Learning Lunch III
The IEP (Individual Education Plan)

ALASKA CENTER FOR RESOURCE FAMILIES
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The Goal of the IEP
I. to establish measurable annual goals for the child; and
II. to state the special education and related services and supplementary aids and services

IEP Terms
AN IEP IS A WRITTEN PLAN DEVELOPED BY A TEAM OF INDIVIDUALS WHICH LISTS THE SPECIAL EDUCATION AND RELATED SERVICES A CHILD NEEDS TO RECEIVE AN APPROPRIATE EDUCATION.

SPECIAL EDUCATION IS SPECIALLY DESIGNED INSTRUCTION AT NO COST TO THE PARENTS THAT MEETS THE UNIQUE NEEDS OF A CHILD WITH A DISABILITY.

LEAST RESTRICTIVE ENVIRONMENT (LRE)—THE IDEA REQUIRES CHILDREN WITH DISABILITIES TO BE EDUCATED TO THE MAXIMUM EXTENT POSSIBLE WITH CHILDREN WHO ARE NOT DISABLED.

Members of the IEP Team
Both parents and school district staff can invite individuals to participate on an IEP team. The team should include:
- Parents or surrogate parent
- Child (if appropriate)
- Regular education teacher
- Special education teacher
- District representative who is able to allocate resources
- Evaluators
- Related services provider
- Others with special knowledge or expertise

*Option to not attend must be agreed to in writing
The First Steps

- Must be held within 30 school days
- Parents must be given enough notice to attend
- Parents can bring others
- An interpreter, including sign language, is provided, if the parents need one

Laying the Groundwork for the IEP

- Individualized
- Written plan for a child's education
- Written by parents and school staff together
- Lists the special education the child will receive, and more
- Is both a document and a process

Building an IEP

Contents of the IEP

- A statement of the child's present levels of academic achievement and functional performance;
- A statement of measurable annual goals, including academic and functional goals;
- A description of how the child's progress toward meeting the annual goals will be measured, and when periodic progress reports will be provided;
- A statement of the special education and related services and supplementary aids and supports;
- A statement of the program modifications or supports for school personnel that will be provided to enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children;
- An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and nonacademic activities;
- A statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments;
- The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.
### Present Levels of Educational Performance

**The Cornerstone**

- A comprehensive statement of the child’s abilities, performance, strengths, developmental and functional needs.
- Parent concerns for the child’s education
- How the child’s disability affects involvement and progress in the regular curriculum
- Or in early education, with appropriate activities

### Goals are the Structure

- Start with a **baseline**
- **Academic** and **functional**
- Not tied to a specific curriculum or instructor. Evidence and research based services and methods can be noted, but not specified.
- There should be a direct relationship between present levels of educational performance (PLEP) and the **annual goals**.
- There should be a direct relationship between the **annual goals** and the **short-term objectives**.

### Building a Good IEP Goal

- Should list where or with whom it should happen, or during what activity.
- Should list specifically what the successful accomplishment should look like.
- Should list how it will be measured and observed, and what prompts needed.

### SMART Goals

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time Limited**
**Standard Goal Benchmark**

**Measurable Annual Goal** (Behavior)
Student will do something amazing they can’t really do now in school, on all days that end in “y” 110% of the time.

**Short Term Instructional Objectives/Benchmarks**

**Standard Addressed**: X1.1, Y2.2, Z3.3

1. Given an opportunity in class, student will do the amazing thing 80% of the time with no whining and/or cursing, when asked by an adult, with no more than 3 prompts

   **Baseline**: Student only does the amazing thing, when asked by an adult, once in a blue moon. Has done it once without calling the teacher “Frog lips”

2. In the school, student will be able to self-identify the time and place to do the amazing thing on 4 out of 5 days and will do it.

   **Baseline**: Currently the student only does the amazing thing when he thinks no one is looking and he is wearing his special purple cape.

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**Objectives and Benchmarks**

- In Alaska the IEP lists short term goals; each long term goal should have 2 short term goals.
- These goals can break a skill down to small parts or serve as benchmarks
- There should be a direct relationship between the annual goals and the short-term objectives.

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**Participation**

- Participation and accommodations for state and district assessments
- The extent the child will not participate in the regular classroom activities
- Whether the child will be receiving a high school diploma, or a certificate of attendance

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**Special Education Support**

- Services
- Duration
- Frequency
- Personnel
- Location
- Supervision
Other Supports

- Participation in regular classroom and school activities
- Positive behavior intervention plan
- Extended School Year (ESY) services
- Assistive Technology services
- District staff and parent training
- Transportation

Accommodations and Training

- Additional training needed by staff
  Training can be given by the parents, the district or medical personnel

- Accommodations
  voice output devices, PECS, keyboards, computers, breaks, hot passes, modified workload, colored overlays, ball chairs, sensory breaks, scribes, gum, jumping jacks, heavy lifting, quiet place to rest, .......

- Anything that can help our kids focus, relax and cope!!!!

Related Services

- Audiology
- Speech and Language (SLP)
- Occupational therapy (OT)
- Physical therapy (PT)
- Recreation
- Interpreting services,
- Counseling and social work services, including PBS
- Early identification and assessment of disabilities
- Medical, health and school nurse services
- Orientation and mobility
- Parent counseling and training
- Transportation
- Supplementary aids and services
- Post-secondary transition

Placement and Services

Placement and related Services are determined after the IEP is written. The team must always start with the least restrictive environment (LRE), and justify any move away from the regular classroom.

Under IDEA preschool programs must also provide a continuum of placement options; from speech language services only to intensive special education preschool programs.
Unless the IEP requires it, a child goes to school in the same place they would go to school if they were not disabled.

- LRE includes being educated with same-age peers.
- IDEA prefers for children to be educated within the regular classroom whenever possible.
- The IEP team is required to consider what supports are necessary to make this participation possible.

- ASAP! No more than 10 days!
- Students disabilities should, to the maximum extent possible, be educated with non-disabled students.
- Schools cannot use a lack of personnel, resources or challenges in coordinating services as an excuse for failing in making a FAPE in the LRE.

Transition Services

- Beginning no later than the 16th birthday
- Can be earlier
- The student should participate
- Includes appropriate postsecondary goals and the skills and training needed to reach them
- A year before the student is 18, they need to be informed of the transfer of rights

Updates and Changes

- The law says at least annually
- There is no limit to how many times an IEP review can be held
- Can be called at any team member’s request
- Only the parents can excuse team members from attending
Parents are the Architects

- Bring your knowledge and experience. You are the expert on your child.
- Bring the long range goals, the dreams, the vision.
- Bring what is important to you right now.
- Ask for what you need to get from here to there.

Collaborative Teams

- School respects the family’s cultural background.
- The family respects and acknowledges the teachers efforts and education.
- Everyone uses person first language.
- The family’s priorities are reflected in the IEP.
- The family and the team know about the child’s disability and the resources available to them.
- Meetings and other communication is regular, open and respectful of time.
- The collaborative team uses formal processes to conduct meetings, evaluate, effectiveness, problem solve and make decisions.

Some things your school can’t do

- Make your child take medication
- In the ASD, your school can’t restrain or seclude your child, with special exceptions
- Tell you they can’t provide services because they don’t have the staff
- Make you sign or approve any document on the spot
- Conduct an evaluation without your consent

Help and Support

- Stone Soup Group: www.stonesoup.org
- LIRK5 Mat-Su Parent Resource: link5.org
- Alaska Special Education Mediation Services: www.eed.state.ak.us/tls/sped/Mediation.html
- Disability Law Center: www.dlcak.org
- Wrightslaw website: www.wrightslaw.com
- Alaska Dept of Education & Early Childhood: www.eed.state.ak.us
- State of Alaska Special Education website: www.eed.state.ak.us/hs/SPED
- Governor’s Council on Disabilities and Special Education: www.hss.state.ak.us/gcdse/default.htm
- Alaska Standards and Grade Level Performance Expectations: www.eed.state.ak.us/standards/pdf/standards.pdf