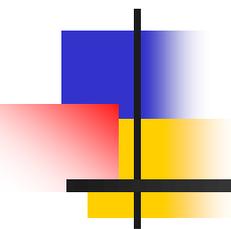
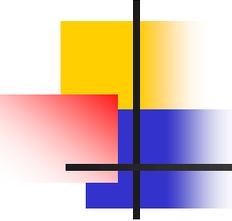


Mission: To Mentor and Empower Families through Advocacy and Training to Improve the Quality of Life and Opportunities for Children and Young Adults with Disabilities



IEP

Individualized Education Program

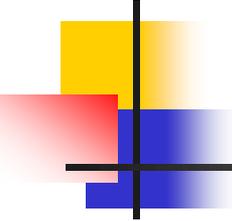


In this Presentation we will . . .

Review the requirements for an
Individualized Education Program

And

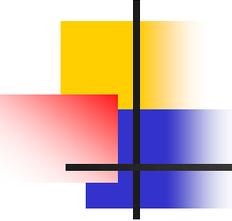
Discuss how you can participate in the
process to become a more effective
advocate for your child.



Purpose of the IEP

The purpose of the IEP is to have a **program** that provides the child with a disability:

- an **education**,
- related services and supports,
- necessary to meet the child's **individual needs**,
- to be involved in and progress in the general curriculum
- with non disabled peers in the least restrictive environment (LRE).



IEP TIMELINES



Initial IEPs must be:

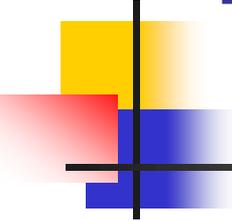
- developed within **30** days of determination of eligibility
- reviewed at least annually, and *amended as appropriate*
- in effect at the beginning of each school year
- provided to the parents within a reasonable period of time (generally 15-20 days).

Meeting Consolidation

Under the most recent re-authorization of IDEA, districts are *encouraged* to consolidate meetings.

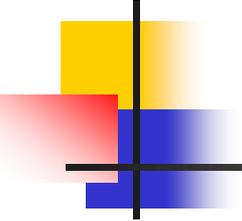


- This means a meeting to review the results of an evaluation may be combined with the IEP meeting.
- Make sure you know what is being discussed/reviewed at your meeting.
- This should be indicated on your *Notice of Meeting* document.



Plan and Prepare for your IEP Meeting

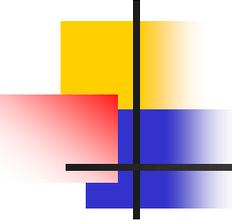
- Save all of your child's work that may be related to the IEP skills.
- Know who is attending (on meeting notification).
- Jot down your concerns.
- Review the current IEP/last evaluation.



Who are the IEP team members?

1. The most important team member is
YOU!

You know your child best.
Your contribution is vital
to your child's education.



Your Input is Critical

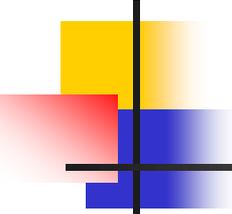
- Come prepared with **goals** that you would like to see your child accomplish in the next year.
- Be prepared to talk about any services that you believe your child might need, and
- **How** those services will help your child progress in the general curriculum.

IEP TEAM MEMBERS

2. The **LEA** (**L**ocal **E**ducational **A**gency) representative is the school district staff person who:

- Is qualified to provide or supervise the provision of special education.
- Is knowledgeable about the general curriculum.
- Is knowledgeable about the availability of resources of the school district.
- Has the authority to commit agency resources to implement the IEP.





Additional Team Members

3. At least one of your child's regular education teachers.
4. At least one of your child's special education teachers, or one of your child's related services providers.
5. At the district's or parents' discretion, any other person who has knowledge or special expertise regarding your child.
6. *For transition to Early Childhood Services, an EIFS provider at the parents' request.*

EXCEPTIONS

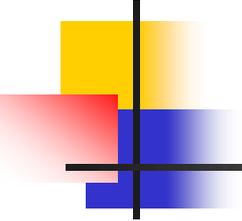


Any of the additional team members may be excused from the IEP meeting if:



- The parents AND the LEA agree to the excusal,
- The parents' agreement is in writing,
- And, the excused member submitted written input into the development of the IEP to the parent and IEP team **prior** to the meeting.

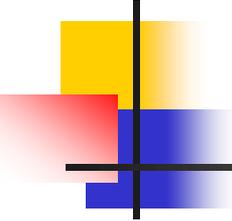
Team members may also be included by use of video or telephone conferencing.



REMEMBER!

ALL IEP team members are to have **knowledge** or special expertise regarding your child and **participate** in the development of the IEP, including:

- Determining appropriate behavior interventions.
 - Determining supplementary aids and services.
 - Determining program modifications or supports for school.
- ✓ In addition to these responsibilities, the regular education teacher also contributes knowledge of the general curriculum for your child to participate in.



Where Do We Begin?

- You should begin your meeting by **reviewing the current IEP and/or most recent evaluations before writing a new IEP.**

A review of the expiring IEP will help the team to determine what was/was not successful, and what changes to make for the new IEP. This information becomes the basis for the new IEP.

Expectations



In reviewing the previous IEP, ask for specific progress made toward the annual goals and specifics corresponding to each objective/benchmark.*

Example: If the goal or objective was written to be obtained with 75% accuracy, you should expect to find out from this review exactly what % of accuracy was obtained.

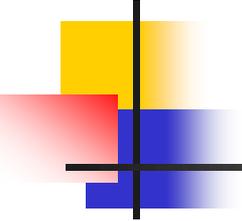
** Objective/benchmarks are included in IEPs for children who take alternative assessments.*



Writing the IEP

After reviewing the previous IEP and/or recent evaluations, you now have the baseline information necessary to write the *Present Level of Academic Achievement and Functional Performance*.

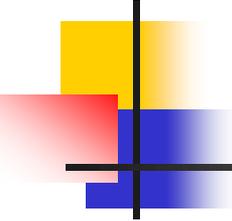
The new Present Level should reflect the progress that you have just reviewed, or in some cases, lack of progress.



Present Level of Academic Achievement & Functional Performance (PLAAFP)

PLAAFP Must Include:

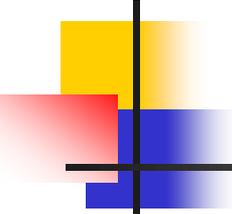
- How the child's disability affects his/her involvement in the general education curriculum.
- The strengths of the child.
- Concerns of the parents.
- Any changes in current functioning since the prior IEP.
- A summary of the most recent evaluations results.
- A summary of the results of the child's performance on general state and district-wide assessments.
- For children taking alternate assessments, a description of benchmarks or short-term objectives if not included in the goals.



Present Level of Academic Achievement & Functional Performance

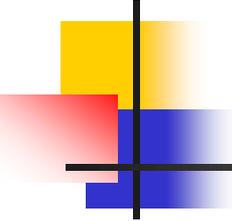
Example:

John's educational diagnosis of Autism impacts his success in the general education curriculum. Academically, John has difficulty with turning in assignments, problems with task focus and perseverance. His weaknesses in written language often result in not writing down his homework assignments, rushing through assignments in a careless manner, and in various avoidance behaviors. John's impulsivity and need for sensory input often results in John moving around the classroom without permission, touching other students' belongings. John has difficulty with redirection and is easily distracted by others' movements around the classroom. The impact of the above is often lower grades (due to missing or incomplete assignments), disruption of his own task focus, and disruption for teachers, self-frustration and further alienation of his peers.



Present Level of Academic Achievement & Functional Performance Continued

Functionally, John struggles with the social skills through observation and interaction with others. Even when it appears that he has learned a particular social rule, he has great difficulty generalizing that rule to other situations or environments. These social skill deficits have resulted in John having difficulty making friends and being accepted by his peer group. He has been observed to use inappropriate body language in response to his peers in small group settings. His interactions have also been described as condescending and rude at times. John's immaturity, social skill deficits and impulsivity have resulted in inappropriate behaviors with peers, which on one occasion, resulted in an out-of-school suspension. John's difficulty with peers has resulted, at times, in teachers not assigning John to small groups and in John most often, choosing to work alone. John's language deficits impact his problem solving and critical thinking, which also affects his ability to interact and socialize appropriately with his same aged peers.



What does all of that mean?



If you lost your child's IEP (except for the Present Level) while traveling to another state, could the IEP team in the new school use the Present Level only, to write a good IEP to meet the unique needs of your child? In other words, would it pass the stranger test?

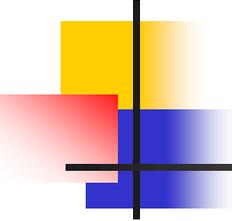


Special Considerations

In writing the IEP, all of these areas must be considered and address any accommodations, modifications, interventions, and devices needed for:

- Visual impairment/Blindness
- Hearing impairment/Deafness
- Behaviors that impede learning
- Limited English Proficiency
- Communication needs
- Assistive Technology

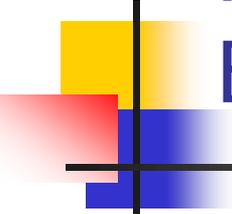




Special Considerations Continued

The team must also consider:

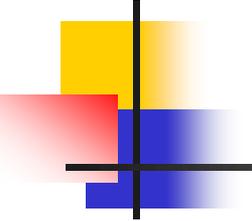
- Extended School Year
- Post - Secondary Transition Services (*no later than the first IEP when the child turns 16*)
- Transfer of Rights (one year prior to child turning 18)
- State and District wide Assessments accommodations/modifications



Present Level And Special Considerations – Baseline for Goals

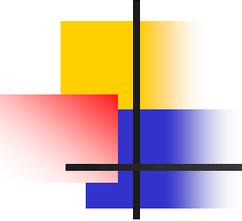
The present level of academic achievement and functional performance, along with special considerations is the baseline for developing **measurable** annual goals.

Goals Must Be: A **reasonable expectation** of what the team believes your child can accomplish by the ending date of the IEP.



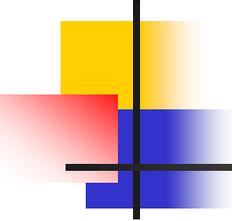
Cadillac vs. Chevy

- Maximizing the potential of each child is not required.
- The Minimum Benefit is insufficient.
- There must be tangible gains, more than trivial and provide meaningful benefit.
- IDEA is silent regarding the specific level of educational benefit that must be provided.
- Is the IEP reasonably calculated to enable the child to receive educational benefit?



Environment School vs. Home

- Generally, if a student is making gains in school, but no progress at home, he still considered to be receiving an educational benefit.
- Some courts have adopted a broader standard of FAPE and considers the child's ability to generalize the skills across environments.



S.M.A.R.T. GOALS

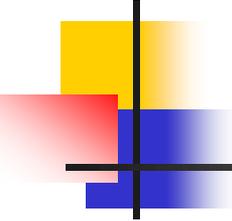
S – Specific

M – Measurable

A – Attainable

R – Relevant

T – Time limited



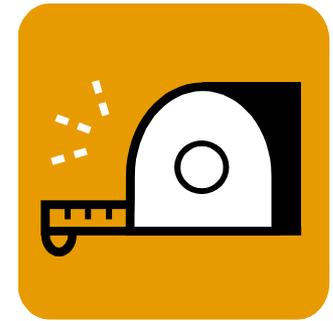
Specific

Goals should address specific areas of concern.

"Ross will improve his money skills"

"Ross will increase his ability to count change with combinations up to \$5.00 with 75% accuracy on 3/5 data days."

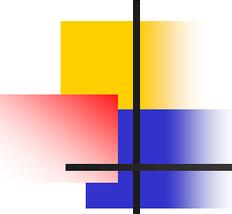
Measurable



Goals should be worded so they can be measured using a standard or level of competency.

"Nicolas will increase his reading comprehension by answering "wh" questions."

"Nicolas will increase his reading comprehension by answering "wh" questions with 75% accuracy on 4/5 data days."



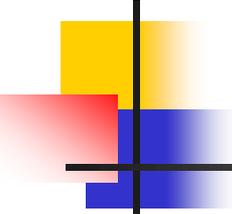
Attainable

Goals should be reasonably calculated to be attainable by the expiration date of the IEP.

"Sam will increase his ability to initiate conversations with peers and adults 50% of the time on 2/5 data days with three or less prompts."

"Sam will increase his ability to independently converse with peers and adults for 3 exchanges 80% of the time on 4/5 data days."

"Sam will increase his ability to independently initiate conversations with peers and adults with 80% accuracy on 3/5 data days."



Relevant

Goal should address the concerns from the IEP team members and evaluation results in the Present Level.

"Jeffrey will choose the correct operation to solve two digit addition and subtraction word problems with 80% accuracy on 4/5 data days."

"Jeffrey will increase his ability to solve two digit addition and subtraction problems without regrouping with 80% accuracy on 4/5 data days."

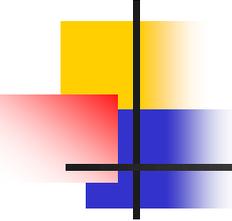
Time Limited



If a date or time period is not included in the goal, the goal is to be attained over the entire period the IEP is in effect. Goals should be written in order to determine the skill has been mastered over a period of time.

“Megan will increase her ability to use appropriate verbal responses **60% of the time.**”

“Megan will increase her ability to use appropriate verbal responses **60% of the time for 4/5 data days.**”

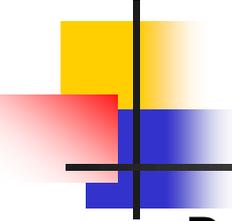


How will I know if my child is making progress toward his/her goal?

Under each annual goal there is a reporting section which includes:

- A description of how progress will be measured.
- A statement of when periodic reports on the progress will be provided to the parent.
- The progress report includes the amount of the progress made toward the annual goal.

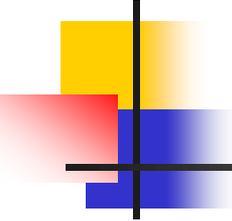
We recommend at least quarterly progress reports.



Related Services

Related Services can be **any** service that allows your child to benefit from the education provided. Including, but not limited to:

- Speech and Language Therapy
- Physical Therapy
- Occupational Therapy
- Psychological Services
- Transportation needs
- Audiology
- Orientation and Mobility Services for the visually impaired



Service Summary

When completed, the IEP includes:

- special education
- related services
- supplementary aides and services
- program modifications and accommodations, and
- supports for school staff,

necessary to meet your child's goals.

✓ The amount, frequency and location of these services is listed on the "services summary page".

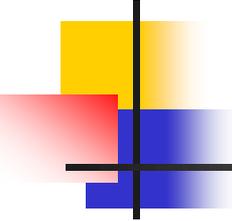
Example:

Reading Instruction

60 minutes;

3 x a week;

Resource room



Placement Decision

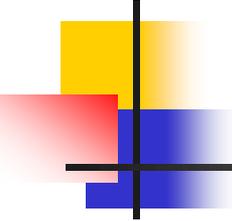
A placement decision can only be made after all of the preceding requirements of the IEP have been addressed to meet the individual needs of the child.

The placement decision is made by the team after considering:

- the unique needs of the child,
- the meaning of the evaluation data,
- the placement options,

and is **made in the Least Restrictive Environment (LRE)**.

The child's placement is determined at least annually, is based on the child's IEP, and **is as close to the child's home as possible**.

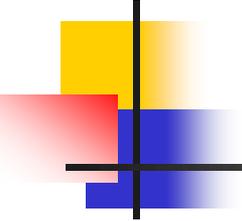


Placement Considerations

The team must **always** consider if the IEP goals can be met with the services provided, **100%** of the time in a regular classroom.

Additionally the team must state:

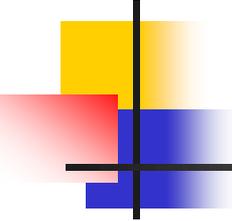
- If not participating 100% of the time with non-disabled peers, why not.
- Other placement options considered, and
- The extent to which the child will participate in physical education.



Free Appropriate Public Education

A free appropriate public education is defined to include regular and special education and related services which:

- Are provided at public expense.
- Meets the educational standards of the State (Missouri Department of Elementary and Secondary Education (DESE)).
- Includes preschool, elementary school, secondary school, and
- Are provided in conformity with the individualized education program (IEP).



Exceptions to F.A.P.E.

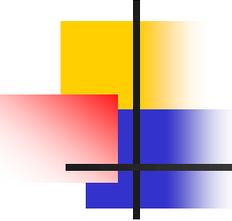
- Youth with disabilities who reach age 21;
- students who have graduated from high school with a regular diploma.
- children whose parent has refused to consent to the receipt of special education and related services or has failed to respond to a request to provide such consent; or,
- parentally placed private school children with disabilities when a board of education has specified a standard less than FAPE.

Free Appropriate Public Education

The **IEP** is the vehicle that delivers **FAPE**.



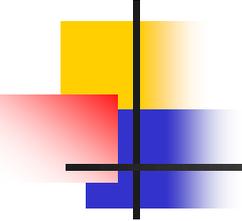
Does your IEP deliver FAPE?



Congratulations!

You have just completed the
IEP workshop.

Thanks for coming!



References

- Wrightslaw, IDEA 2004, Parts A & B; Peter W.D. Wright, Pamela Darr Wright; Harbour House Law Press, Inc.
- Missouri Department of Elementary and Secondary Education; Missouri State Plan for Special Education; Regulations Implementing Part B of the Individuals With Disabilities Education Act, Revised 2005