

What is an  
IEP?

Special education is instruction specially designed, at no cost to families, to meet a child's unique needs. Special education can include classroom instruction, home instruction, instruction in hospitals and institutions, or other settings. It can also include instruction in physical education and vocational education.

The federal law that supports special education and related services is called the Individuals with Disabilities Education Act (IDEA). Under IDEA, all eligible school-aged children and youth with disabilities are entitled to receive a free appropriate public education (FAPE).

# Continuum of Services

- 1.** General Education
- 2.** General Education w/Para Support
- 3.** General Education Co-Teach
- 4.** Mild/Mod SDC for all core subjects
- 5.** Mild/Mod Autism-Focus SDC for all core subjects
- 6.** Single-Subject SDCs
- 7.** Mod/Severe Autism-Focus SDC for all core subjects

# IEP Definition

The Individualized Education Program, often called an IEP, is a legal document developed to ensure that a child who has a disability and is attending an elementary, middle or high school receives specialized instruction and related services. It is created through a team of the child's parent(s) or guardians and district personnel who are knowledgeable about the child's needs. IEPs must be reviewed every year to keep track of the child's educational progress.

# Purpose of the IEP:

1

- Identify the needs of the student

2

- Set reasonable goals that address those needs

3

- State the services to support those goals

# Who develops an IEP?

At least one  
parent or legal  
guardian



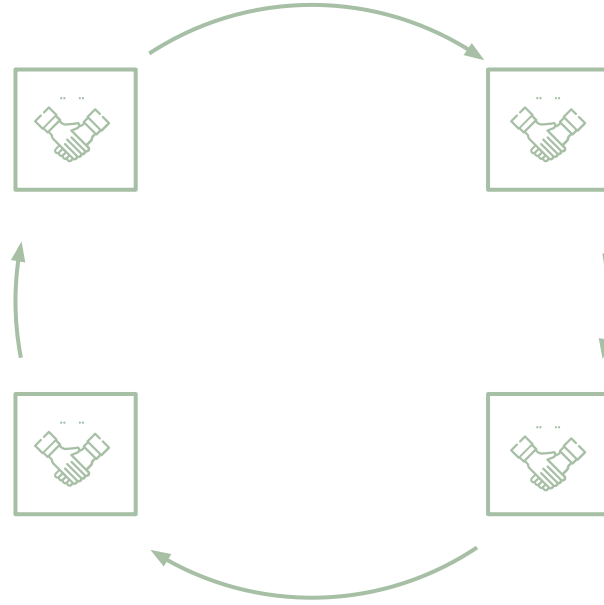
A Special  
Education teacher,  
typically the case  
manager



One General  
Education teacher (if  
they participate in  
General Education)



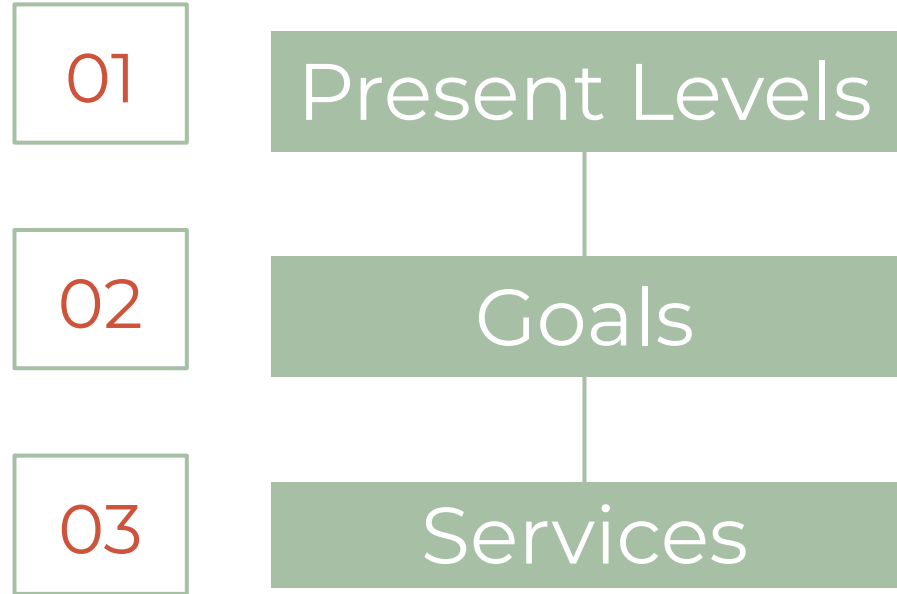
A local education  
agency representative,  
usually the school  
admin.



# What is in an IEP?

Typically, there are 7 sections in the IEP that require updating/editing.

However, there are 3 *critical* sections that require the most editing and collaboration amongst staff:



Page/Section Name	Purpose	How Does It Apply to General Education Teachers?
<b>Information &amp; Eligibility</b>	IEP due dates, meeting type, demographic information, and a summary of the student's disability.	This page lists the student's disability/ies, and how it impacts their ability to access general curriculum.
<b>Present Levels</b>	<ul style="list-style-type: none"> <li>Student strengths &amp; interests</li> <li>Parent input &amp; concerns</li> <li>SBAC scores</li> <li><b>Preacademic/Academic/Functional Skills</b></li> </ul> <p>This section gives information on what the student likes, how they're doing in their classes, and how that student performs with a variety of different skills (gross/fine motor development, socio-emotional skills, etc).</p>	<p>When case managers ask you how a student is doing in your class, we input your feedback into the <b>Preacademic/Academic/Functional Skills</b> area. When we get feedback like "He's doing okay," we may have to change that feedback to be more objective (e.g. "[Student] completes 4 out of 5 assignments" or "[Student] is attentive to class lecture 75% of the time").]</p> <p><b>This is a high-priority section to families, because this is when they hear about how their children are doing in different classes.</b></p>
<b>Special Factors</b>	<ul style="list-style-type: none"> <li>Lists if a student has assistive technology/devices for visual or hearing impairment. A very low number of students require assistive technology.</li> <li>ELD status</li> <li>Serious behavior issues</li> </ul>	For many students, there isn't much to discuss on this page. However, if a student has serious and/or chronic behavior issues, this page will let you know, and if you should also see the student's Behavior Intervention Plan (BIP).
<b>Statewide Assessments</b>	Lists accommodations the student should receive for Statewide Assessments (SBAC testing).	You can provide your input on what you think a student needs (separate setting, etc).
<b>Goals</b>	The present levels page, at the very bottom, lists areas of need for a student. Case managers write goals to address each need, which can include: Behavior, Reading, Writing, Math, Speech and Language, Life Skills, Executive Functioning. Note that we do not write goals for Science and Social Studies; we write goals that will help a student access curriculum.	<p>Based on teacher feedback, we track goal progress at the end of each grading period. During the annual IEP meeting, we propose new goals that we think would be appropriate for the student based on baseline data/information we have typically gathered from you.</p> <p><b>This is another high-priority section for families. Clear baselines are especially important for "legal cases." They also want to know how each goal supports a student's ability to better access grade-level curriculum (for mild/mod students).</b></p>
<b>Services - Offer of FAPE</b>	FAPE is short for Free Appropriate Public Education. This section lists accommodations, modifications, and services (SDC, co-teach, speech, occupational therapy) the student should receive.	<p>A student's <u>goals determine the services</u> they should receive. If you see a lot of reading &amp; writing goals, for example, you would expect the student to require co-teach ELA. <u>Placement is also per grades, data, observations, and gen ed teacher feedback.</u></p> <p><b>Another high-priority section. What accommodations are appropriate? Should they receive para support? <u>Should the student be in co-teach ELA or Math, or even SDC?</u></b></p>
<b>Educational Setting</b>	<p>Lists how often a student is in the general education setting.</p> <ul style="list-style-type: none"> <li>More than 50% in gen ed = RSP student</li> <li>More than 50% outside gen ed = SDC</li> </ul>	Based on services, this page will list how often a student is in general education. It'll tell you if they are in an SDC cohort.
<b>Parent Consent</b>	Signature page for attendance and consent.	If the meeting is in person, we'll send a page around and have teachers sign for attendance. We'll ask for the parent's consent to the IEP at the end.
<b>Behavior Intervention Plan</b>	For students with significant chronic behaviors, the psychologist and other specialists come up with strategies for them. Only a few students in the school have a BIP.	This section will have the strategies for preventing the specific student's behaviors, and how to respond to behaviors.



# How is an IEP written?

Goal Report	Present Levels	Goals	Services
Case managers will reach out to general education teachers about how students are performing on their goals. Based on this feedback, case managers will write a goal progress report, which will inform much of the IEP.	Case managers will ask general education teachers how students are performing in classes. Important information includes: how attentive the student is, are they completing assignments, are they working well with peers, and most importantly, what is their grade. <i>This helps us identify needs.</i>	How students performed on their previous goals and in class determines baselines for new goals to be written. This section is very important, because it determines the services that a student should receive. <i>Measurable goals tell others how we want to address needs.</i>	Goals determine services. Case managers need general education teacher feedback to determine appropriate placement. Grades are also very important! A common criteria to determine if SDC is appropriate instead of general education is two consecutive grade periods of failing grades.