutes to check which of these disabilities fall under a special education eligibility.

Eligibility

Check the 13 which are considered Special Education Eligibilities

ADD / ADHD	Dysgraphia
Aphasia	Dyslexia
Asperger's Syndrome	Emotional Disturbance
Asthma	Hard of Hearing
Astigmatism	Intellectual Disability
Autism	Muscular Dystrophy
Autism Spectrum Disorder	Multiple Disabilities
Behavior Disorder	Obsessive/Compulsive Disorder
Bipolar	Other Health Impaired
Cerebral Palsy	Orthopedic Impairment
Conduct Disorder	Schizophrenia
Deaf	Speech or Language Impairment
Deaf-Blindness	Specific Learning Disability
Depression	Traumatic Brain Injury
Downs Syndrome	Visual Impairment
Dysfluency	

Elegibilidad

Marque las 13 que son consideradas clasificaciones de educación especial

ADD / ADHD	Disgrafía
Afasia	Dislexia
Síndrome de Asperger	Perturbaciones emocionales
Asma	Dificultades auditivas
Astigmatismo	Discapacidad intelectual
Autismo	Distrofia muscular
Trastorno del espectro autista	Discapacidades múltiples
Trastorno del comportamiento	Trastorno obsesivo/compulsivo
Bipolaridad	Otra deficiencia de la salud
Parálisis cerebral	Discapacidad ortopédica
Trastorno de la conducta	Esquizofrenia
Sordera	Discapacidad en el lenguaje
Sordera-ceguera	Discapacidad específica en el aprendizaje
Depresión	Trauma cerebral
Síndrome de Down	Discapacidad visual
Desequilibrio en la fluidez	

Eligibility

Check the 13 that are considered Special Education eligibilities

Aphasia

Asperger's Syndrome

Asthma

Astigmatism

Attention Deficit Disorder/ADHD

Autism

Autism Spectrum Disorder

Behavior Disorder

Bipolar

Cerebral Palsy

Conduct Disorder

Deaf

Deaf-Blindness

Depression

Downs Syndrome

Dysfluency

Dysgraphia

Dyslexia

Emotional Disturbance

Hard of Hearing

Intellectual Disability

Muscular Dystrophy

Multiple Disabilities

Obsessive/Compulsive Disorder

Other Health Impaired

Orthopedic Impairment

Schizophrenia

Speech or Language Impairment

Specific Learning Disability

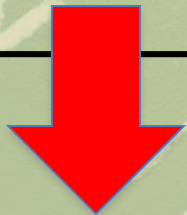
Traumatic Brain Injury

Visual Impairment

Eligibility

Impact:

The impairment (disability) adversely affects the Student's educational performance **and requires special education to meet the student's needs.**



The IEP team moves on to developing GOALS!

No Impact:

If it is determined that the student has a disability, **but does not require or no longer requires special education**, the student is not eligible for special education services and supports.

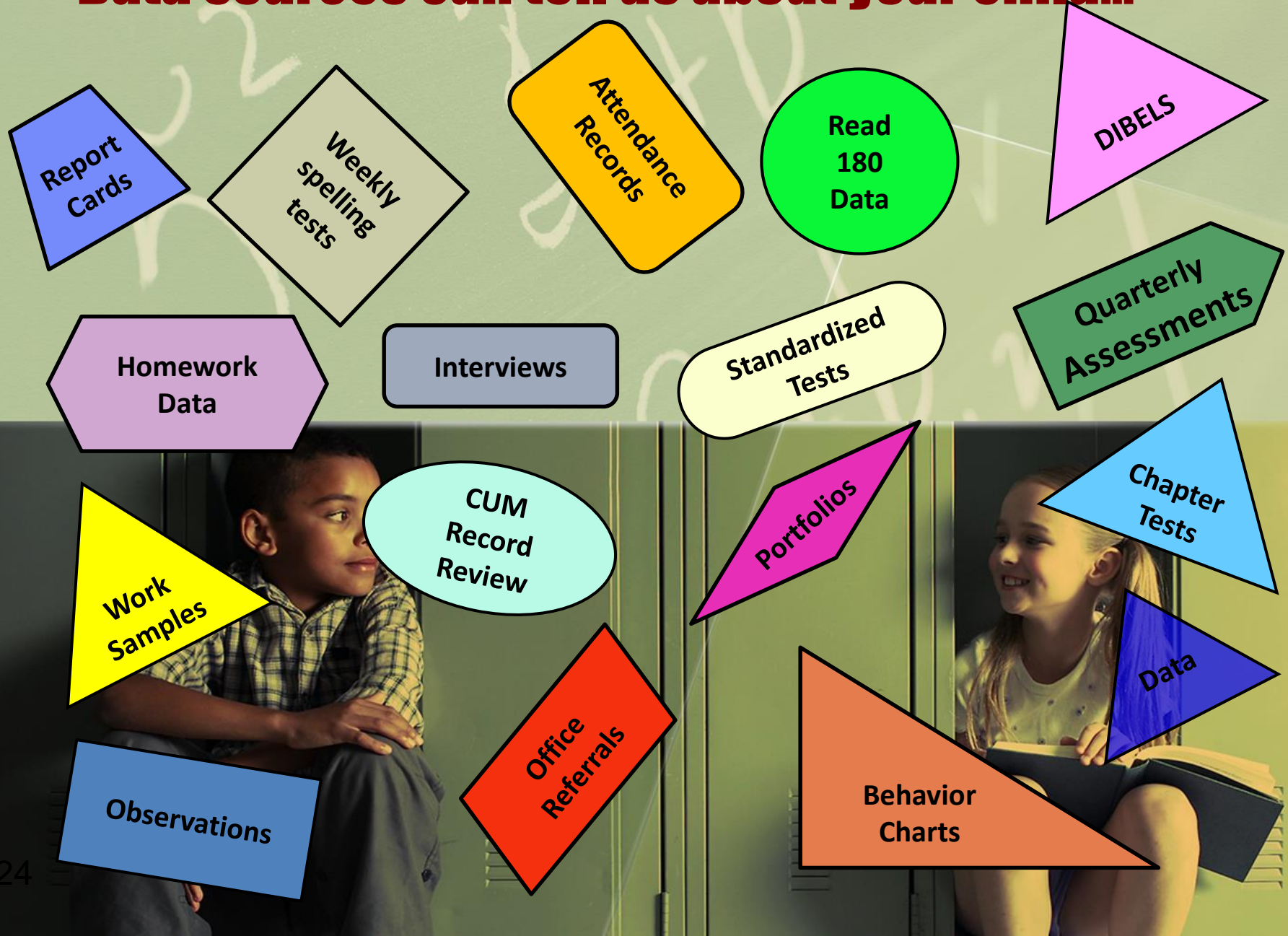


The IEP team should discuss whether the student is eligible for a Section 504 Plan



**Assessment, Evaluation, and
Present Level of Performance**

Data sources can tell us about your child...

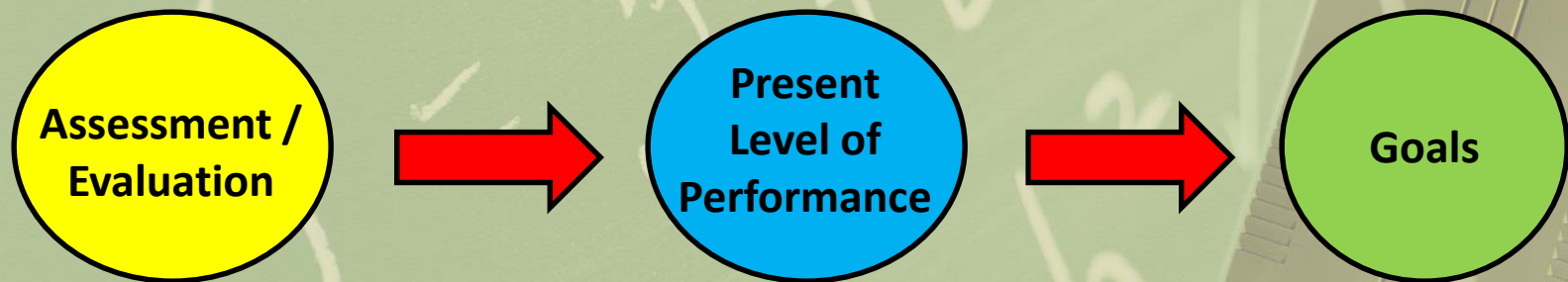


Goals

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



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

IEP Page 3 a b c d e f g h i j of 0

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

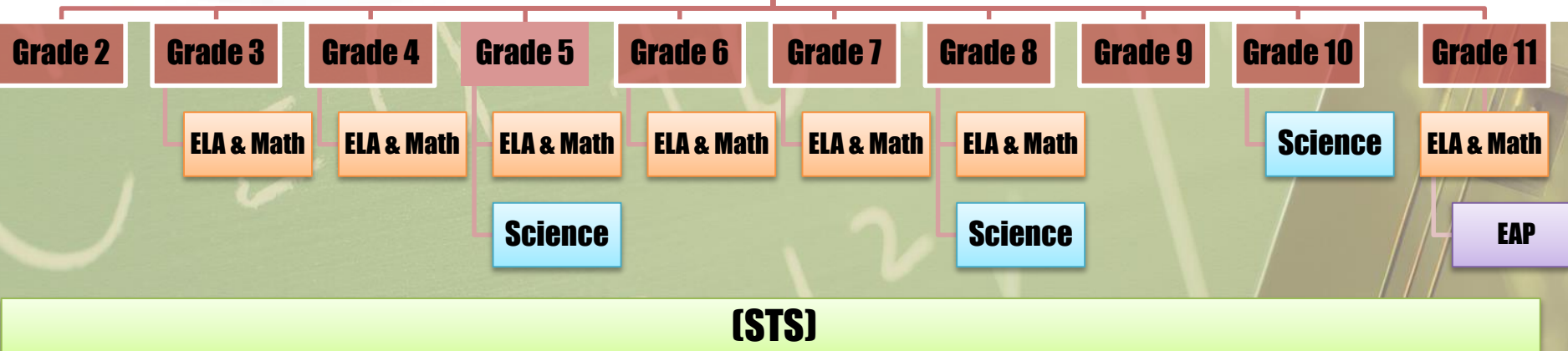
**For
students
with IEPs**

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

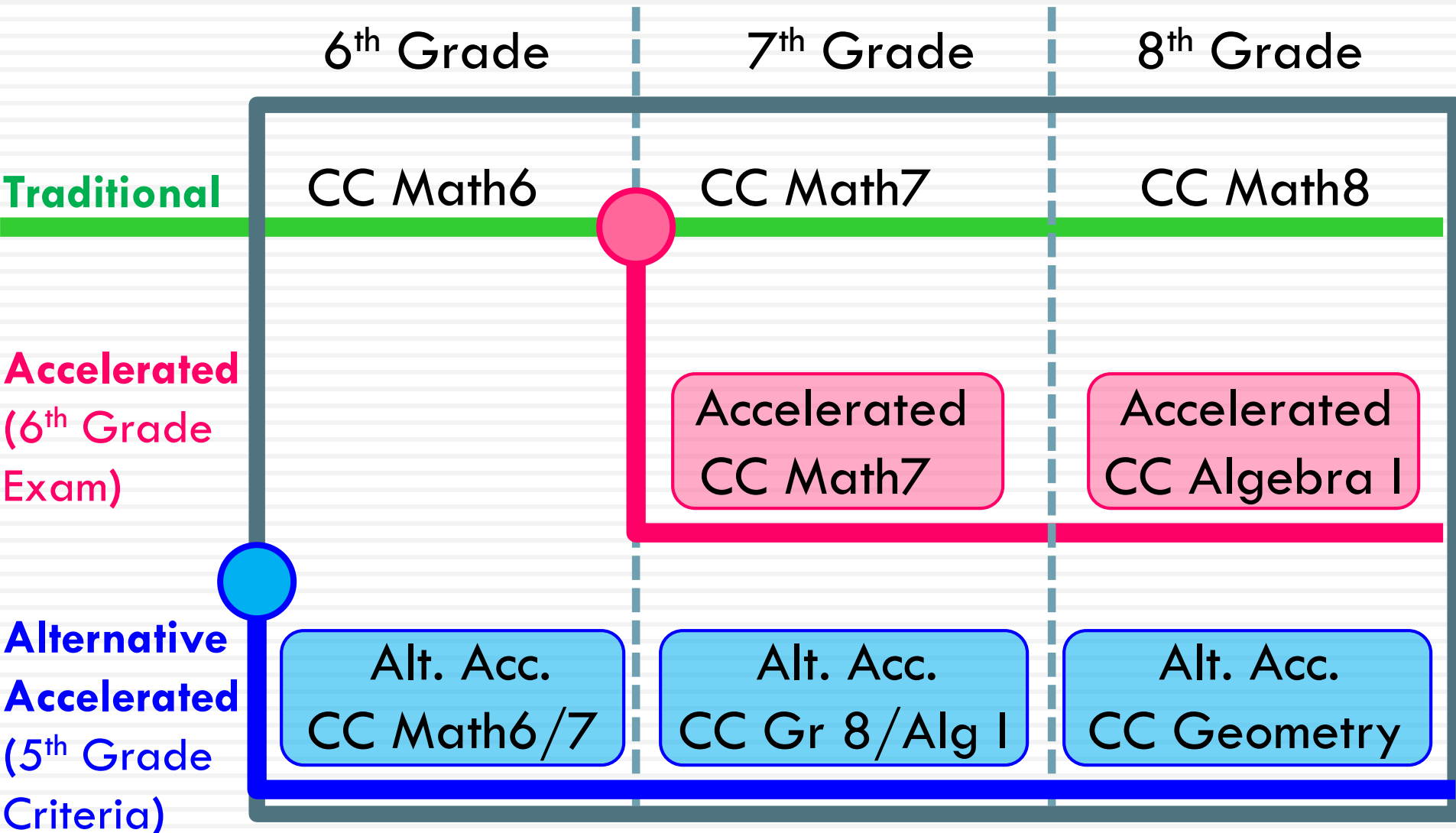
Standards-based Tests in Spanish – for *some* English learners and those enrolled in Dual-language programs *with primary instruction in Spanish*

EAP

Early Assessment Program – assesses readiness for college-level coursework

2014-2015 Common Core (CC)

MIDDLE SCHOOL PATHWAYS & COURSES



A Closer Look: CCSSM Alternative Accelerated

**5 Courses in
3 Years**

**Middle
School
Alternative
Accelerated
(5th Grade
Criteria)**

**Compacted
Content /
Standards
Addressed**

TOTAL =

6th Grade

Alt. Acc.
CC Math6

CC Math6
+
CC Math7

2 Courses

7th Grade

Alt. Acc.
CC Algebra I

CC Math8
+
CC Algebra I

2 Courses

8th Grade

CC Geometry

CC Geometry

1 Course

Smarter Balanced Assessment



True or False



Multiple Choice



Multiple
Selection



Text Entry



Drag and Drop



Essay Type



Match
the following



Resequencing



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

Services

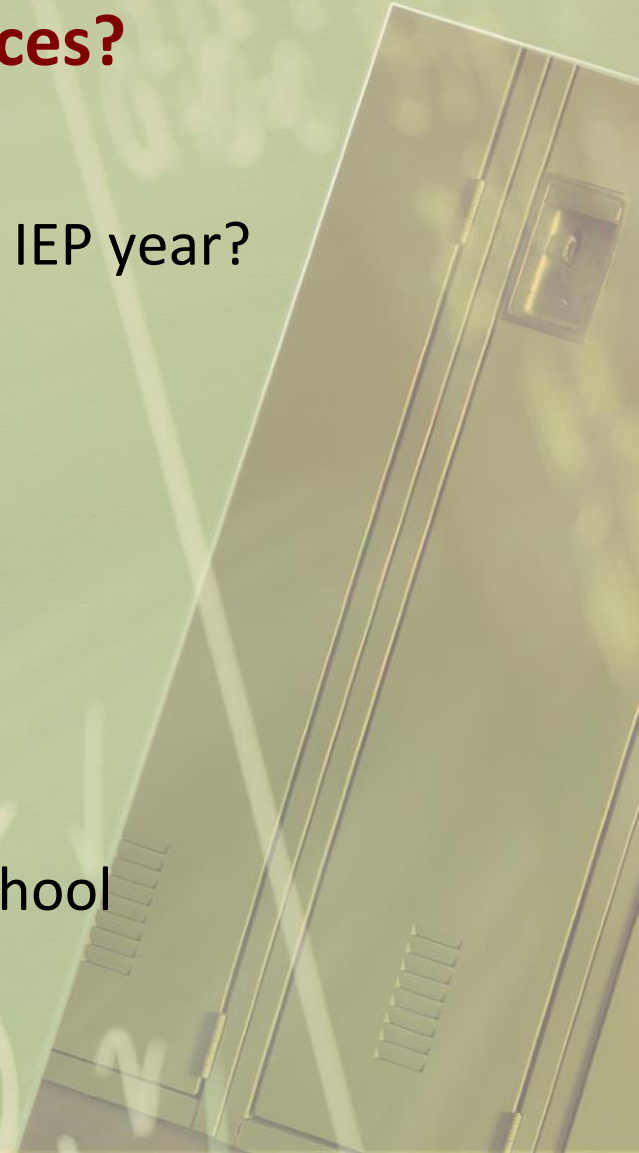
When do you document future services?

There is a change of service time during the IEP year?

- Fading
- Increasing

May not be used if the service changes.

- Counseling in Elementary
- School Mental Health in Middle School



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

Earvin “Magic” Johnson

