

A photograph of three women sitting at a table, laughing heartily. The image is overlaid with a semi-transparent purple and blue gradient. The woman on the left is wearing glasses and a patterned top. The woman in the middle is wearing a light-colored top. The woman on the right is wearing a pink top and a necklace.

IEP Jigsaw

Parent Education, Advocacy and Leadership Center (PEAL)

Be an Informed Decision Maker!



- “STUDENT SNAPSHOT” to prepare for the Reevaluation and IEP Meetings
- Consider your child’s school day
- Don’t forget the importance of extracurricular activities
- Know the different parts of the IEP and where you can add your input

Example Introduction to Your Child

- [All About Me!](#)



The Individualized Education Plan (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

IEP: Two Main Purposes

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

Individual Education Plan: Evaluation

- A good IEP is built from a good evaluation.



8 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

I. Student Demographics and Team Meeting Information



Student information

IEP Team members

Meeting Dates and Frequency

Revisions to the IEP (if revised without an IEP meeting)

Procedural Safeguards Notice

Medical Assistance Program Billing Notice

IEP Team Members

- 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

Meeting Frequency: Test your Knowledge!

- IEP meeting must occur no less than _____ per calendar year
- How often can the IEP be re-opened in a calendar year?
- Can the IEP be revised without a meeting?
YES or NO

Notice of Procedural Safeguards

- <https://www.pattan.net/Publications/Parents-Rights-Understanding-the-Procedural-Safegu>



Medical Assistance Program Billing Notice

- Family must consent before the school district can access the student/parent's public or private insurance for the first time
- School districts will only provide annual notice to families who have consented to the release of information to Medical Assistance programs

Special Considerations

Blind or visually impaired/Deaf or hard of hearing

- Reliance on vision, touch or other senses
- Methods of reading, writing, using the computer
- Degree to which academic progress is impeded by current methods used by the student
- Need for assistive devices
- Typical modes of communication at home
- Need for interpreter/translator
- Support needed for social communication and direct instruction

Special Considerations

•Communication needs

Does the student have communication needs?

- Determined by observations of daily interactions with teachers, peers, others across settings
- What mode is the student using to communicate?
- How effective is that mode of communication?
- Family input is essential



Special Considerations

- **English Proficiency**
- Need to consider whether or not any delay is related to learning a second language, or due to a possible disability



Special Considerations

Behavioral Concerns

- Behaviors that impede his or her learning, or the learning of others
- IEP Team considers strategies and supports and develops a positive behavior support plan based on a Functional Behavior Assessment

II. 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

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



III. 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?

IV. Participation in State and Local Assessments



- Lists grade levels the different assessments are conducted
- Identify accommodations needed to participate
- Decisions regarding participation in PSSA or the PASA

Check out your Assessment Resources!



- Note the different grade levels
- See the PDE website for allowable PSSA accommodations
 - Accommodations Guidelines
<https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/TestingInformation.aspx>
- See PDE website for information on criteria for PASA
 - PASA Criteria
<https://www.education.pa.gov/Documents/K-12/Special%20Education/Assessment/PASA%20Eligibility%20Criteria.pdf>

V. Goals and Objectives

- Goals and Objectives must be specific, objective, 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>

Measurable Annual Goals



www.pealcenter.org
1-866-950-1040

Contact The PEAL Center at www.pealcenter.org or 1-866-950-1040 for tips on writing effective IEP goals for your child.

VI. Special Education, Related Services, Supplementary Aids and Services, Modifications

- 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 using visual supports, alternate modes of communication, sensory materials, and planned opportunities for social engagement with his peers

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
- In PA: [Framework for Access and Belonging](#)

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

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, opinions and decisions
- [An example at school](#): a creative writing class

Program Modifications and 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

Related Services

- 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, Counselling

Extended Year Services (ESY)

- Criteria considered can go beyond “regression” and “recoupment” data
- For example, it can be “observations and opinions by educators, parents and others”
- ESY assessments can be done over school breaks, such as the winter holiday

ESY

- Must be goals that the student is working on during the school year
- Must determine eligibility within the IEP by February 28th
- NOREP by March 31
- Can cover academics, therapies, and socialization

VII. Educational Placement

- 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

Educational Placement: 4 Questions

- What supplementary aids and services were considered?
- What benefits are provided in the general education class **with supplementary aids and services** versus the benefits provided in the special education class?
<https://www.pattan.net/Publications/Supplementary-Aids-and-Services>
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

Accessing the General Education Curriculum



Not “whether” the child will have access to the general education curriculum, but HOW?



VIII. PennData Reporting

- Report to US Department of Education
- Includes amount of time with non-disabled peers
- Collects data by district: [Data at a Glance](#)
- Families can find out how their districts are performing on behalf of students with disabilities
 - Inclusion, equity of access, accountability/outcomes and more!

Thank You!



www.pealcenter.org

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1-866-950-1040

Serving families across PA with offices in Pittsburgh and Philadelphia