

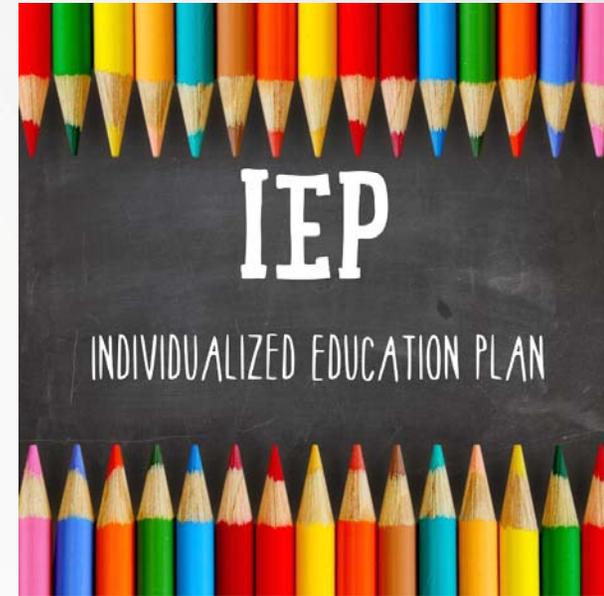
Individualized Educational Program

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Individualized Education Program (IEP)

The IEP serves two basic functions:

- To establish learning goals for your student
- To describe the services that the school district will provide for your child.



Present Levels

- Present levels (PLOP) describes how your child is currently performing in school in a number of areas

- Describes how your child's disability affects his or her involvement and progress in the general curriculum



Annual Goals

- The IEP must state annual goals related to academics and/or functional skills
- Must address identified areas of support
- Must assist the student so that he or she can be involved in and progress in the general curriculum.



Measuring Progress



The IEP must state:

- How progress will be measured
- How you will be informed of your student's progress
- If your child is on track to achieve his or her goals by the end of the year



Special Education and Related Services

- The IEP must list the special education and related services to be provided to your child
- This includes supplementary aids and services
- It also includes changes to the program or supports for school personnel that will be provided for your child



Least Restrictive Environment

- The IEP must include a statement that explains how much time will your student will spend away from his or her peers:
 - General Education classroom
 - Extra curricular activities
 - Non-academic activities



Participation in State and District-wide Assessments

- The IEP team must decide:
 - What modifications and or accommodations your child needs for state and district testing
 - California Assessment of Student Performance and Progress (CAASPP)
- If your child will not be taking these tests but will take an alternate assessment:
 - The IEP must include a statement as to why the tests are not appropriate for your child
 - How your child will be tested instead (California Alternative Assessment-CAA)



Transition (No Later than Age 16)

Measurable Post Secondary Goals

- Training
- Education
- Employment
- Independent living skills (if appropriate)

Examples of Transition Services

- Course of study
- Career counseling
- College counseling
- Travel training
- Job coaching



Dates and Location

The IEP must state:

- When services and modifications will begin
- How often they will be provided
- Where they will be provided
- How long they will last



<http://www.parentcenterhub.org/category/topics/ieps-special-education/>



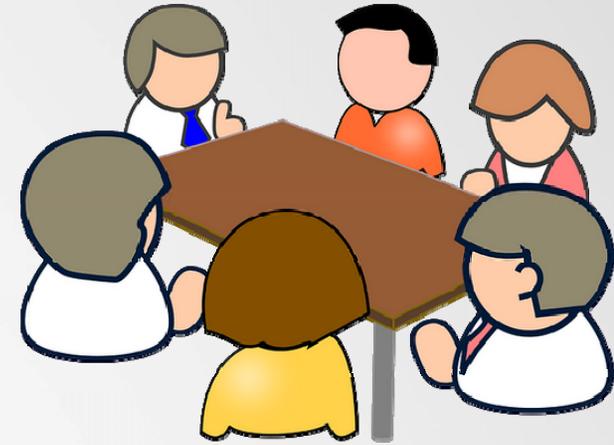
Participation in the General Curriculum

- What are the needed supports for your child to participate in general education curriculum (Common Core)?
- What special education services or supports will help your child take part in extracurricular activities such as school clubs or sports?
- Accommodations, modifications, services and/or other supports should be discussed at the IEP meeting



IEP Team

- Parents
- General education teacher (At least one if your child is (or may be) participating in the regular education environment)
- Special education teachers or special education providers (at least one)
- Representative of the public agency (school system) who:
 - Is qualified to provide or supervise the provision of special education;
 - Knows about the general curriculum
 - Knows about the resources the school system has available



IEP Team

- An individual who can interpret the evaluation results and talk about what instruction may be necessary for your child
- Student (when appropriate)
- Representatives from any other agencies that may be responsible for paying for or providing transition services (if your child is 16 years or, if appropriate or younger)
- Other individuals (invited by you or the school) who have knowledge or special expertise about your child.



Questions?

Break

<http://timer.onlineclock.net/>

Parent Participation

- Parents have the right to participate in developing their child's IEP
 - You know your child so very well, and the school needs to know your insights and concerns.
 - Your input is invaluable
 - It's important that you attend this meeting and share your ideas about your child's needs and strengths
 - Know when your child's IEP date is due
 - If the school has not contacted you then contact the school staff early to schedule the IEP meeting
 - Explain your schedule and needs (interpreter; draft copies of the IEP before the meeting)



Parent Participation

- Scheduling the IEP meeting:
 - The school staff will try to schedule the IEP meeting at a time that is convenient for all IEP team members
 - If you cannot agree on a time or date, the school may hold the IEP meeting without you
 - The school must keep you informed, for example, by phone or mail.



What Should I do Before the IEP Meeting?

- Make a list of your child's strengths, weaknesses, preferences
- Talk to teachers and/or therapists and get their thoughts about your child,
- Visit your child's class and perhaps other classes that may be helpful to him or her
- Talk to your child about his or her feelings toward school
- Write everything down ahead of time
- Talk to you child about their long term goals; your goals for your child



IEP Team Meeting Planner



IEP for: _____ Date: _____

My concerns	Priority number	Based on:	Covered in this meeting	Result/decision
I think my child needs	Priority number	Data to support this can be found in	Covered in this meeting	Result/decision

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What Happens During an IEP Meeting?

- If an IEP meeting after your child's evaluation or triennial IEP meeting
 - The team may go over the evaluation results, so your child's strengths and needs will be clear
 - These results will help the team decide what special help your child needs in school
- During an annual IEP the different members of the IEP team share their thoughts and suggestions
 - Remember that you are a very important part of the IEP team.
 - Share what you know about your child and what you wish others to know



What Happens During an IEP Meeting

- After the various team members have shared their thoughts and ideas the team will discuss and decide on:
 - The educational and other goals that are appropriate for your child
 - The type of special education services your child needs.
- The IEP team will also talk about the related services your child may need to benefit from his or her special education



Examples of Related Services

- a. Transportation
- b. Speech-language pathology
- c. Audiology services
- d. Psychological services
- e. Interpreting services
- f. Physical therapy
- g. Occupational therapy
- h. Recreation
- i. Orientation & mobility services
- j. Counseling services (including rehabilitation counseling)
- k. Medical services for diagnostic or evaluation purposes
- l. School health services
- m. Social work services in schools
- n. Parent counseling & training
- o. Early Identification and assessment of disabilities in children



What Are Special Factors?

- **The IEP Team must consider the following special factors:**
- If your child's behavior's interferes with his or her learning or the learning of others:
 - Strategies and supports to address your child's behavior
 - Functional Behavior Analyses
 - Behavior Intervention Plan
- If your child has limited proficiency in English
 - Child's language needs as these needs relate to his or her IEP
 - Method and language of instruction
- If your child is blind or visually impaired
 - Provide for instruction in Braille or the use of Braille (Unless it is determined after an appropriate evaluation that your child does not need this instruction).



What Are Special Factors?

The IEP Team must consider the following special factors:

- If your child has communication needs:
 - Alternative Augmented Communication
- If your child is deaf or hard of hearing:
 - Language and communication needs
 - This includes opportunities for the student to use his/her usual method of communication (e.g sign language).





Assistive Technology

- Assistive technology devices assist students in accessing the curriculum
 - Speech to text/text to speech
 - Word processing
 - Magnification
- Assistive technology services
 - Include evaluating your child to see if he or she could benefit from using an assistive device.
 - Providing and training your child (or your family or the professionals who work with your child) to use the device.



Putting the Pieces of the IEP Together

- Based on the above discussions, the IEP team will then write your child's IEP:
 - This includes the services and supports the school will provide for your child.
 - It will also include the location where particular services will be provided.
 - Your child's placement (where the IEP will be carried out) and must be based on your child's IEP
- You have the right to be a member of the group that makes decisions on the educational placement of your child



Full Array of Placement Options

- The IEP may be carried out in the following settings:
 - In regular classes
 - In special classes (where all the students are receiving special education services)
 - In special schools
 - At home
 - In hospitals and institutions
 - In other settings





Which Placement is Best Suited for My Child?

- IDEA prefers the student be educated in the regular classroom, with supplementary aids and services
- If he or she cannot not, then the district will look at other placements for your child
- Parents must give written consent for a change of placement



How Often can the IEP be Changed?

- You should meet at least once a year to review your student's IEP and progress.
- The team will talk about:
 - Your child's progress toward the goals in the current IEP
 - What new goals should be added
 - Whether any changes need to be made to the special education and related services your child receives



Can My Student's IEP Be Changed?

- Annual IEP Meeting:
 - allows you and the school to review your child's educational program and change it as necessary
- You do not have to wait for an annual review:
 - Contact the school if you feel there needs to be a change in the IEP
 - Any member of the IEP team (including you) may call for an IEP meeting



Questions?



Resources

- <http://www.parentcenterhub.org/recursos-en-espanol/>
- <http://www.parentcenterhub.org/category/topics/ieps-special-education/>
- <http://www.wrightslaw.com/info/iep.faqs.htm>
- <http://www.pacer.org/publications/spanish.asp>



Contact Information

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