



Arlington Public Schools
Special Education Parent Resource Center (PRC)

Becoming an Active Member of Your Child's IEP Team



Session Overview

Welcome and Introductions

Defining IEPs

What to Expect at Your IEP Meeting

IEP Team Members

Components of the IEP

PLAAFPs

Measurable Annual Goals

Assessments

Modifications and Accommodations

Special Considerations and ESY

Special Education and Related Services

Making it Work – Team Collaboration Strategies

Preparing for Your IEP Meeting

Developing Home-School Partnerships





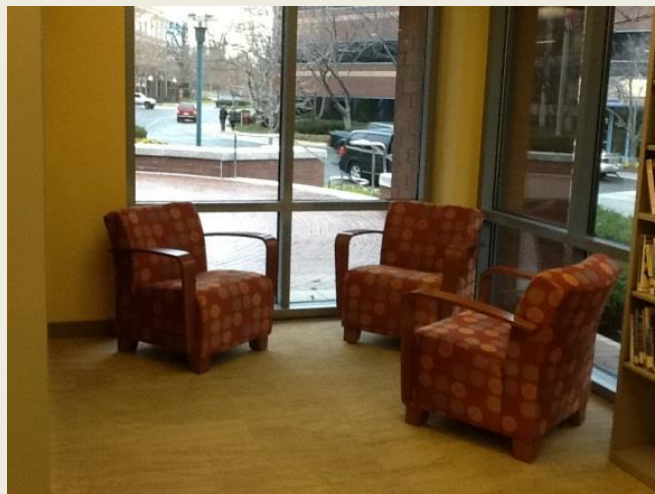
What do you hope to learn more about during this session?



The Special Education Parent Resource Center

(PRC)

- Part of the Virginia Parent Resource Center Network and Virginia Family Involvement Network
- Supports family involvement in children's education
- Supports collaboration of families and school staff
- Strives to help families navigate the special education process



The Special Education Parent Resource Center

(PRC)

- Parent Education Classes and Training
- Lending Library
- Individual Meetings with Families
- Community Collaboration and Referrals
- Information Clearinghouse



What is an IEP?



I
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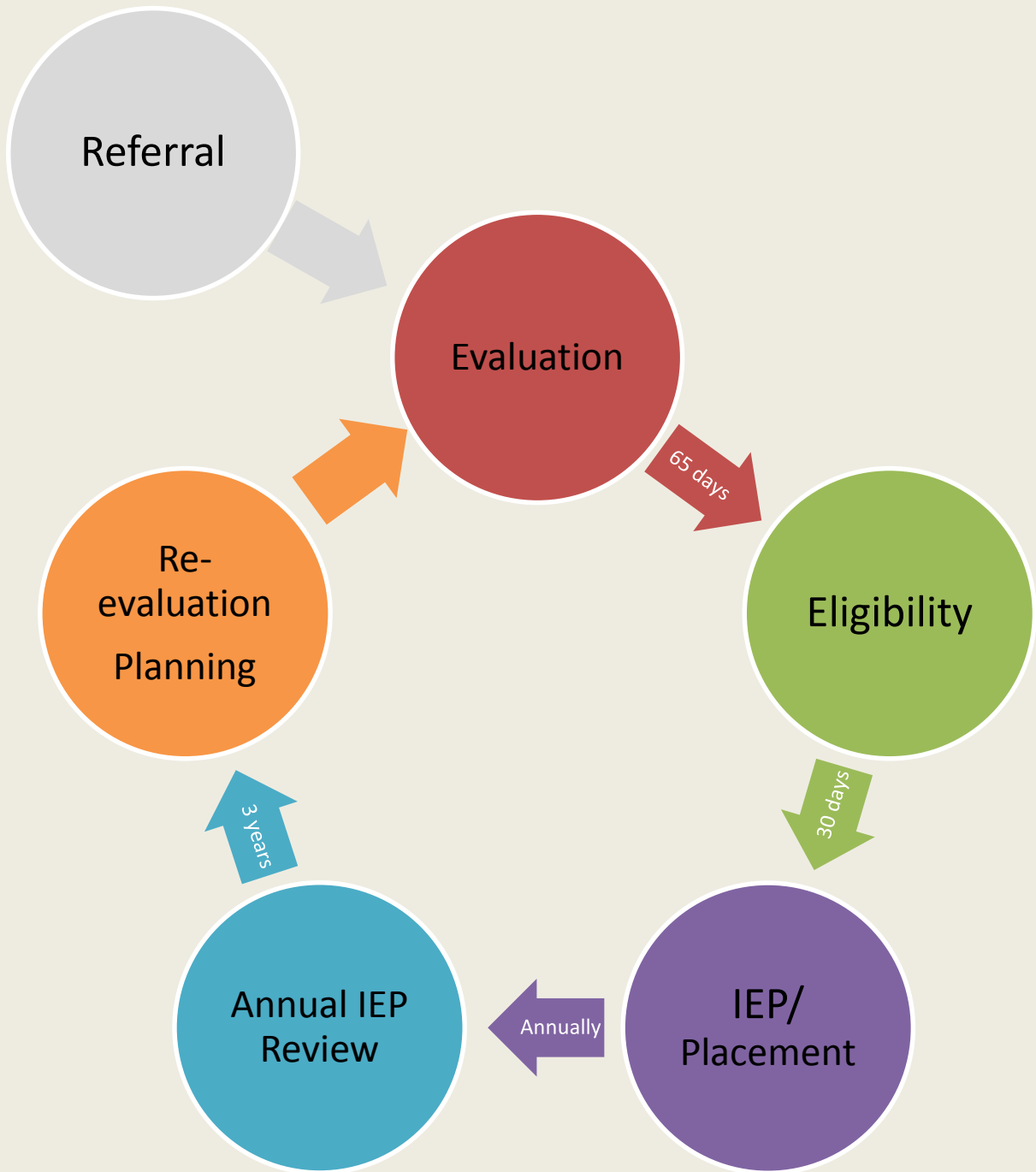
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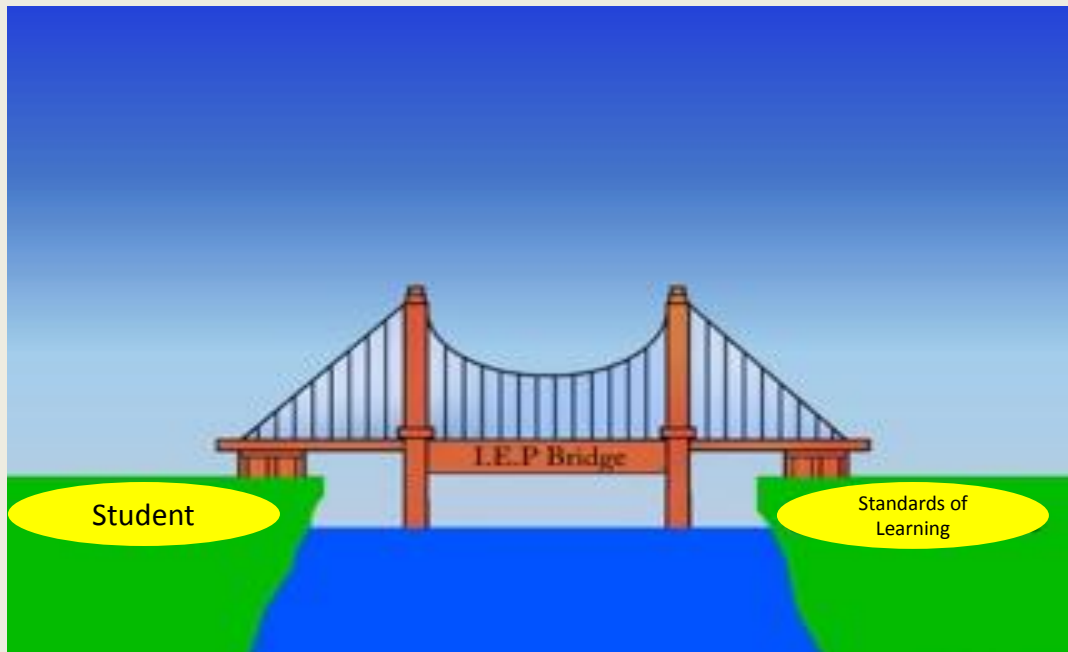
An Individualized Education Program, IEP, is a written statement for a child with a disability that is developed, reviewed and revised in a team meeting.

The IEP specifies the individual needs of the child and what special education and related services are necessary to meet the child's educational needs.

The Special Education Cycle



Standards-Based IEPs



Standards-based IEPs describes a ***process*** in which IEP teams incorporate state content standards into IEP development.

Although students may not be on grade level, standards-based IEPs support students in working toward meeting grade level expectations and students receive grade-level content instruction.

Learn More ▶

Standards of Learning (SOLs):

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

Standards-based IEPs:

www.doe.virginia.gov/special_ed/iep_instruct.../stds-based_iep/

Key Facts about IEPs:



- IEPs are **written by teams**, including parents.
- IEPs address **academic as well as social/emotional needs** and **adaptive/functional** skills.
- Initial IEP meetings must be convened within **30 calendar days** of a child being found eligible.
- Following re-evaluations, a meeting to develop a new IEP for your child must be held within 30 calendar days if:
 - Parents request an IEP meeting; or
 - IEP team decides that changes are needed
- IEPs are **implemented as soon as possible after parental consent** is received.



PARENTAL CONSENT and PRIOR WRITTEN NOTICE (PWN)

Parental consent is required for implementation of initial IEPs, as well as any change in a child's IEP or placement, including any partial or complete ending of special education or related services.

Parental consent is required prior to inviting someone to an IEP meeting from a participating agency that is likely to provide or pay for secondary transition services.

Parents must be given ***prior written notice (PWN)*** before the school implements whatever it proposes or refuses to do.

The IEP Team




IEP teams include:

- Parent(s)*
- General Education Teacher*
- Special Education Teacher*
- Person from the school who is qualified to provide or supervise the provision of special education, and knows about available resources*
- Person who can interpret what the tests mean for your child (may already be another member of the team)*
- Your child, if appropriate
- Others invited by your or the school who have knowledge or special expertise about your child

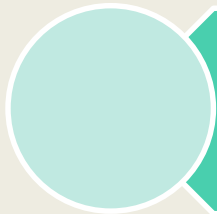
A staff member will be assigned as the student's **“case carrier”**.




**Parental consent is needed to excuse
*required IEP team members.**



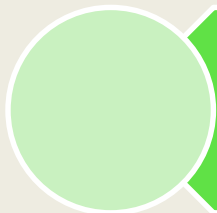
Special Education and
Related Services




Special Considerations



Transition



Diploma Options and
Participation in State
Assessments



Accommodations



Goals and Objectives



PLAAFPs

Present Levels of Academic Achievement and Functional Performance (PLAAFPs)

This statement is developed collaboratively by the IEP team, and identifies the student's academic and behavioral strengths, and learning characteristics in a variety of areas.

Available testing data is reviewed and incorporated.

Parental input is documented.

Student's needs, as they affect learning, are identified and documented, as is the effect of the student's disability on his/her progress in general education.

PLAAFPs – Audience Poll



Present Levels of Academic Achievement and Functional Performance (PLAAFPs)

Which of the following does NOT belong in the PLAAFPs?

- A. Available test data
- B. Student Strengths
- C. Parent Input
- D. Student Needs, as they affect learning
- E. Holiday Wish List



Goals/Objectives

Goals are written **based on areas of educational need** identified in the PLAAFPs.

Goals should **support** your child's **involvement and progress in the general curriculum**.

Goals should be **measurable**, and indicate what the student will accomplish within the IEP's duration (usually one year).

Progress on IEP goals must be reported at least as often as parents of nondisabled students are informed of their child's progress.

Short term objectives **MUST** be included for students participating in alternate assessments that reflect alternate achievement standards.

For all other students, IEP teams ***must consider the need*** for short term objectives.

Measurable Goals

Measurable goals:

- Allow IEP teams to know how much progress has been made since the last measured performance
- Can be measured as written, without additional information
- Yields the same conclusion if measured by several people

(Adapted from Bateman's *Writing Measurable IEP Goals and Objectives*)



Measurable Goal Components

Who

Student

Timeframe

Length of Time

Conditions

Under What
Conditions

Behavior

Will Do What

Criterion

To What Level or
Degree

IEP GOALS

S - Specific

M - Measurable

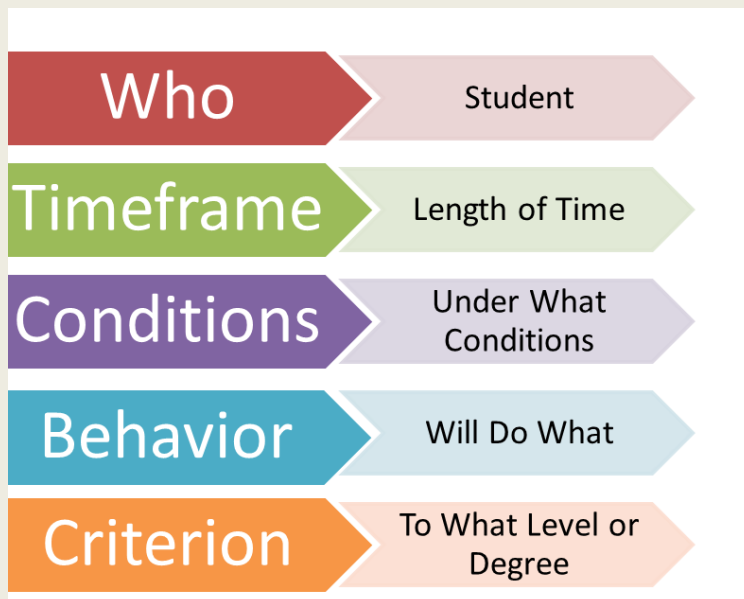
A - Attainable

R - Realistic

T - Timely

Measurable Goal Components

Goal: **By August 29, 2016, Anna will apply knowledge of consonants, consonants blends and short and long vowel patterns to decode text, when given text at her instructional level, with 97% accuracy on 4/5 consecutive reading passages.**





Measurable Goals

Annual Goal 1:

Ahmed will improve his note-taking skills in 4/5 classes, 9/10 times as observed.

VS.

Annual Goal 1:

Given strategies such as picking key words out of sentences and selected key concepts from orally-presented paragraphs, and using color-coding and graphic organizers to guide note-taking, Ahmed will take appropriate notes to include key themes, ideas and relevant facts with 90% completeness based on teacher notes on five consecutive weekly note-taking assessments.



Measurable Goals

Annual Goal 2: Maria will increase her ability to add and subtract fractions.

vs.

Annual Goal 2: Given a set of five single-step problems involving addition and subtraction of fractions with like and unlike denominators, Maria will solve them with at least 80% accuracy on three consecutive days, by the end of the 3rd grading period.



Measurable Goals

Annual Goal 3: Jack will demonstrate the ability to cope with frustrating situations during the school day as observed 10/12 weeks.

VS.

Annual Goal 3: Given coping strategies instruction (role playing, social stories, etc.), when presented with a problem (non-preferred task, frustrating situation, criticism/correction), Jack will accurately determine the size of the problem (big problem, little problem) and determine the appropriate emotional response (take a break, talk with teacher, take a deep breath, replace frustration with good thoughts, etc.) and return to task at hand in 4 out of 5 trials as observed for 10/12 weeks.

Measurable Goal Components

Now You Try!

*Look at the goal
from your reflections
page.
Try and rewrite it
using the framework
below.*

IEP GOALS

S - Specific

M - Measurable

A - Attainable

R - Realistic

T - Timely

Who

Student

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IEP Goals – Audience Poll



IEP Goals

True or False?

- A. Should be related to the PLAAFPs
- B. Should be measurable
- C. Should be vague
- D. Should describe what your student will be able to do in one year



Current Diploma Options

- **Advanced Studies Diploma**
Student must earn at least 24 or 26 standard units of credit, depending on when he or she entered ninth grade, and at least nine verified units of credit
- **Standard Diploma**
Student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education
- **Modified Standard Diploma*** (for students currently in 12th grade or above – *no longer available for students entering 9th grade after the 2013-14 school year)
- **Applied Studies Diploma**
Available to students with disabilities who complete the requirements of their IEP and who do not meet the requirements for other diplomas.
- **Certificate of Program Completion**
Available to students who complete prescribed programs of studies defined by a local school board but who do not qualify for diplomas.

Learn More ▶

www.doe.virginia.gov/instruction/graduation/index.shtml



Participation in Statewide Assessments

- Standards of Learning (SOL) Assessment Program
 - Virginia Grade Level Alternative (VGLA)
 - Virginia Substitute Evaluation Program (VSEP)
 - Virginia Modified Achievement Standards Test (VMAST)
-
- Virginia Alternative Assessment Program (VAAP)

Learn More ▶

http://www.doe.virginia.gov/testing/alternative_assessments/



Transition

Transition is the process students and their families use to think about life after high school, to identify their desired outcomes, and to plan their community and school experiences to assure that the students acquire the knowledge and skills to achieve their goals.



Transition

By age 14, IEPs must include post-secondary goals which are measurable and based on age-appropriate assessments, that relate to the appropriate areas including:

- Education
- Training
- Employment
- Independent Living
- Community Participation

and, include courses of study which your child needs to reach his goals. Services must be based on student's needs and take into account strengths, preferences and interests of the student.

Sample Transition Goal:

"By March, 2015, Joe will observe six different jobs in the community, keep an accurate log of the jobs observed, and record the specific job duties and needed skills for each observation".

By age 16, IEPs must include a statement of interagency responsibilities and linkages.

At least one year before your child reaches the age of 18, IEP must also address transfer of rights.

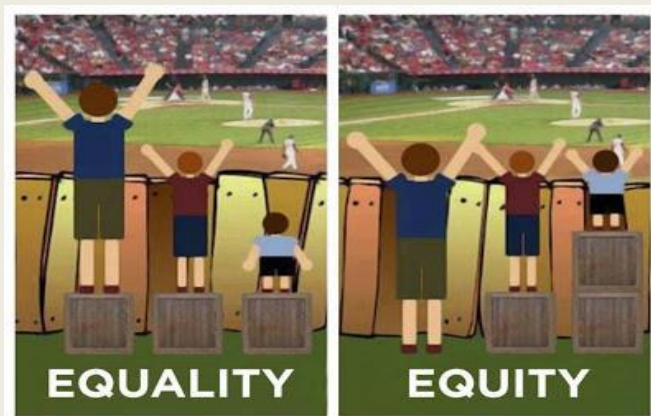
Accommodations and Modifications

An **accommodation** is a change that helps a student overcome or work around the disability.

Accommodations do not change the learning expectations, but, rather, provide *access*.

Students with disabilities may receive instructional accommodations **as well as testing accommodations**.

- Presentation
- Response
- Scheduling
- Setting



A modification means a change in what is being taught to or expected from the student. Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification.

Accommodations and Modifications – *Audience Poll*



Accommodation or Modification?

Providing an audio version of a textbook.

Giving student a copy of lecture notes.

During language arts block, using a 3rd grade instead of a 4th grade test.

Extended time to complete classroom tests.

Using manipulatives during a math lesson.

Shortened homework assignment.

Taking an exam in a small, quiet location.

Asking a student to complete single digit multiplication problems rather than three digit multiplication problems.



Special Education and Related Services

Once the IEP teams agrees upon PLAAFPs and goals, it must determine what type and the frequency of specialized instruction and related services the child may need, and **consider the Least Restrictive Environment (LRE)** in determining placement.

A continuum of placements is available within Arlington Public Schools, and may include:

LEAST RESTRICTIVE

Monitoring

General Education Classes

Special Education Classes

Countywide Programs

Special Education Schools

If required by IEP, home-based instruction or placement in schools or facilities outside of the district are occasionally considered by IEP Teams.

MOST RESTRICTIVE



Related Services

Related services are Related services means developmental, corrective, or supportive services required for a child with a disability **to benefit from special education**, including:

- counseling services, including rehabilitation counseling;
- early identification and assessment;
- interpreting;
- medical services required for diagnostic and evaluation purposes;
- orientation and mobility services;
- parent counseling and training;
- physical and occupational therapy;
- psychological services;
- recreation, including therapeutic recreation;
- school health services and school nurse services;
- social work services in schools;
- speech-language pathology and audiology services; and
- transportation.

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are **required** for a child with a disability to benefit from special education. Related services do not include medical devices that are surgically implanted, such as cochlear implants.



Special Considerations

Finally, IEP Teams must also consider a student's:

- Communication Needs
 - Assistive Technology Needs
 - Behavioral Needs
 - Limited English Proficiency
 - Blind/Visually Impaired
 - Deaf/Hearing Impaired
-
- Need for **ESY (Extended School Year)**

EXTENDED SCHOOL YEAR

Factors to be considered when determining the need for ESY services:

- regression/recoupment
- degrees of progress
- emerging skills/breakthrough opportunities
- interfering behaviors
- the nature and/or severity of the disability
- special circumstances or other factors

An examination of these factors, should lead the IEP team to answer the basic question: will the benefits a child gains during the regular school year be **significantly jeopardized** if the child is not provided with the ESY program?

Making it Work – Team Collaboration Strategies

Prepare for Your IEP Meeting

- Be proactive.
- Review previous IEPs and progress reports.
- Consider your family's priorities and desired outcomes.
- Share your ideas in advance.
- Review draft IEP.
- Seek input from others – your child, other adults who know your child well.

Be an active participant/team member at the meeting.

- Acknowledge mutual goals.
- Solicit input and ideas from your teammates.
- Ask for clarification as needed.
- Be comfortable sharing your ideas and input.
- Be honest, respectful and direct.

Developing Home-School Partnerships

- Think “team”.
- Follow through at home.
- Presume goodwill.
- Communicate.
- Support your school-based team members.
- Celebrate success!



Problem-Solving

- ***Keep the focus on the child.***
- Seek to understand and hear others' points of view.
- Be solution-oriented.
- Disagree in respectful ways.
- Explore trouble-shooting options with the team.

Thanks for your participation.

**Please keep in touch, and let us know the
PRC can assist you.**

**Your evaluations assist us in continuing to
improve this session!**

