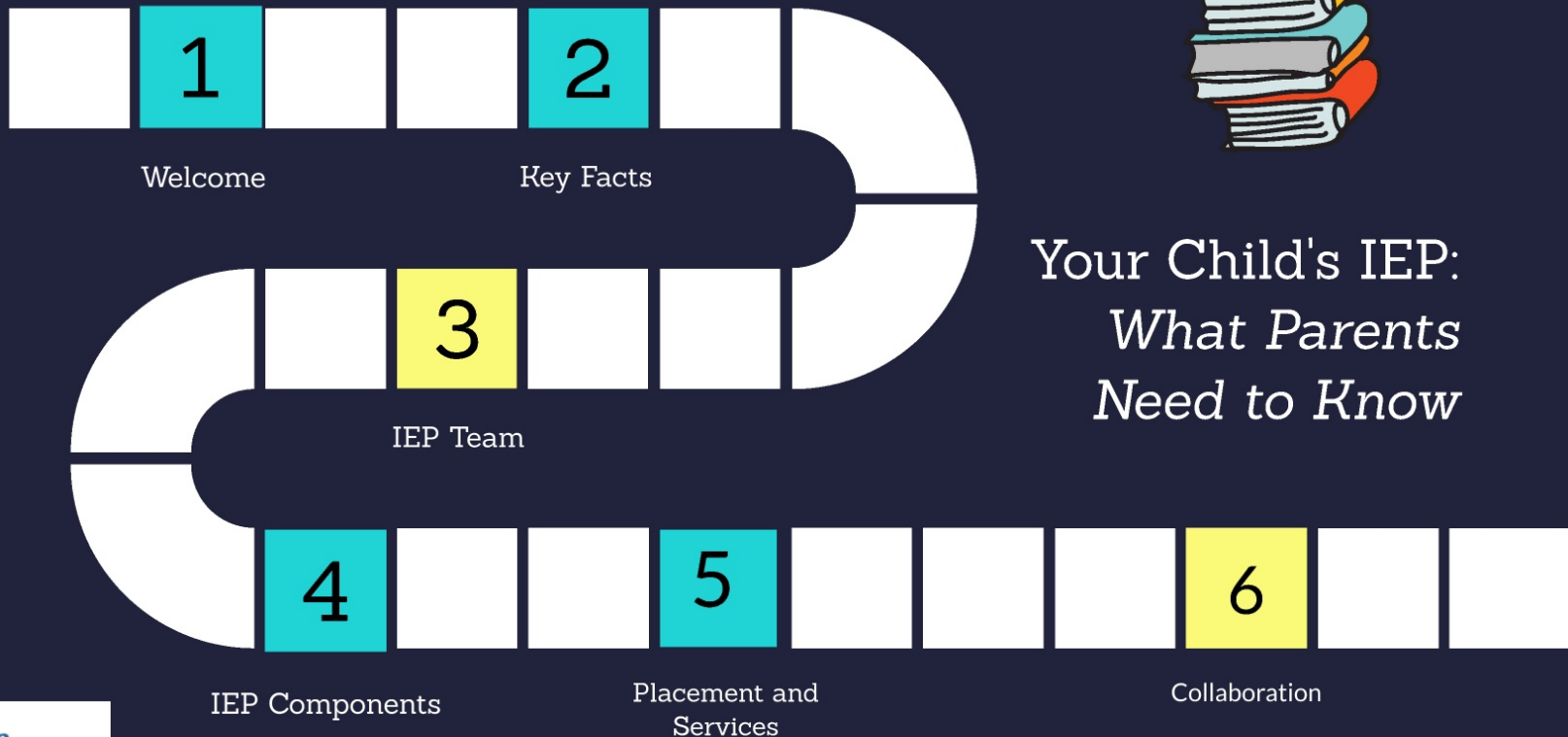




Your Child's IEP: *What Parents Need to Know*



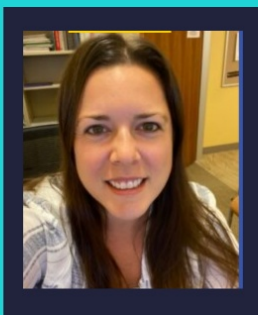
Arlington
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Schools

Parent Resource Center
(PRC)

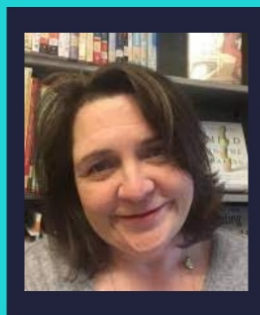
Welcome

We're delighted you could join us for this session!

Your Presenters:



Gina Piccolin DeSalvo



Kathleen Donovan

Tell us a little about yourself. Please respond in the Zoom poll.

Your
Learning
Goal

Session
Overview

The Special
Education
Parent
Resource
Center (PRC)

PRC
Services

What do you hope to learn in this session?

Our Hopes:

- Tailor today's session
- Meet your needs
- Answer your questions

Session Overview

1. Welcome and Introductions
2. Key Facts
3. IEP Team
4. IEP Components
5. Services and Placement
6. Team Collaboration

Parent Resource Center (PRC)



Arlington Public Schools/Office of Special Education

1

Part of the VA PRC Network & VA Family Involvement Network

2

Supports family engagement in children's education

3

Supports collaboration of families & school staff

4

Strives to help families navigate the special education process

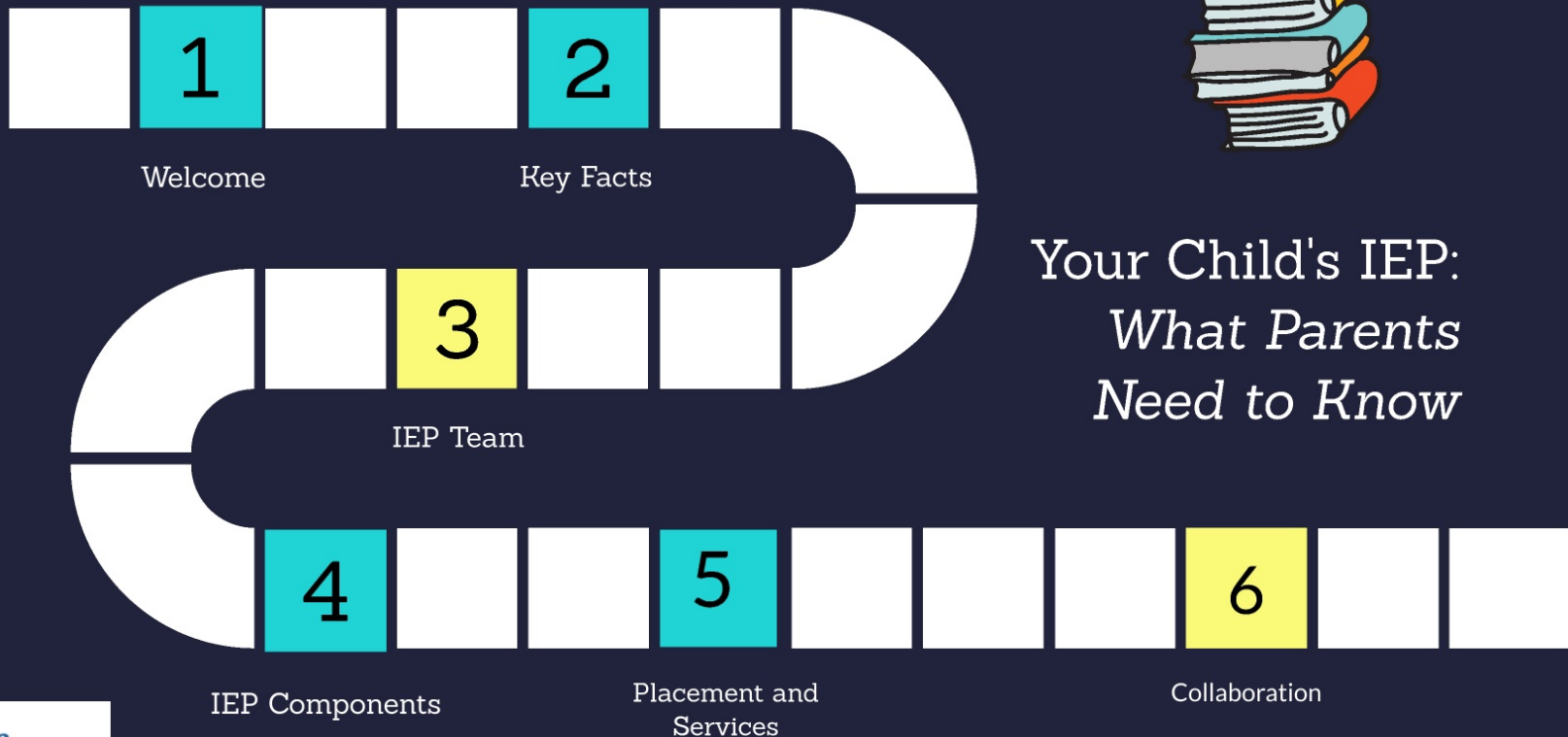
How can the PRC support you?

- Parent Learning Opportunities
- Individual Meetings with Families
- Lending Library
- Community Collaboration and Referrals
- Info/Resources
- Weekly E-News (Monday Message)
- Parent Liaisons





Your Child's IEP: *What Parents Need to Know*



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What is an IEP?

Individualized Education Plan

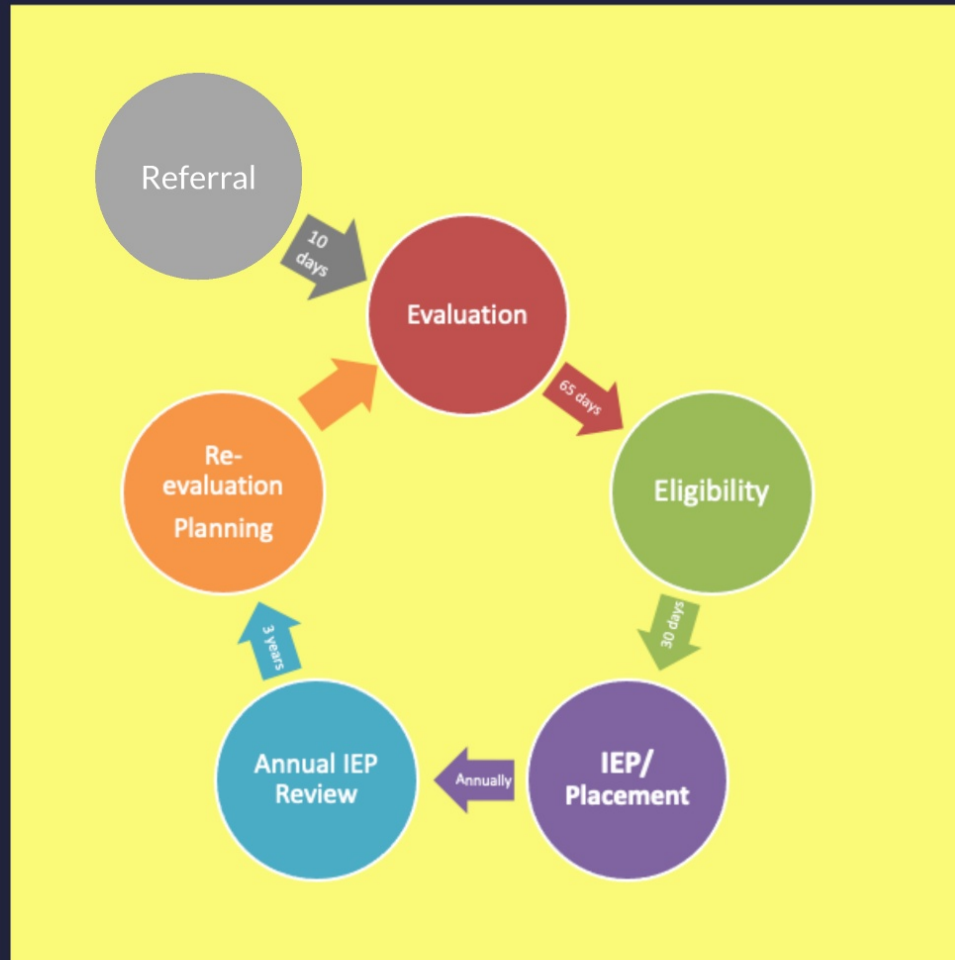
- Legal Document
- Developed, reviewed & revised in a team meeting
- Specifies the individual needs of the child and what special education and related services are necessary to meet the child's needs

The
Special
Education
Cycle

Key Facts
About IEPs

Standards
Based
IEPs

Consent
and
PWN



Key Facts about IEPs

IEPs are written by **teams**, including parents.

Initial IEPs

Must convene within **30 calendar days** of the eligibility proposal

Following Re-Evals

Must be held within 30 calendar days IF:

- Parents request IEP meeting
- APS decides changes are needed

In General:

- IEPs are implemented as soon as possible after consent is received
- IEPs address skills:
 - academic
 - social/emotional
 - adaptive/functional
- IEPs also address participation in and access to state standards of learning

Standards Based IEPs



- A process in which teams incorporate state content standards into IEP development
- Allows students to work towards grade level expectations and receive grade-level content instruction

For more information, search VDOE for:

- Standards of Learning (SOLs)
- Standards-Based IEPs

Consent



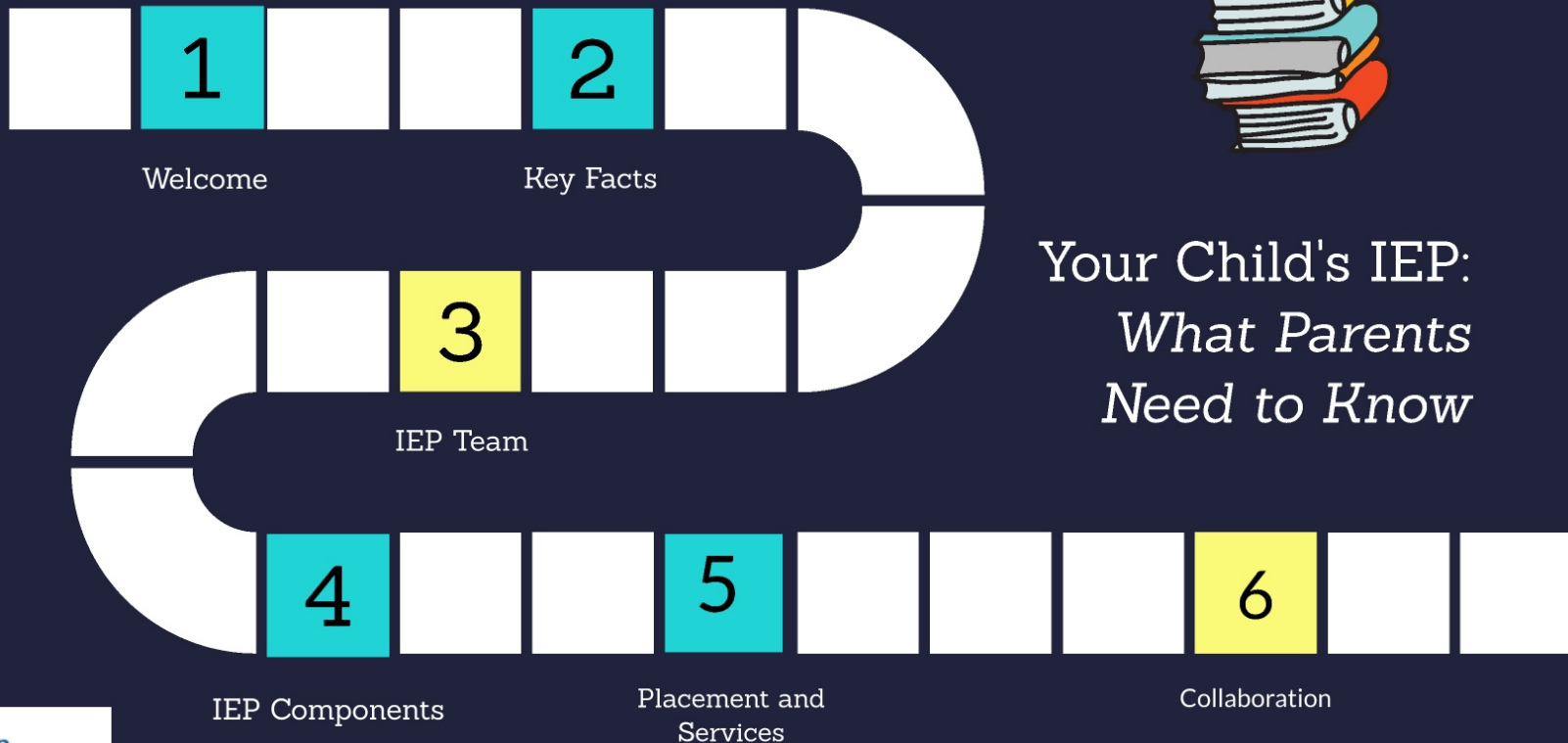
Parental consent is required for:

- Implementation of initial IEPs
- Changes in IEP in general, including placement, and partial or complete ending of any services

Prior
Written
Notice

Prior Written Notice

Parents must be given **prior written notice (PWN)** before the school implements whatever it proposes or refuses to do.



Your Child's IEP: *What Parents Need to Know*



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The IEP Team includes:

At Minimum:

- Parent(s)
- General Education Teacher
- Special Education Teacher
- Local Education Agency (LEA) Representative

The IEP Team can include:

- Your Child, if appropriate
- Others invited by you, or the school, who have knowledge or special expertise about your child.

Student Involvement

Parental consent is **REQUIRED** to excuse a required IEP team member.

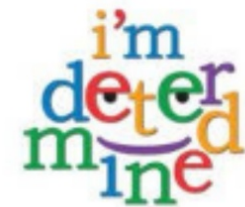
Case carrier

Case Carrier

One member of the team will serve as your child's "case carrier". Most often, this will be a special education teacher.

For students identified as having a speech/language impairment, the case carrier will usually be your child's speech/language therapist.

Student Involvement

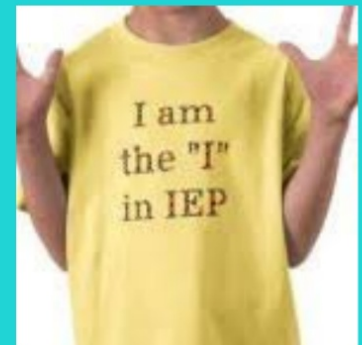


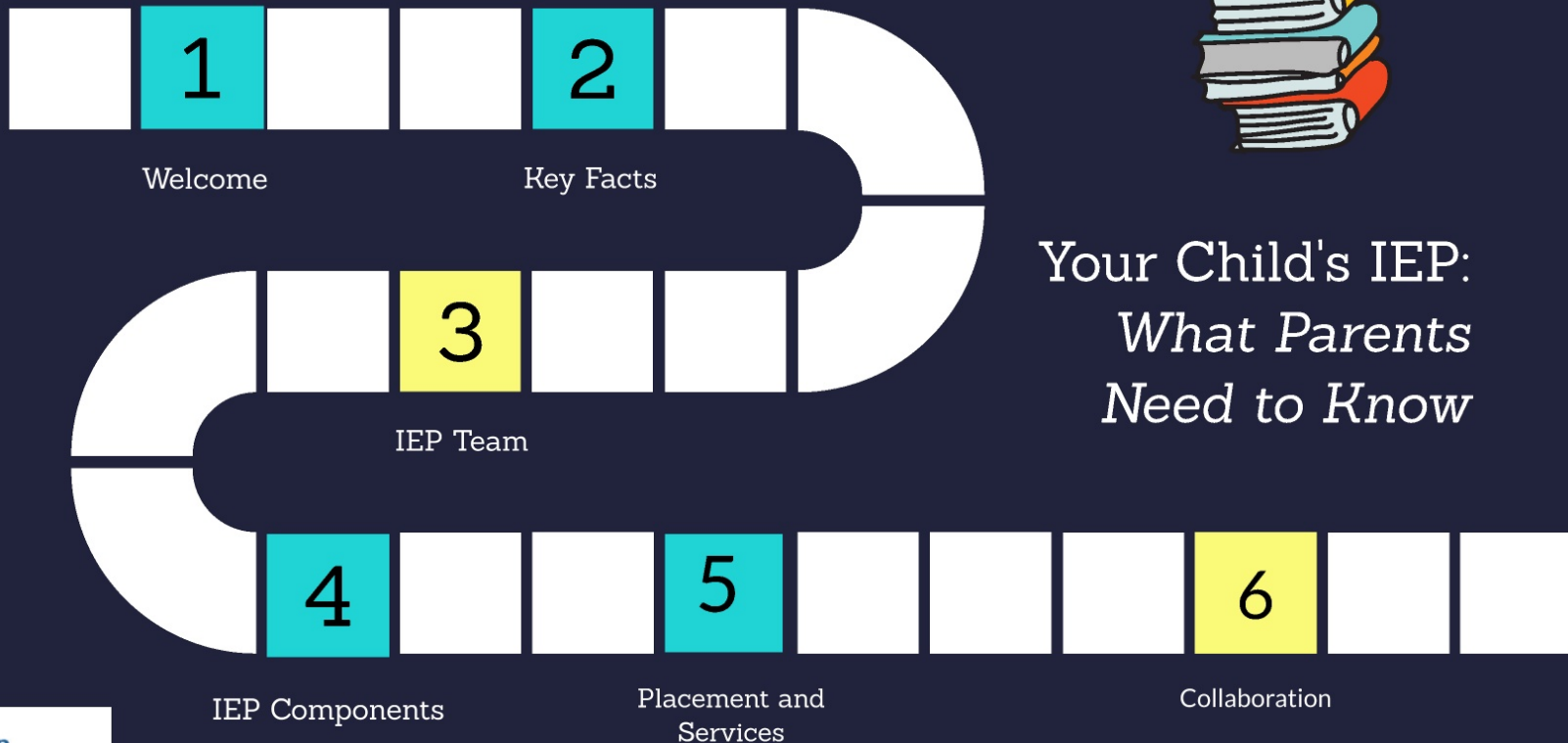
Students who participate in their own IEP meetings often know more about their disability, rights, goals and accommodations.

Through participation, they have the opportunity to practice skills that will help facilitate their independence, ability to overcome obstacles, and ability to lead more self-determined lives.

Important tips to remember when including students:

- Consider the age when determining the length of time the student will participate;
- Ask all team members to use language that the student will understand;
- Acknowledge the student for their participation





Your Child's IEP: *What Parents Need to Know*



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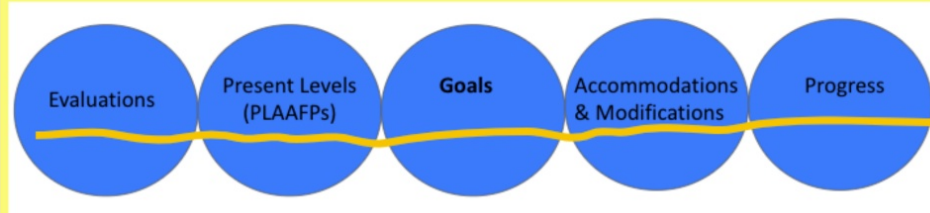
Components

1. PLAAFPs
2. Measurable Annual Goals & Objectives
3. Progress Measurement
4. Diploma Options & Assessments
5. Accommodations & Supplementary Aids
6. Transition
7. Special Considerations

The
Golden
Thread

Present Levels
of Academic
and Functional
Performance

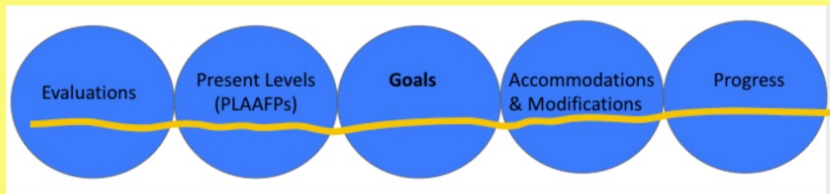
Golden Thread



Present Levels of Academic Achievement & Functional Performance (PLAAFPs)

- Specific academic, functional and behavioral information
- Includes strengths and needs
- Derived from assessments and data
- Parent input is documented
- Needs as they affect learning are documented
- The PLAAFP is the foundation of the IEP

Golden Thread



Goals and Objectives

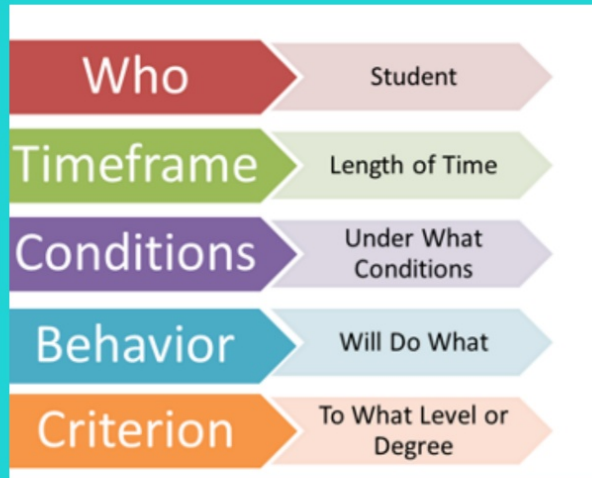
Goals and Objectives



- Goals are derived from the PLAAFP "Needs"
 - *Allow IEP teams to know how much progress has been made since the last measured performance*
 - *Can be measured as written*
 - *Yield the same conclusion if measured by several people*

Adapted from Bateman's Writing Measurable IEP Goals & Objectives

Goal
Components



IEP GOALS

- S** - Specific
- M** - Measurable
- A** - Attainable
- R** - Realistic
- T** - Timely

Examples

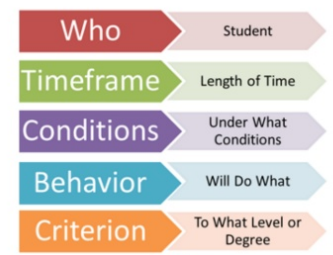
Measurable Goals

Annual Goal 1:
Ahmed will improve his note-taking skills
in 4/5 classes, 9/10 times as observed.

VS.

Given strategies such as picking key words out of sentences and selected key concepts from orally-presented paragraphs, and using color-coding and graphic organizers to guide note-taking, **Ahmed will take appropriate notes to include key themes, ideas and relevant facts with 90% completeness based on teacher notes on five consecutive weekly note-taking assessments, by November, 2023.**

Example
1

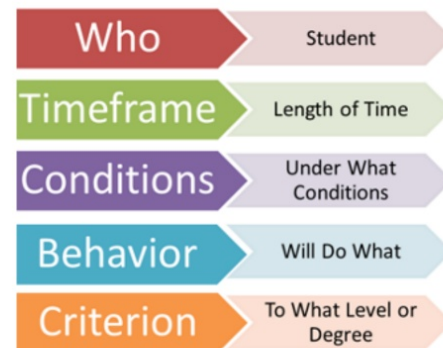


Example 2

Annual Goal 2: Maria will increase her ability to add and subtract fractions.

vs.

Annual Goal 2: Given a set of five single-step problems involving addition and subtraction of fractions with like and unlike denominators, Maria will solve them with at least 80% accuracy on three consecutive days, by the end of the 3rd grading period.

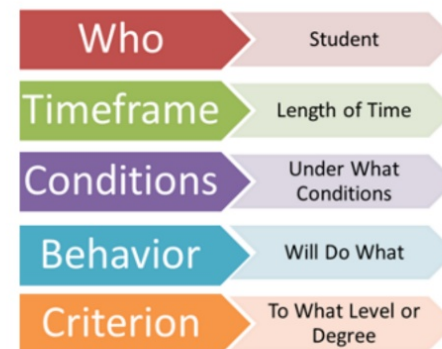


Example 3

Goal 3: Jack will demonstrate the ability to cope with frustrating situations during the school day as observed 10/12 weeks.

vs.

Given coping strategies instruction (role playing, social stories, etc.), when presented with a problem (non-preferred task, frustrating situation, criticism/correction), Jack will accurately determine the size of the problem (big problem, little problem) and determine the appropriate emotional response (take a break, talk with teacher, take a deep breath, replace frustration with good thoughts, etc.) and return to task at hand in 4 out of 5 trials as observed for 10/12 weeks, by November, 2020.



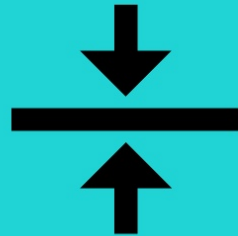
IEP Goals Zoom Poll



Baseline
Data

Baseline Data

It is important to begin data collection with baseline data.



Progress
Monitoring

Progress Monitoring

The IEP team chooses the most appropriate way to measure and monitor progress; measures that allow for frequent data collection are preferred because they provide a better representation of the student's true progress. Some examples of measures of progress monitoring tools are: teacher-made tests, rubrics, observations, curriculum-based measurements, and Standards of Learning practice tests.

Reporting

Reporting



Progress on IEP goals must be reported at least as often as parents of nondisabled students are informed of their child's progress.

- PreK and K – 2x per year;
- 1st-5th Grades – quarterly;
- 6th-12th grades – 8x per year

Note: It's important for teams to discuss data and data collection during IEP meetings.

Diploma

Diploma Options

Advanced Studies Diploma

Student must earn at least 24 or 26 standard units of credit, depending on when he or she entered ninth grade, and at least nine verified units of credit

Standard Diploma

Student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education

Applied Studies Diploma

Available to students with disabilities who complete the requirements of their IEP and who do not meet the requirements for other diplomas.

Certificate of Program Completion

Available to students who complete prescribed programs of studies defined by a local school board but who do not qualify for diplomas.

Statewide
Assessments

Assessments

All students attending public schools in Virginia participate in the Virginia Assessment Program.

A student's IEP must specify the student's participation in the state accountability system as follows:

- participation in the Standards of Learning test with no accommodations;
- participation in the Standards of Learning test with accommodations; or
- participation in the Virginia Alternate Assessment Program (VAAP)

Transition

Transition



- Defined at age 14 in Virginia
- The process students and families use to think about life after high school
- Students are guided to identify their desired outcomes
- Students are guided to plan community and school experiences
- This intentional transition planning assure students to achieve needed knowledge and skills to achieve their goals

More...

Transition in the IEP

- By age 14, IEPs must include measurable post-secondary goals
- Goals and supports must relate to the following areas:
 - Education
 - Training
 - Employment
 - Independent Living
 - Community Participation
- Goals must include supports which could include courses of study to ensure the student is reaching the goal.
- Services are based on student needs, strengths and preferences.

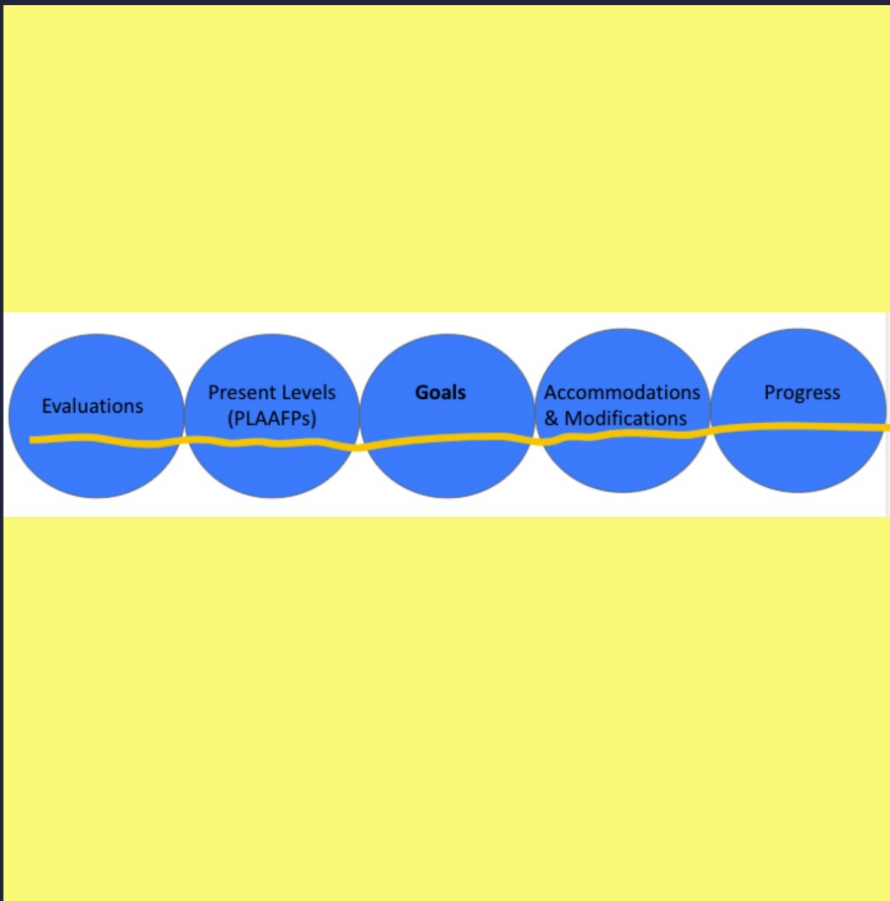
Example

Example

By March, 2022, Joe will observe six different jobs in the community, keep an accurate log of the jobs observed, and record the specific job duties and needed skills for each observation

- By age 16, IEPs must include a statement of inter-agency responsibility and linkages
- At least 1 year prior to the student reaching age 18, the IEP must also address the transfer of rights

The Golden Thread



Accommodations & Modifications

Accommodations

An **accommodation** is a change in how a student accesses or demonstrates learning.

Accommodations:

- Do not change the learning expectations
- Provide equal access to learning
- Provide equal opportunities for students to demonstrate what they know

Accommodations are delineated in IEP for the classroom & testing.

Accommodations can be:

Presentation, Response, Scheduling & Setting

Modifications

Modifications

A **modification** means a change in what is being taught to a student, or a change in what is expected from a student.

Example:

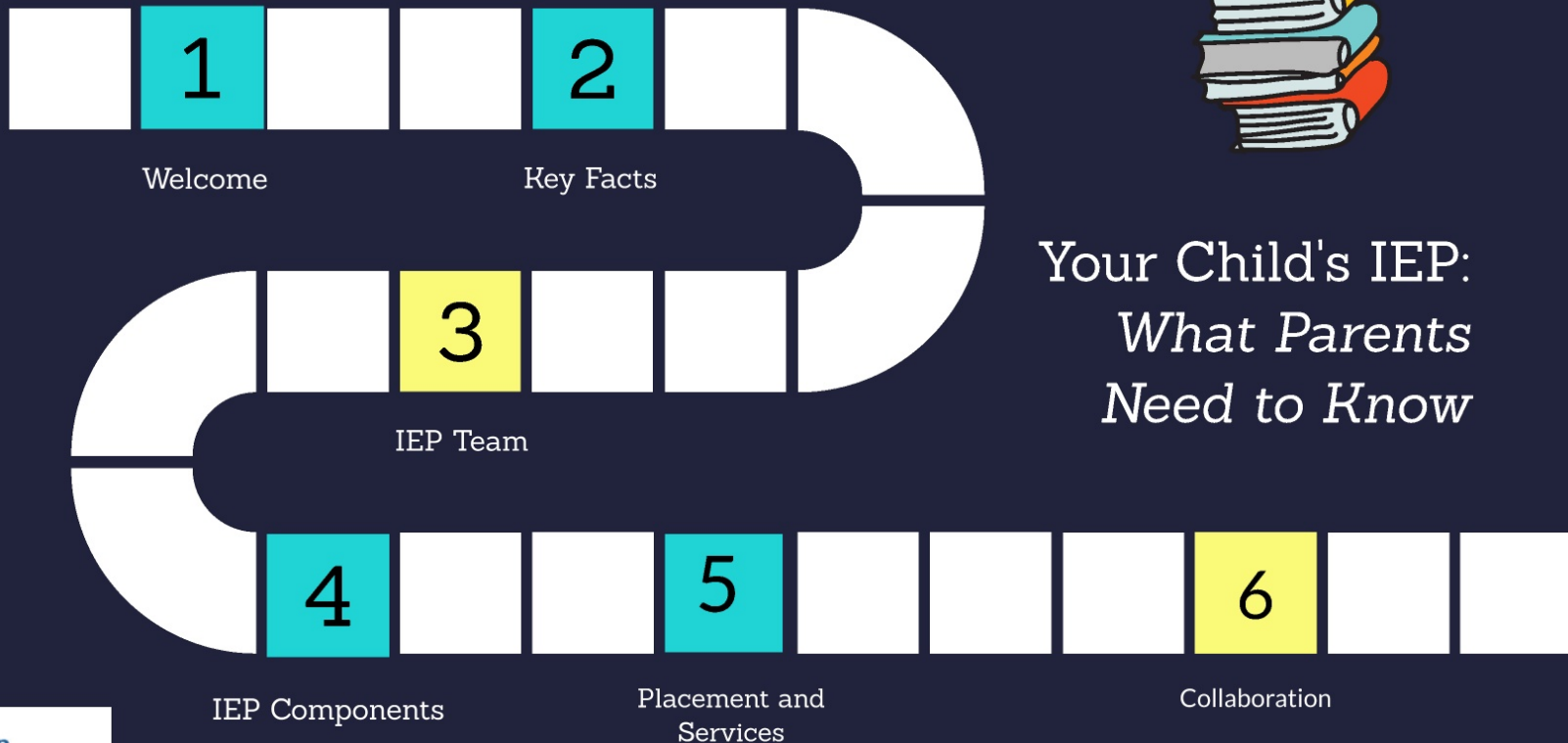
Making the assignment easier so the student is not doing the same level of work as other students is an example of a modification.



Check
In

Accommodations & Modifications Poll





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The Golden Thread



Services

Special Education Services

Once the IEP team agrees on the PLAAFPs, goals, and accommodations, the team moves to discussing services.

This includes what **type, frequency,** and **location** of both special education and related services.

Continued..

Related Services

Related services are developmental, corrective, or supportive services **required** for a child with a disability to **benefit from special education**.

Common related services might include:

- speech and language therapy
- occupational therapy
- physical therapy
- orientation & mobility services
- counseling services
- school nurse services
- audiology
- transportation

This list is not exhaustive!

LRE

Related services do not include medical devices that are surgically implanted, such as cochlear implants.

Least Restrictive Environment

A continuum of placements is available within Arlington Public Schools, and may include:

LEAST RESTRICTIVE

- Monitoring
- General Education Classes
- Special Education Classes
- Countywide Programs
- Special Education Schools

If required by IEP, home-based instruction or placement in schools or facilities outside of the district are occasionally considered by IEP Teams.

MOST RESTRICTIVE

Example

Example

Special Considerations

Specially Designed Instruction	Hours of Special Education Service in General Education Setting	Hours in Special Education Setting Only	Total Hours	Frequency	Begin Date	End Date	Begin Date	End Date
Specially Designed Instruction	11.00	4.00	15.00	per week	12/10/2021	06/17/2022	08/29/2022	12/09/2022

Related Services
The team considered the need for related services and determined that the student is in need of related services.

Related Services	Hours of Special Education Service in General Education Setting	Hours in Special Education Setting Only	Total Hours	Frequency	Begin Date	End Date	Begin Date	End Date
Speech Language Therapy	0.00	3.00	3.00	every month	12/10/2021	06/17/2022	08/29/2022	12/09/2022
Occupational Therapy	1.00	1.00	2.00	every month	12/13/2021	06/17/2022	08/29/2022	12/09/2022

Special Considerations

Finally, IEP Teams must also consider a student's:

- Communication Needs
- Assistive Technology Needs
- Behavioral Needs
- Limited English Proficiency
- Blind/Visually Impaired
- Deaf/Hearing Impaired
- Need for ESY (Extended School Year)

ESY



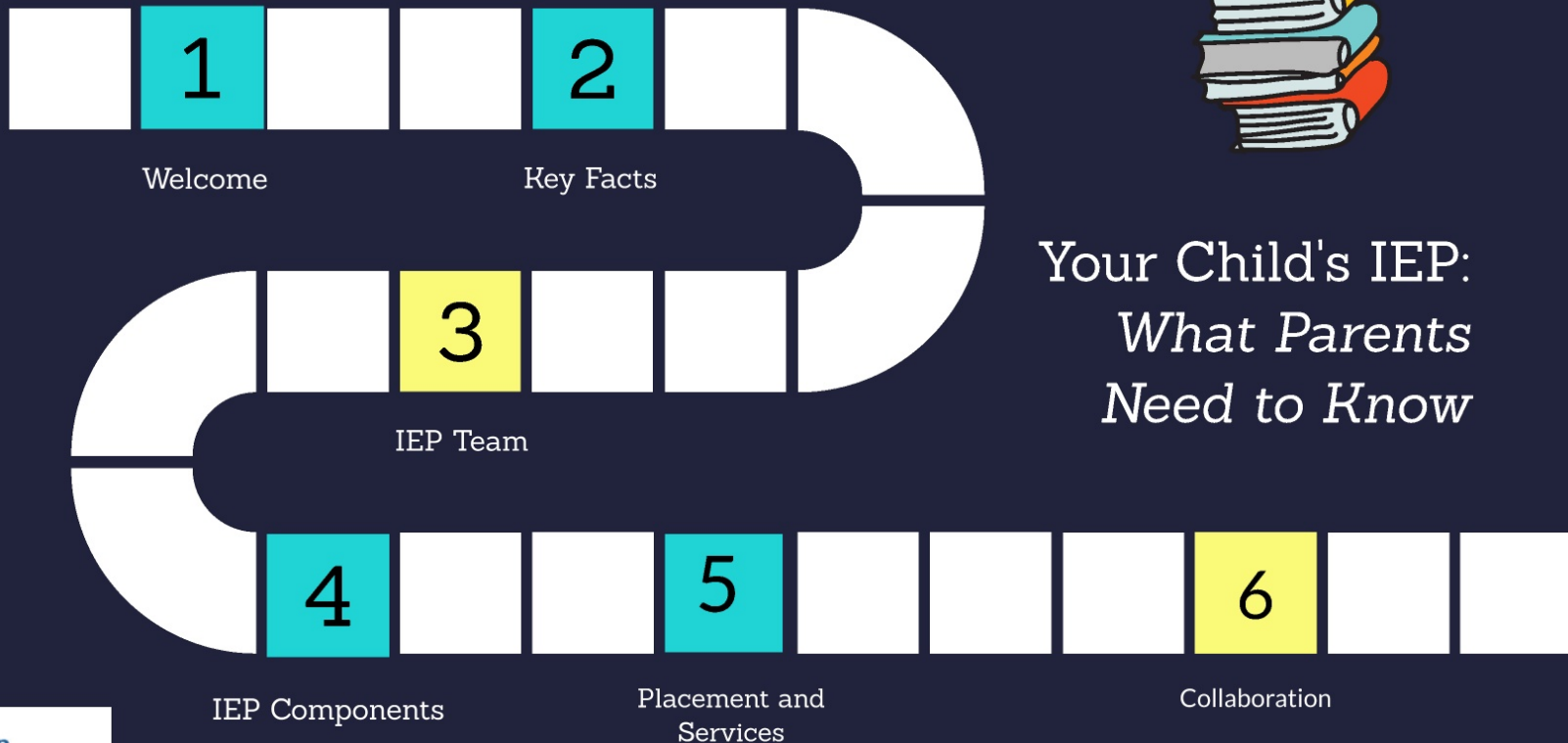
Extended School Year Services (ESY)

Factors to be considered when determining the need for ESY services:

Is there a critical life skill identified? If so:

- **regression/recoupment**
- **degrees of progress**
- **emerging skills/breakthrough opportunities**
- **interfering behaviors**
- **the nature and/or severity of the disability**
- **special circumstances or other factors**

An examination of these factors, should lead the IEP team to answer the basic question: will the benefits a child gains during the regular school year be significantly jeopardized if the child is not provided with the ESY program?



Your Child's IEP: *What Parents Need to Know*



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IEP Collaboration Strategies

Preparing

Participating

Partnerships

Problem
Solving



Prepare for your IEP Meeting

- Be proactive.
- Review previous IEPs and progress reports.
- Consider your family's priorities and desired outcomes.
- Seek input from others – your child, other adults who know your child well.
- Share your ideas, questions and suggestions in advance.
- Review draft IEP.



Be an Active Participant

- Be an active team member at the meeting.
- Acknowledge mutual goals.
- Solicit input and ideas from your teammates.
- Ask for clarification as needed.
- Be comfortable sharing your ideas and input.
- Be honest, respectful and direct.



Developing Home-School Partnerships

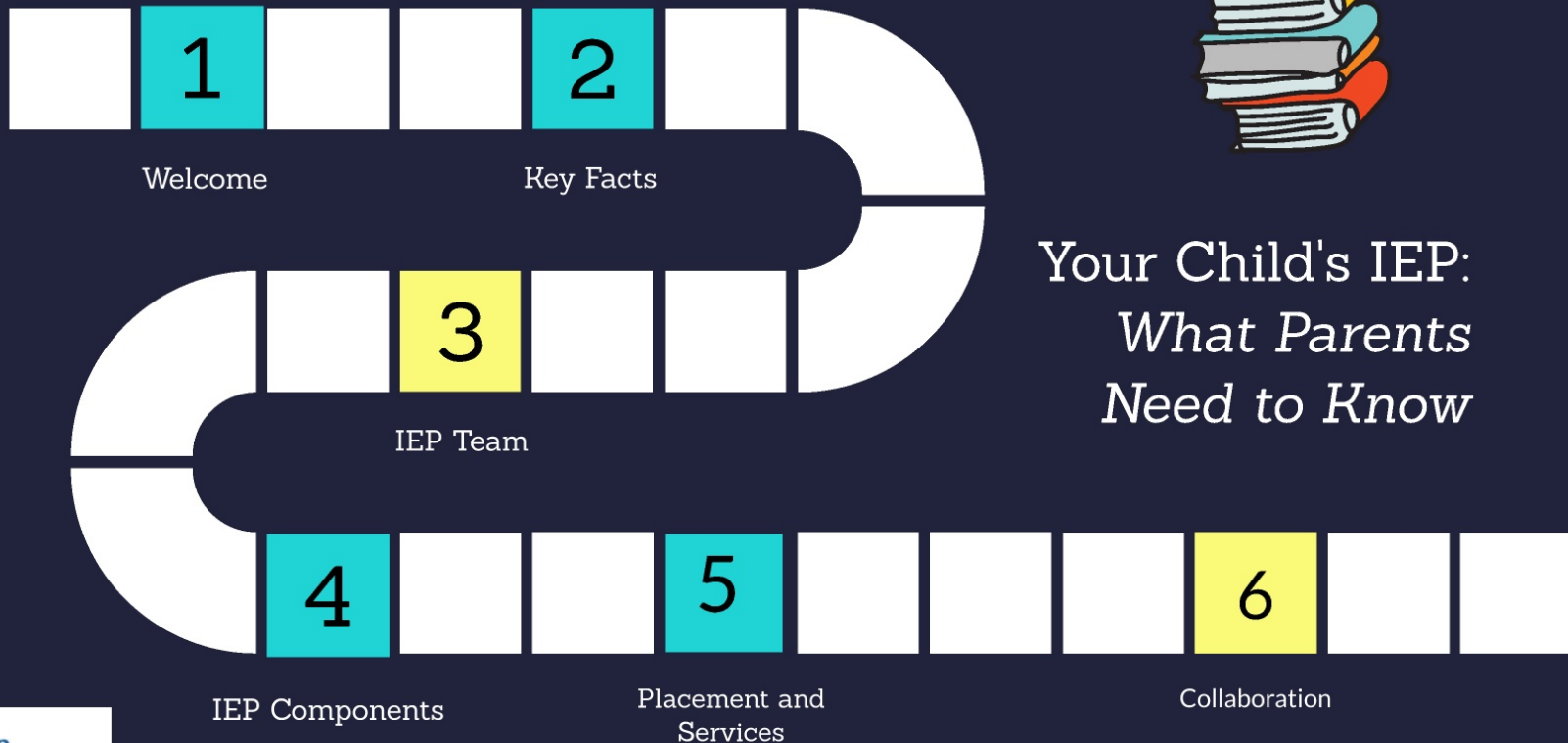
- Think “team”.
- Presume goodwill.
- Follow through at home.
- Communicate.
- Support your school-based team members.
- Celebrate success!



Problem Solving

- **Keep the focus on the child.**
- Seek to understand and hear others' points of view.
- Be solution-oriented.
- Disagree in respectful ways.
- Explore trouble-shooting options with the team.





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