IEP ESSENTIALS
Our Mission

The mission of the PEAL Center is to educate and empower families to ensure that children, youth and young adults with disabilities and special health care needs lead rich, active lives as full members of their schools and communities.
Poll

• What brings you here?
Objectives:

- Describe the IDEA and the educational rights the law mandates for all children
- Describe the IEP process, team, and document
- Discuss ways that families can provide meaningful input throughout the IEP process
- Ask questions related to the IEP process after the presentation content is done
Key Principles of IDEA

- IDEA: Individuals with Disabilities Education Act

- Disability is a natural part of the human experience and in no way diminishes the right of the individual to participate in or contribute to society
Key Principles of IDEA

- Parents should be informed decision-makers
- Guarantees access to a free and public education (FAPE) for all children
- Children with disabilities should be educated with their non-disabled peers to the maximum extent appropriate in the Least Restrictive Environment (LRE)
Key Principles of IDEA

- Supplementary aids and services must be considered and provided to support learning and participation in general education classrooms and extracurricular activities.
- Available to all students who need them.
- Designed to provide meaningful educational benefit.
- Provided in a manner that avoids stigmatizing students.

(Gaskin Settlement Agreement, 2005)
THE IEP Process

- Referral
- Evaluation
- Eligibility Determination
- IEP Development
- Educational Placement
- IEP Implementation
- Annual Review
- Re-Evaluation
Individual Education Program (IEP): Evaluation

- A good IEP begins with a good evaluation.
IEP Evaluation

• Multi-disciplinary

• Concerns expressed when the child is being evaluated drive the types of assessments that will occur during the evaluation.

• The evaluation process will produce an evaluation report that must be available to you in your first language or mode of communication.
Non-Discriminatory Evaluation

- Variety of assessment tools must be used to gather functional, developmental and academic information
- Must include information from family
- Parent or district may request
- Administered without racial or cultural bias
- Administered in form of communication or language most likely to obtain a true picture of the child’s abilities
Eligibility for IEP Services
Eligibility Categories

- The student must meet one of the 13 disability categories defined by the Individuals with Disabilities Education Act, 2004.
- The student must need special education - the child requires specially-designed instruction to receive educational benefits.
- [PA Guidance](#) for IEP and 504 Agreements.
## Disability Categories in PA

- Intellectual Disability
- Hearing impairment
- Speech or language impairment,
- Visual impairment (including blindness)
- Emotional disturbance
- Orthopedic impairment
- Autism
- Traumatic brain injury
- Other health impairment
- Specific learning disability
- Deafness
- Deaf-blindness
- Multiple disabilities
The Individualized Education Program (IEP)

- A written statement that is created, reviewed, and revised in keeping with the law under IDEA
- The IEP is both a process and a document
- Must be created and implemented in collaboration with families
The IEP Team

- Parent
- Regular Education Teacher
- Special Education Teacher
- Local Education Agency (LEA) representative
- Person who can interpret evaluation results
- Others with knowledge or expertise
- Student, when appropriate
- Participation can be waived with parental consent
1. To identify measurable goals for your child
2. To clearly identify the special education services, and supplementary aids and services, that the school district will provide for your child

What is considered:

• How your child accesses/will access the general education curriculum, extracurricular activities, and non-academic school-related activities
Procedural Safeguards: Know Your Rights

- [https://www.pattan.net/Publications/Parents-Rights-Understanding-the-Procedural-Safeguj](https://www.pattan.net/Publications/Parents-Rights-Understanding-the-Procedural-Safeguj)
Sections of the IEP Document

- Student demographics and team meeting information
- Special considerations
- Present levels of academic achievement and functional performance
- Transition services
- Participation in state and local assessments
- Goals and objectives
- Special education/related services/supplementary aids and services/program modifications
- Educational Placement
- PennData reporting
Present Levels of Academic and Functional Performance

- Gathered from assessments that measure both ACADEMIC and FUNCTIONAL strengths and needs
- Includes information gathered from families about their primary concerns and their child’s strengths
- Serves as BASELINE DATA
- If a need is addressed, it must be addressed in the IEP
Parental Concerns

• You know your child best!
• Families provide the information Team members need to do about how your child functions across settings
• What does the Team need to know about your child?
Present Levels: Families provide information about needs related to -

- Traveling to school
- Before school begins
- Academic classes
- Related Services
- Lunch/Recess
- Traveling throughout the building
- Homework organization
- Extra-curricular activities
- Traveling home
Transition Services

3 areas:

• Post-secondary education & training

• Employment

• Community Participation

Outcomes > Activities > IEP Goal
Transition Services: Act 26 Questions

- Does the student have a transition plan as a part of the IEP?
- Does the student have an outcome goal of competitive integrated employment?
- Did the student participate in a competitive integrated work experience?
- Did the student participate in individual job coaching services funded by the school in a paid work experience?
Measurable Annual Goals

- Goals and Objectives must be specific, observable, and measurable!
- Must relate directly to the area(s) of concern
- Describes what the student will:
  - Be able to do
  - What it will look like
  - How it will be measured, and how frequently.

https://www.pattan.net/Publications/Writing-Effective-IEP-Goals
Special Education Services include the use of Specially Designed Instruction (SDI)

- Meets the needs of your child in the areas of academics, functional skills, and behavior skills
- Supports skills needed to transition to secondary education/adulthood

Example: A child with autism engages with his daily academic schedule through the use of visual supports, alternate modes of communication, sensory materials, and planned opportunities for social engagement with his peers

Individualized Services and Supports: Special Education
Individualized Services and Supports: Supplemental Aids and Services

- Accommodations or modifications that allow your child to access both the educational and non-academic school-related activities

Examples:

- A larger desk to hold an AAC keyboard/display
- Extended time on tests provided in alternate formats
- A peer sighted guide for low vision student to attend marching band activities

https://www.pattan.net/Publications/Supplementary-Aids-and-Services
Supplemental Aids and Services: Augmentative and Alternative Communication

- Methods used to communicate in ways that do not involve speaking or writing
- Provides students with a way to engage with others at school, to share ideas, and express their wants, needs and decisions
When the IEP team determines that a student has an educational need for a service to benefit from a free and appropriate public education, then it must be provided.

Examples:

- Transportation, Speech-Language/Audiology, Occupational, Physical, Orientation and Mobility, Vision, Social work, Medical, Interpreting/Translation, Psychological Counselling.
Supports for School Personnel

- Supports teachers and staff to help your child achieve his goals in the general education classroom.
- For example, training on the use of positive behavioral supports, peer-mediated strategies, or the use of specialized adaptations to the classroom environment.
IEP: Determining Educational Placement

- 4 questions on the IEP Annotated IEP

- Ensures IEP team has given adequate consideration to placement of this student in the general education classroom with supplementary aids and services, prior to considering removal from the general education classroom
Accessing the General Education Curriculum

Not “whether” the child will have access to the general education curriculum, but HOW?
Questions and Discussion
Evaluation: IEP Essentials

HOW TO SCAN QR CODE

Open the Camera APP on your phone.
Point the camera at the circle.
Tap the screen to open the page.

https://www.surveymonkey.com/r/PEALtrainingeval

Serving families across PA with offices in Pittsburgh and Philadelphia
Resources


• Supplementary Aids and Services: https://www.pattan.net/Publications/Supplementary-Aids-and-Services

• Education ABCS (Acronym List): https://www.pattan.net/Publications/Education-ABCs

• PA Department of Education: IEP and 504 service agreements https://www.education.pa.gov/K-12/Homebound%20Instruction/Pages/IEPs-and-504-Service-Agreements.aspx
Thank You!