The IEP Process

A Parent's Guide
January, 2015

Before the IEPT Meeting

- You will get a 'Save the Date Letter' in the fall
  - Please let your child's Primary Case Manager know if the date will not work
  - We will work with you to schedule a time that is mutually agreeable
- **An official invitation will arrive 2-3 weeks prior to the scheduled date/time**

Getting Ready for Your Child's IEPT Meeting

- Parents may wish to:
  - Review the most recent IEP
  - Talk to your child about his strengths, interests, and concerns
  - Request a draft of the IEP to review in advance
  - Write a list of questions or concerns
  - Write proposed goal areas

An IEP Is:

- Required for certain students so that they can receive meaningful, educational benefit
- A program of special education and related Services
- Individualized- student centered
- A legal commitment of district resources and services
- Changeable by the IEPT

Purpose Of The IEP –
The Context is BOTH Annual and Future Oriented

What do we need to accomplish in the next year?

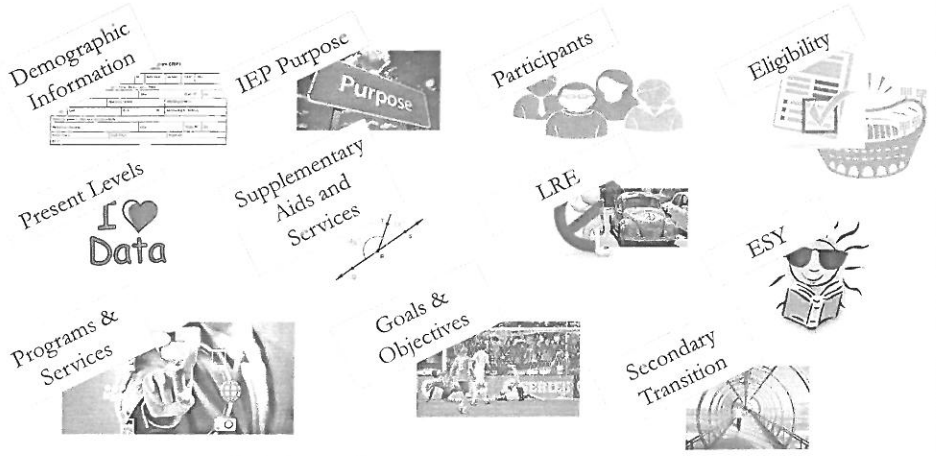
What do we want this child to be like when she is an adult?

An IEP is Not:

- Teacher-Centered
- A daily lesson plan
- A predetermined program or set of services

Abby

IEPs Contain…



Sec. 300.320 Definition Of IEP

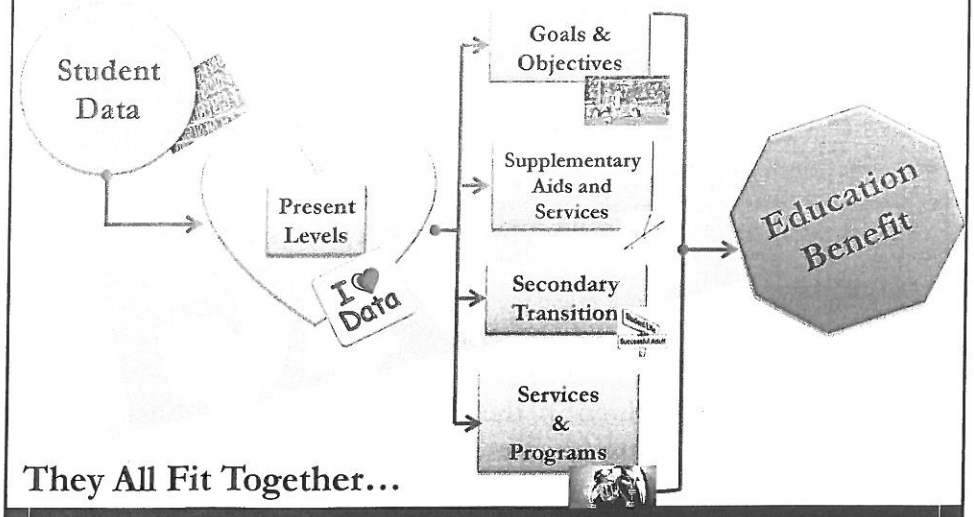
Demographics

- Student Information
- Purpose of IEP
- Participants
- Eligibility

Eligibility for Special Education

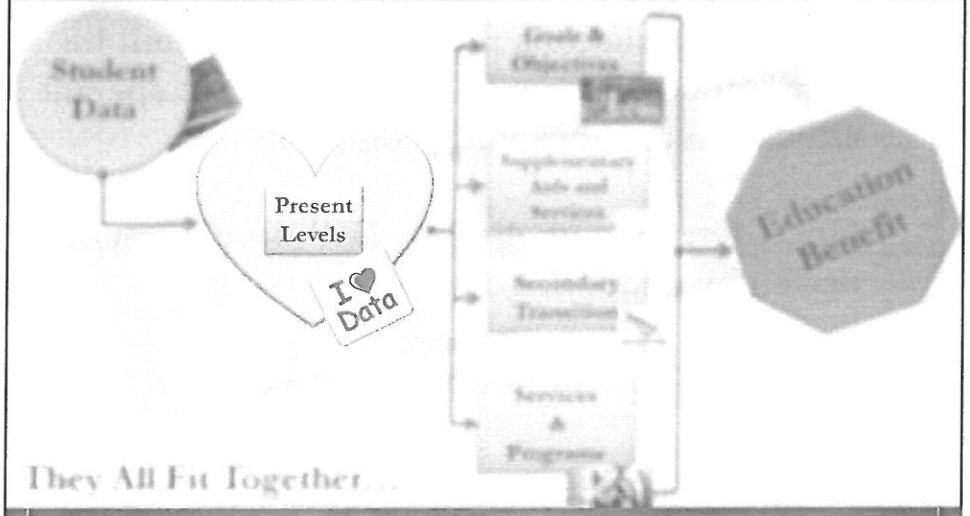
- Federal regulations require that a student be determined eligible in order to receive special education services and programs
- Once determined eligible, IEP development is driven by need, not disability
- Eligibility should not be confused with diagnosis

Primary/Major Components of the IEP



They All Fit Together…

Parent Input

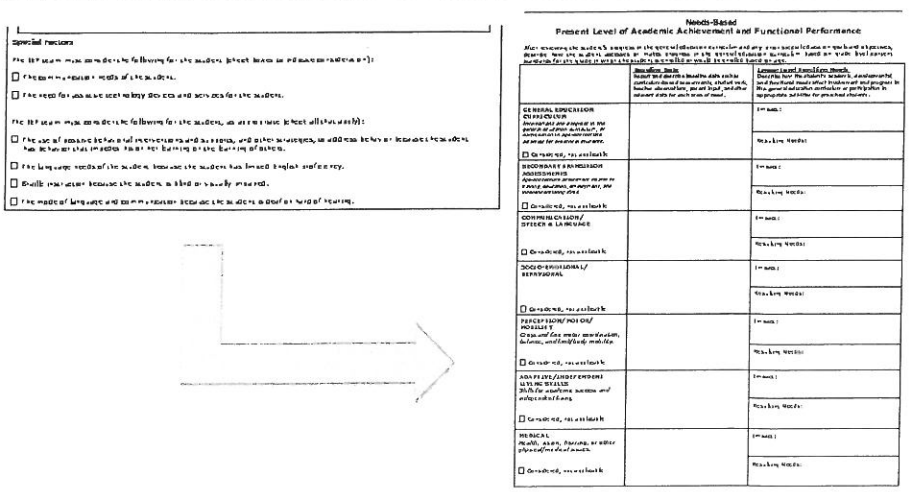


PLAAFP

What's the BIG IDEA?

- The PLAAFP is the basis for all other IEP content.
- Each area of need identified in the PLAAFP must be addressed in an appropriate section of the IEP.
- Preparation for adult life is a primary mission of public education.
  - Will highly specialized supports be necessary to give the student the best chance of being prepared for success?
  - How will we identify the supports that will be most beneficial to the student?

Special Factors in the PLAAFP



Special Factors

The IEP team must consider the following for the student (check boxes to indicate consideration):

- ☐ The communication needs of the student.
- ☐ The need for assistive technology devices and services for the student.

The IEP team must consider the following for the student, as an initial (check all that apply):

- ☐ The use of assistive behavioral interventions and supports, and other strategies, to address behavior because the student has behavior that impedes his or her learning or the learning of others.
- ☐ The language needs of the student because the student has limited English proficiency.
- ☐ Braille instruction because the student is blind or visually impaired.
- ☐ The mode of language and communication because the student is deaf or hard of hearing.

Needs-Based

Present Level of Academic Achievement and Functional Performance

	Baseline Data	Lesser Level Baseline Needs
GENERAL EDUCATION CURRICULUM *Investigate and respond to the general education curriculum, or assessment in appropriate areas as it is for student's purpose.* ☐ Considered, not available		Impact: Resulting Needs:
SECONDARY TRANSITION ASSESSMENTS *Appropriate assessment as part of a transition assessment, or assessment, and measurement data.* ☐ Considered, not available		Impact: Resulting Needs:
COMMUNICATION/ SPEECH & LANGUAGE ☐ Considered, not available		Impact: Resulting Needs:
SOCIO-EMOTIONAL/ BEHAVIORAL ☐ Considered, not available		Impact: Resulting Needs:
PERCEPTION/ MOTOR/ MOBILITY *Gross and fine motor coordination, balance, and limited/body mobility.* ☐ Considered, not available		Impact: Resulting Needs:
ADAPTIVE/INDEPENDENT LIVING SKILLS *Skills for academic success and independent living.* ☐ Considered, not available		Impact: Resulting Needs:
MEDICAL *Health, vision, hearing, or other physical/medical needs.* ☐ Considered, not available		Impact: Resulting Needs:

Reporting Progress on Goals and Objectives

- Must be reported at the end of each marking period and at the IEPT
- Some teams report progress for all goals at once
- Some teams report progress on one goal area at a time, followed by the PLAAFP data for that area, followed by proposed goals for that area
- Neither method is 'wrong' as long as progress is reported!

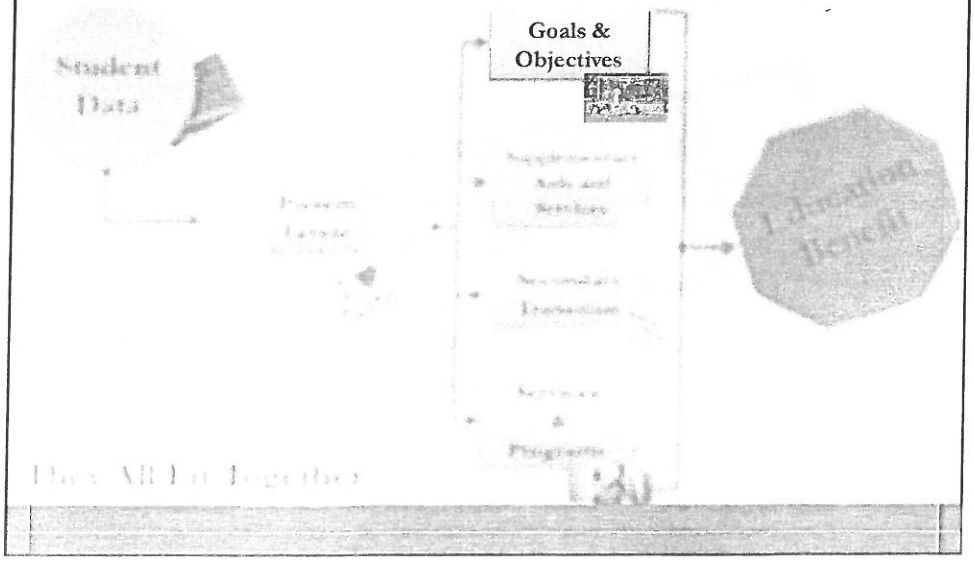
PLAAFP Process/Procedure

- Data
  - Report the performance data & describe what the data means for each area of need.
- Impact
  - Describe how each area identified through the data effects the student's ability to access and make progress in general education curriculum (or in age-appropriate activities for preschool children)
- Resulting Needs
  - Identify the resulting needs for individualized support based on the data provided and its impact on the student's education.

Data Sources

- Attendance
- Checklists
- Observational data
- Report Cards/Grades
- Class assignments
- Informal assessment results
- Formal test results
  - Criterion referenced
  - Standardized
- Work samples
- Portfolio contributions
- Behavioral expectations
- Discipline file
- Teacher anecdotal written records
- Grade level performance
- Authentic assessment
- Achievement tests
- Ancillary staff written input
- Community-related input
- Parent input
- Past IEPs
  - Previous goals and objectives
  - Progress reports

Primary/Major Components of the IEP



Annual Goals

- "Academic and(or) Functional"
- Involved and progress in the general education curriculum
- Positive and measurable
- Describe a skill or outcome
- Focus on areas of need <u>prioritized</u> by the IEP

Annual Goals

Process/Procedure

- Some important questions to keep in mind:
  - What can the student currently do?
  - What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
  - How is this connected to what we hope for this child as a young adult?
  - How will we know that the student is making progress on or has reached this goal?

Objectives/Benchmarks

- Objectives / benchmarks are intermediate steps between the present level and the annual goal
- Each short term objective contains:
  - Performance criteria — determines at what level and under what conditions the skill will be achieved.
  - The evaluation procedure.
  - The evaluation schedule.

Aligning the IEP with State Standards

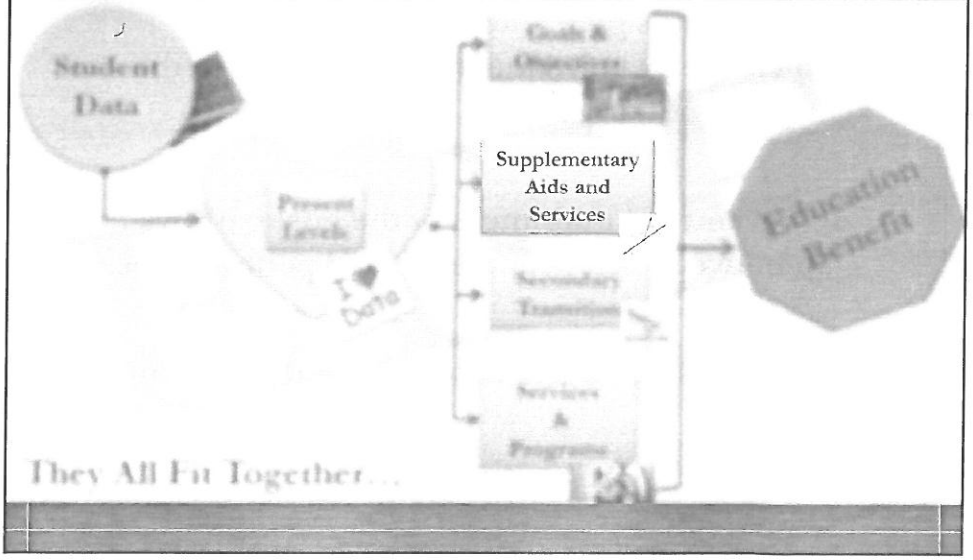
- The student's goal addresses foundational knowledge or prerequisite skills related to the content standards.
- Achievement/attainment of the goal narrows the gap between actual and expected performance.
- The goal is NOT a restatement of the content standard.

Annual Goals Resources

Center for Parent Information and Resources

http://www.parentcenterhub.org/repository/iepcontents/

Primary/Major Components of the IEP



Supplementary Aids and Services

Supplementary Aids and Services

The Big IDEA

- Supplementary aids and services are intended to improve children's access to learning and their participation across the spectrum of academic, extracurricular, and nonacademic activities and settings.
- The IEP team must determine what supplementary aids and services are necessary and specify them in the IEP.

Accommodations and Modifications

Accommodations and Modifications can be made to:

- WHAT a child is taught, and/or
- HOW a child works at school

Modification means a change in what is being taught, or what is expected from the student.

Accommodation is a change that helps a student overcome or work around the disability. It levels the playing field.

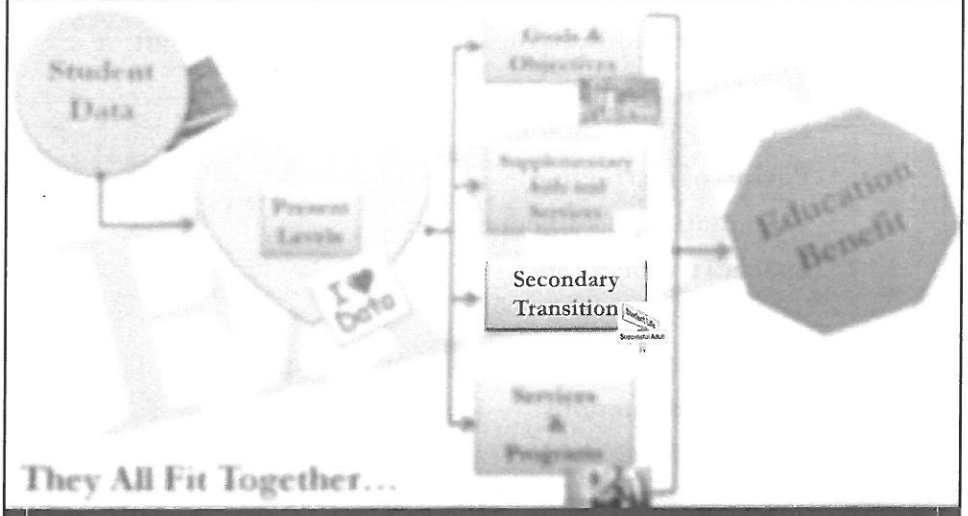
Common Areas for SAS

- Supports to address the class/school environment
- Staff supports
- Specialized equipment
- Pacing of instruction
- **Presentation of subject matter**
- **Specialized materials**
- **Assignment modifications**
- **Self-management and/or follow-through**
- **Testing adaptations**
- **Supports for social interaction**

Supplementary Aids & Services

- http://www.parentcenterhub.org/repository/iep-supplementary/
- http://www.parentcenterhub.org/repository/modifications-personnel/

Primary/Major Components of the IEP



Transition Services: Preparation for Adult Life: A coordinated set of activities that are:

Designed to be…

- Results-oriented process
- Focus on academic achievement and functional performance
- Movement from school to post school activities

Based on…

- Individual needs, considering strengths, interests, and preferences.

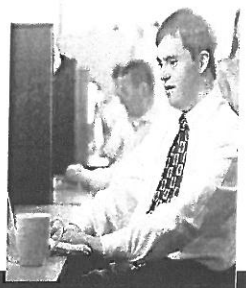
Include…

- Instruction, related services, community experiences, development of employment and other adult living

Transition Process

Transition	Transition	Transition
EDP Transition Assessment Career Exploration	Post Secondary Goals (Vision)	IEP Transition Plan Services

Instruction	School, Home, Community Experiences	Post School Outcomes
Course(s) of Study		



Age of Majority

- When a student enters the age of majority (18 years of age, in Michigan), all rights accorded to parents transfer to that student unless:
  - The student has been determined to be not competent under state law

Student IEP Participation

- Students must be invited to the IEP if Post-Secondary goals and transition services will be addressed
- If the student does not attend then the district must take steps to ensure that the her preferences and interests are considered
- With parental consent, if the student is working with an agency then the district must invite a representative of the agency

Postsecondary Goals

Formula:

Upon completion of high school/postsecondary, after graduation, or one year out of school

student name will behavior/activity where/how

Example:

After graduation Allison will attend a 4-year college to take coursework leading to a major in Child Development.

Course of Study

Certificate/Non-diploma

- Not in MI Rules for Special Education (MARSE)
- IEP team decision
- Local district decision
- Continued eligibility for public education/special education services

Diploma

- Achievement of local district requirements for graduation/diploma
- Ends eligibility for public education/special education services

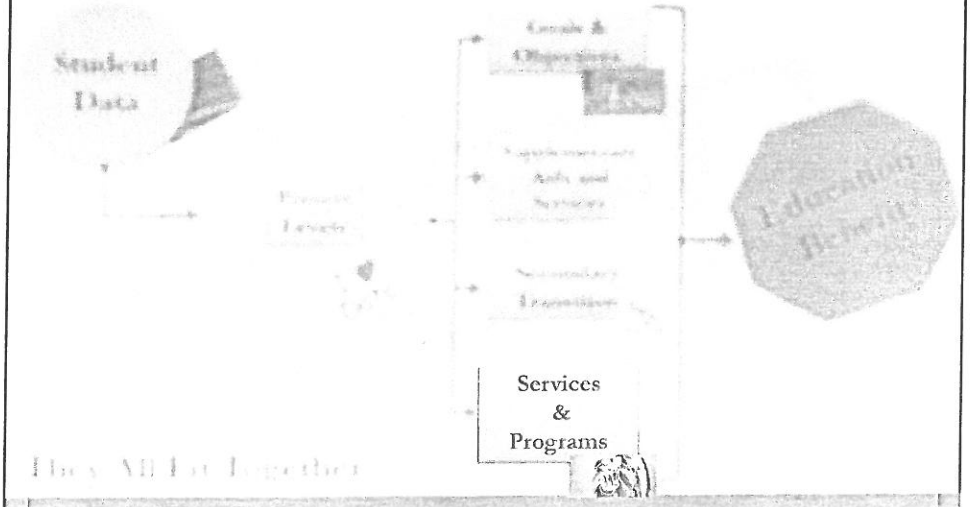
Post Secondary -Transition Services Students 18-26 years old

- Students not able to meet requirements for diploma
- Exit when goals met /adult life pieces in place (or age 26. whichever comes sooner)
- Components: preparation for employment, further education/training, & independent living skills
  - Work Based Learning
  - Community Based Instruction
  - Functional living skills
  - Agency Connections

Transition Resources

- Transition Planning: A Roadmap to Your Future http://www.oakland.k12.mi.us/LinkClick.aspx?fileticket=icGcxchgntQ%3d&tabid=241
- Transition Resource Navigator http://www.oakland.k12.mi.us/LinkClick.aspx?fileticket=io8zIS%2b7JP4%3d&tabid=915
- CIMS B13 Secondary Transition http://cims.cenmi.org/Compliance/PartBSPPComplianceIndicators/B13SecondaryTransition.aspx
- CIMS B14 Postsecondary Outcomes http://cims.cenmi.org/Results/PartBSPPResultsIndicators/B14PostsecondaryOutcomes.aspx
- MI Transition Projects http://mi-top.cenmi.org/
- IDEA – Secondary Transition http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalArea%2C14%2C

Primary/Major Components of the IEP



Special Education Services & Programs

Services & Programs

The Big IDEA

- Special education is instruction that is specially designed to meet the unique needs of a child with a disability.
- Special education is individualized for each child.
- Specialized instruction may be delivered through a specific service or through a program specifically designed to serve students with similar instructional, behavioral or emotional needs

Special Education Services & Programs

- Special Education
  The IEP must contain a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child. This article focuses on the first element: a statement of the special education that will be provided for the child.
- Related Services
  To help a child with a disability benefit from special education, he or she may also need extra help in one area or another, such as speaking or moving. This additional help is called *related services*. Find out all about these critical services here.

Services and Programs Resources

http://www.parentcenterhub.org/repository/iepcontents/

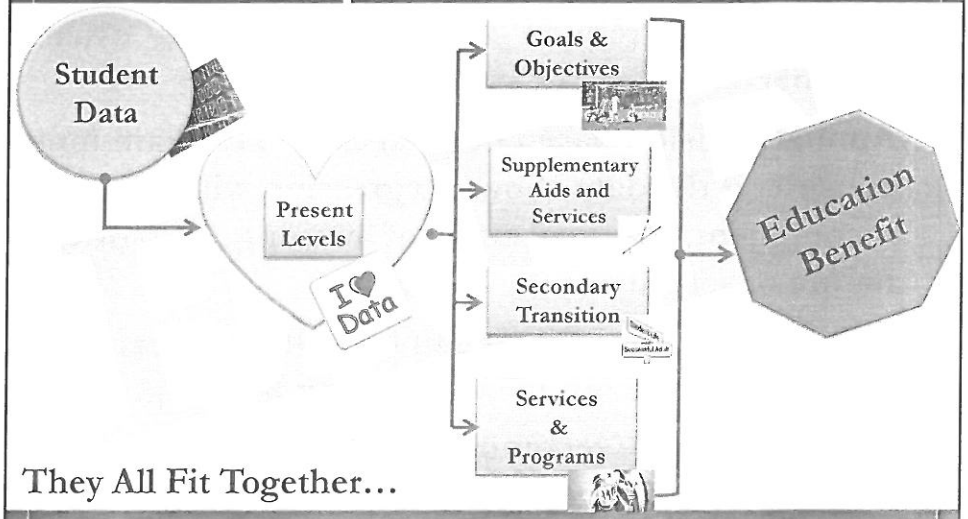
Extended School Year

- A few students require services over a break- usually summer
- Annual decision based on goal data. The team must consider if the data shows: regression without timely recoupment, a critical stage of learning, and/or the nature or severity of the disability.
- ESY ensures the student can benefit from their school year, it is not meant to catch them up.
- ESY services are recommended by the IEPT and must address the goal areas identified.

State and District Assessments

- Grades 3-8 M-Step or Mi Access for 2015
- Grade 11 MME/ACT or Mi Access for 2015
- Most districts are using computer based testing this spring, Troy has a waiver to use paper forms.
- New tests coming for 2016 will replace the Mi Access for the 1% of students who are taught to the alternative standards.
- Computer based tests are adaptive and have many accommodating options!

Primary/Major Components of the IEP



Important & Closely Related

- Notice
- REED and Evaluation Plan
- Consent
- Timelines
- Amendments
- Discipline

Notice: Clear communication between families and schools is a key part of the informed decision making.

Prior notice by the public agency;

Notice is written information given to the parent by a school to explain an action the school wants to take, or is refusing to take.

- Notice must always be given before any decision that involves informed consent is requested or made.
- Notice includes the provision of Procedural Safeguards
- Notice when it is appropriate for the parent to understand their rights.

REED & Evaluation Plan

The Big IDEA:

Reviewing existing evaluation data is an important step in the process of making educational decisions about a student.

- **What learning opportunities will the student need to be ready?**
- **Will highly specialized supports be necessary to give the student the best chance of being prepared for success?**
- **What do we already know about this student and what information do we still need to gather?**

Sources of Existing Data

- State and local assessments,
- Classroom performance,
- The student's parents,
- Evaluations/reports from private sector professionals
- Schools the child has previously attended

REED: Additional Requirements

- If additional data are needed to complete a reevaluation, the public agency must:
  - Develop an evaluation plan
  - Provide Notice of the district's proposed actions
  - Secure parental consent to complete the needed evaluation(s)
- If no additional data are needed, the public agency must provide:
  - Notice to the child's parents of the decision of the IEP team and the reasons for that decision; and
  - Procedural Safeguards so that the parents are informed of their rights.

Consent

The Big IDEA:

There are specific times when a school must obtain informed consent from the parent.

When Is Parent Consent Required?

Two Actions Requiring Consent

- Parental consent for Initial Evaluation & Reevaluations.
- **Consent Prior to the Initial Provision of Special Education**

50

Other Consent Requirements

Parental consent is not required before--

- Reviewing existing data as part of an evaluation or a reevaluation; or
- Administering a test or other evaluation that is administered to all children.

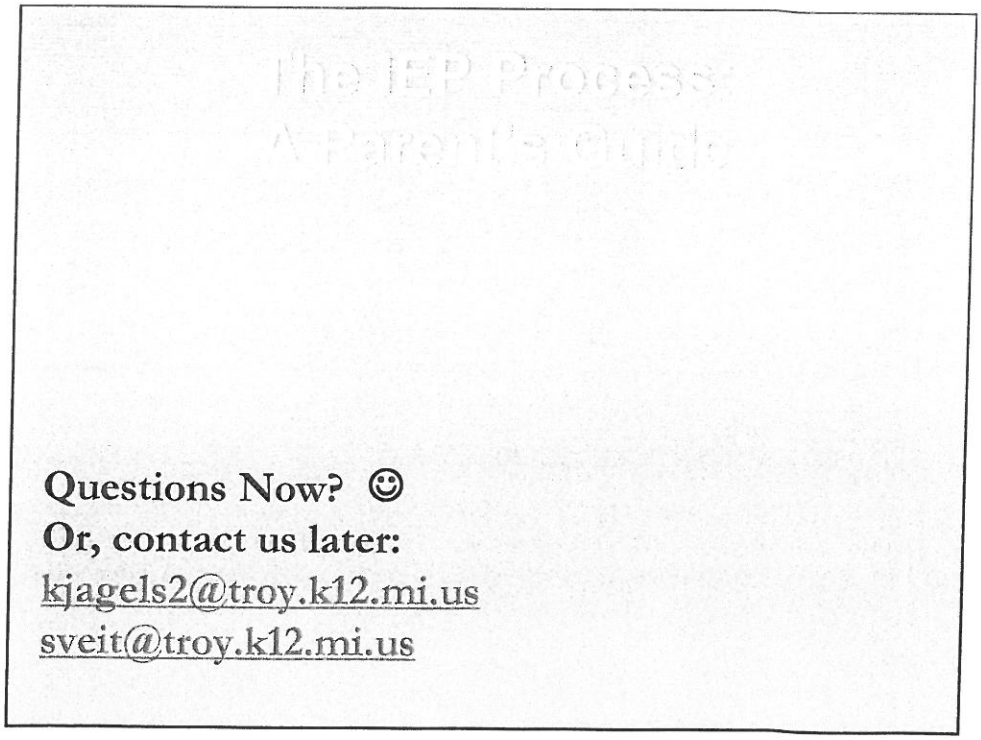
Timelines

Event	Time Frame
Annual IEP	• No more than 364 days from Notice
Redetermination of Eligibility	• 3 years from Notice
Notice	• 7 days from request for IEE till response • 15 school days to implement IEP • 30 school days from start of initial evaluation • Reasonable time before convening an IEP team meeting

IEP Amendment

The Big IDEA

- The purpose: to make changes to a student's IEP
- The parent of the student with a disability and the district may agree not to convene an IEP team meeting
- The parent of the student with a disability and the district agree to changes and develop a written document to amend the current IEP.



Questions Now? ☺
Or, contact us later:
kjagels2@troy.k12.mi.us
sveit@troy.k12.mi.us