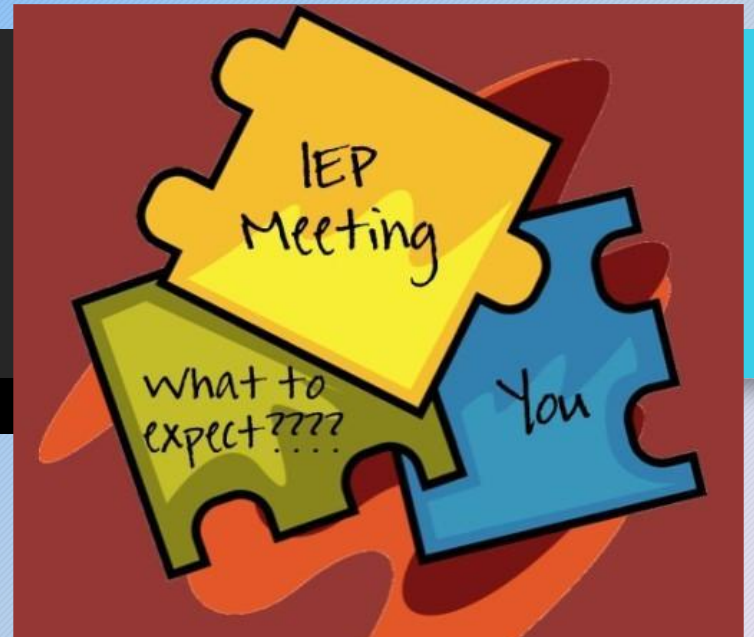


IEP Basics and Beyond



By TVUSD SELPA

Individuals with Disabilities Education Act (IDEA)

Qualifying for Special Education Services

1. The student must have a disability that fits in one of IDEA's 13 categories, and
2. The disability is affecting how the child does in school.

IDEA's Categories of Disability

- Autism
- Deafness
- Deaf-blindness
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Serious Emotional Disturbance
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment - Including Blindness

The Evaluation

- Given parent permission, the school must evaluate your child in ALL the areas where your child may be affected by the possible disability.
- This can include health, vision, hearing, social and emotional well-being, general intelligence, performance in school, and how well your child communicates with others and uses his or her body.
- The evaluation must be complete enough to identify all of your child's needs for special education and related services.

Who Completes the Evaluations?

- You, The Parent
- School Psychologist
- Regular Education Teacher
- Special Education Teacher
- A School Administrator



OTHERS

- Individuals invited by you or the school who have special knowledge about your child
- Representatives from other agencies
- Speech and Language Pathologist
- Physical Therapist
- Adaptive PE Therapist
- Occupational Therapists
- Medical Specialists

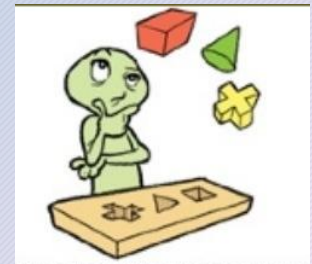
These Professionals want to understand:

- How well your child speaks and understands language?
- How your child thinks and behaves?
- How well your child adapts to changes in his or her environment?
- How well your child has done academically?
- What is your child's potential or aptitude (intelligence)?
- How well is your child functions in a number of areas, such as moving, thinking, learning, seeing, hearing?
- What job-related and other post-school interests and abilities your child has.

Key Terms That You Will Hear



- **Auditory Processing:** The ability to understand spoken language among kids with normal hearing.
- **Visual Processing:** The ability to interpret visual information among kids with normal vision.



The Results Will Be Used:

- to decide if your child is eligible for special education and related services

and

- to help you and the school decide your child's educational needs.

If Your Child Is Found Not Eligible For Services

- The district will tell you in writing and explain why your child has been found “not eligible.”

And

- You will be given information about what you can do if you disagree with this decision.

If Your Child Is Found Eligible

The IEP team will compose an Individualized Education Program (IEP)

- Written statement of the educational program designed to meet a child's individual needs.
- All students who receive special education services must have an IEP.
- Working document in draft form until accepted by all members of the IEP team.
- The IEP is a legal contract under both state and federal law.

Who Develops My Child's IEP?

- You, the parents
- At least one regular education teacher familiar with the general education curriculum and standards
- Your child's special education teachers and service providers
- An administrator or administrator designee
- An individual who can interpret the evaluation results and talk about what instruction may be necessary for your child
- Your child, when appropriate

OTHERS

- Individuals invited by you or the school who have special knowledge about your child
- Representatives from other agencies
 - CARD, Regional Center, etc.
- Medical Specialists
- Therapist or Counselor



What Information Is In Your Child's IEP?



Present Levels of Achievement and Educational Performance

This statement describes:

- your child's current skill levels in a variety of areas, including academics, motor, social/emotional, etc.
- your child's classroom performance in areas.
- how your child's disability affects his or her involvement and progress in the general curriculum

Annual Goals



- The IEP must state annual goals for your child, meaning what he or she can reasonably accomplish in a year.
- Each goal includes a baseline - your child's current performance on that goal.
- The goals must relate to meeting the needs that result from your child's disability.
- They must also be scaffold to Common Core standards for your child's current grade level.

RI.2

Reading Standards for Informational Texts (RI): Standard 2

Anchor Standard: Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.2.11-12
Grade 11-12 students

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; an objective summary of the text.

RI.2.9-10
Grade 9-10 students

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.2.8
Grade 8
students

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text

RI.2.7
Grade 7
students

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.2.6
Grade 6
students

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.2.5
Grade 5
students

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.2.4
Grade 4
students

Determine the main idea of a text and explain how it is supported by key details; summarize the text

RI.2.3
Grade 3
students

Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.2.2
Grade 2
students

Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.

RI.2.1
Grade 1
students

Identify the main topic and retell key details of a text.

RI.2.K
Kindergarten
students

With prompting and support, identify the main topic and retell key details of a text

Special Education and Related Services To Be Provided

- The IEP must list the special education and related services to be provided to your child.
- This includes supplementary aids and services (such as a communication device, specially designed paper, special seating, etc.).
- It can also include supports for school personnel working with your child, such as trainings.

Participation with Typical peers

- The IEP must describe the setting where your child's academic and nonacademic activities will take place.
- A rational statement is provided for any portion of the time away from typical peers.



Participation In State and District-Wide Assessments



- California and TVUSD give academic tests to students.
- Formative assessments, Unit assessments, and State Testing (CAASPP - California Assessment of Student Performance and Progress), CAPA (California Alternate Performance Assessment)
- In order to participate in these tests, your child may need individual: usability, accessibility and accommodations.
- The IEP team must decide which of these your child needs and list them in the IEP.

Dates and Locations

The IEP must state

- when services and accommodations/modifications will begin;
- how often they will be provided;
- where they will be provided; and
- how long they will last.



Transition Goals and Services

- No later than when your child is 16, the IEP must include measurable postsecondary goals related to education, employment, training and (when appropriate) independent living skills.
- Also included are the transition activities and services needed to help your child reach those goals, including coursework for the next year.

Measuring Progress



- The IEP must state how school personnel will measure your child's progress toward the annual goals.
- It must also state how you, as parents, will be informed regularly of your child's progress and whether that progress is enough to enable your child to achieve his or her goals by the end of the year.

THE IEP MEETING

- Introductions
- Procedural Safeguards
- Review Assessments
- Determine Eligibility
- Present Levels
- Goals
- Accommodations
- Services and Supports
- Full Continuum-Placement
- Conclusion
- Signatures



YOU

- This can be a very emotional time for parents. You must make sure that you share your concerns and feelings so that the team can help and reassure you.
- Ask as many questions as you want.
- You are a very important member of your child's IEP team, so be involved in the process!

After the Meeting

- Every year you will have an IEP meeting scheduled to discuss progress and to develop the next year's goals, etc. and determine whether any changes need to be made to the services and supports.
- You don't have to wait for next year's IEP. You may ask to have your child's IEP reviewed or revised at any time.
- Every three years, your child will be tested again to determine if they are still eligible and determine your child's educational needs.

Concerns and Questions



- Contact your child's special education teacher or other team members.
- Call the Special Education Office and schedule an appointment. There are days throughout each month that you can come in to ask questions or discuss concerns. All you need is an appointment.
- Special Education Office: (951) 506-7072

Additional Handouts



- Your First IEP Meeting: This goes over the same things we discussed but in more detail. It also includes a glossary of special education terms that is helpful.
- Procedural Safeguards: You will be given a copy at least once annually. They can be explained to you at the meeting upon your request.
- A blank IEP form: This will help you acquaint with the organization of the document.
- A Guide to Special Education: The goal of this guide is to help you work with your school to ensure that your child receives the services and supports they need to succeed academically and socially.
- Parent Handbook: A Resource Guide for Parents of Special Needs Students