Do You Really Understand Your Child’s IEP?

IEP Sub-Committee, Community Advisory Committee
October 12, 2022
Let’s explore the IEP document:

- When should the next Three Year Review be conducted?
- What type of IEP meeting is this?
- What is your child’s eligibility and which section of the IEP will you find that on?
- Has your child met their IEP goals? Where would you find that information?
- How are your child’s goals being measured?
Let’s explore the IEP document (cont’d):

- What type of accommodation and modifications are being provided to your child?
- Where can you request to receive a copy of your IEP in a language other than English?
- What sections in the IEP deals with parent participation and Consent?
- What type of instructional setting is your child placed in and where would you find that information?
- What percentage of time is your child outside of the general education setting?
Let’s explore the IEP document

- Where can you find the District’s offer of FAPE?
- What services are the District agreeing to provide?
- What kind of setting will those services be provided in and who will be providing the services?
- Is extended school year (ESY) and/or transportation being provided?
- Does your child have a behavior interventions plan and where would you find it?
Points to Consider:
- What type of meeting is this?
- When will the next annual IEP meeting be held?
- When will the Three Year Review be conducted?
- What is the student’s primary language?
- Who holds the educational rights?
Language Acquisition/ Progress of Annual Goals: Sections C & D

Points to Consider:
- What is your child’s language classification?
- If LEP, what is your child’s ELPAC performance level and when was your child assessed?
- Has your child achieved their annual goals?
- If not, do you know why?
Present Levels of Performance: Section E

What Are They?
- A summary of how a student is doing in a given area over the last year.
- Lists what types of assessments/monitoring process are being used
- Includes inputs from the teacher and/or case manager
- PLOP should always include the baseline of each annual goal!!
- PLOP should be included for reading, writing, ELD, math & social emotional and ANY other areas of disability (i.e. speech, OT, PT, AT, behavior)
<table>
<thead>
<tr>
<th>Present Levels of Performance (PLOP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
</tr>
<tr>
<td>• What the student did well in this area during the last year</td>
</tr>
<tr>
<td>• How the student has grown</td>
</tr>
<tr>
<td>• A list of abilities in each area</td>
</tr>
<tr>
<td><strong>Areas for Improvement</strong></td>
</tr>
<tr>
<td>• Needs/Challenges</td>
</tr>
<tr>
<td>• What does the student need to work on</td>
</tr>
<tr>
<td>• Any area where there is no growth/decline</td>
</tr>
<tr>
<td>• Areas to keep an eye on</td>
</tr>
<tr>
<td><strong>Impact of Disability</strong></td>
</tr>
<tr>
<td>• What is the child’s disability?</td>
</tr>
<tr>
<td>• How does this disability impact the student from accessing their education</td>
</tr>
</tbody>
</table>
Points to Consider:
- What is your child’s eligibility?
- If your child qualifies for more than one eligibility, where would that be included?
Points to Consider:
- Is there a baseline included in the PLOP for this goal?
- Is there a goal for all areas of suspected disability?
- How will this goal be measured?
- Are the short term objectives appropriate to this goal?
- Is your child making sufficient progress to meet this annual goal?
- If not, do you know why?
Creating SMART IEP Goals

- **Specific:** The goal should be specific in targeting the area of academic achievement and functional performance. The goal should include a clear description of the knowledge and skills that will be taught and how the child’s progress will be measured.

- **Measurable:** You should be able to measure the goal using standardized assessments, curriculum-based assessments, work samples, and/or teacher charted data.

- **Achievable:** The student should be able to achieve the goal within a year.

- **Results Oriented/Relevant:** The goal should clearly spell out the expected result. The goal should be relevant to the unique needs of the child and should not be based on district curricula, state or district tests, or other external standards.

- **Time-limited:** The goal and objectives are time-limited. What does the child need to know and be able to do after one year in special education?

SMART goals are realistic for the student to achieve and explain how the student will accomplish them and what constitutes successful completion of each goal.
Participation in State and District-wide Assessment: Section K

Points to Consider:
- What types of state and District assessments will your child be participating in?
- Does your child need accommodations or supports for any of these assessments?
Points to Consider:

- Were you provided a copy of the Procedural Rights & Safeguards in your primary language?

- Was an interpreter that was knowledgeable about special education terminology provided to you at no expense for the entire IEP meeting? Did you request a copy of the IEP in your primary language to review before you sign it?
Consent Page: Section Q

Points to Consider:
- What components of the IEP are you agreeing to?
- Parents can list their concerns and comments on this page and/or include an attachment
- Parents can agree to implement the IEP while still disagreeing that the District’s offer constitutes a free and appropriate public education (“FAPE”)
- Parents can disagree with the IEP in its entirety
Points to Consider:
- These are the people who attended the IEP meeting
- Parents can invite any external professionals and/or support person to the IEP meeting, including therapists, doctors, educational advocates and attorneys, and a family member or friend who knows the student.
Least Restrictive Environment Analysis

Points to Consider:
- Was there a discussion during the IEP meeting about whether the placement that is being offered is in the least restrictive environment?
IEP FAPE Part I: Eligibility, Placements, and Supports

Points to Consider:
- Eligibility
- Type of Curriculum
- Placement
- Type of Instructional Setting
- Type of Program
- Special Day Minutes/Week
- Additional Factors - Low Incident Support, Assistive Technology Support, ESY, Transportation, PCT
- Accommodations, Modifications, and Supports
- Preparation for Three Year Review
- Low Incidence Equipment
- Assistive Technology Equipment
IEP FAPE Part 2: Summary of Services

Points to Consider:
- What services will your child get?
- What goal(s) does it address?
- How often will the services be provided?
- Where will the services be provided?
- How will the services be provided?
- Who will provide the services?
- When will the services start?
- When will the services end?
IEP FAPE Part 3: Percentage of Time Outside General Education

Part 3 - Percentage of Time Outside of General Education

<table>
<thead>
<tr>
<th>Effective With this IEP</th>
<th>Future Changes Related to this IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Time per Week outside of General Education</td>
<td></td>
</tr>
</tbody>
</table>

Points to Consider:
- What is the % of time per week that your child will be outside of the general education setting?
Points to Consider:
- Note that it states this section is optional but it is often one of the most important parts of the IEP because IEP team discussions and parents’ concerns and requests should be listed here. Also, any follow up actions should be noted here.
### FAPE Summary Grid

<table>
<thead>
<tr>
<th>Service Code</th>
<th>Service Desc</th>
<th>Start Date</th>
<th>Service Applies To</th>
<th>Interval</th>
<th>Frequency</th>
<th>Area</th>
<th>Total Minutes</th>
<th>Addresses Goal(s)</th>
<th>No Consent</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Behavior Intervention Implementation (BII)</td>
<td>Effective on Signature Date</td>
<td>Regular</td>
<td>Weekly</td>
<td>--</td>
<td>~</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>10</td>
<td>Language/Speech</td>
<td>Effective on Signature Date</td>
<td>Regular</td>
<td>Yearly</td>
<td>School-Based</td>
<td>RSP-Literacy/ELA/ELD</td>
<td>--</td>
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### IEP FAPE Part 2: Means of Delivery

| Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances): |
|---|---|---|---|---|---|
| Teacher-posted lessons, asynchronous (online or other media) | Virtual class meetings, synchronous | Personalized learning tools (virtual or paper packets, as available) | Scheduled teacher appointments (virtual or in-person, as available) | Scheduled email check-ins (parent or student) | Virtual office hours (drop-in; parent or student) |

#### Specialized Academic Instruction and Related Services

#### Supplementary Aids and Services (provided in general education classes and other general ed environments)

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which...
Behavior Intervention Plan

Points to Consider:
- What is the behavior that is impeding learning?
- Is there a good description of how it looks like?
- How frequent is the behavior observed? Who observes the behavior and how is it being reported?
- What are the predictors for the behavior?
- What is missing in the environment/curriculum?
- What environmental changes, structure, and supports are needed to remove the student’s need to use this behavior?
Points to Consider:
- Why is the behavior occurring?
- What teaching strategies/necessary curriculum/materials are needed?
- Who will teach these strategies?
- Who will monitor these strategies?
- Who frequent will they be monitored?
- What are reinforcements should be used to establish, maintain, and generalize the replacement behavior(s)?
- By whom? How frequent?
- What strategies will be employed if the problem behavior occurs again?
- By whom?
Behavior Intervention Plan (cont’d)

Points to Consider:
- What is the behavior goal?
- Is it a SMART IEP goal?
- Are curriculum accommodations or modifications also necessary?
- Are environmental supports/changes necessary?
- Is reinforcement of replacement behavior alone enough?
- Are both teaching of new replacement behavior AND reinforcement needed?
- Is this BSP coordinated with other agencies?
- Who is responsible for contacting the agency?
- How and how often will the parent be notified?
Individual Transition Plan

Points to Consider:
- Was the Student invited to the IEP?
- Has the Student received mentoring?
- Has the Student been referred and placed in an outside agency?
- Did the Student participate in Work Experience Education?
- Has the Student received college awareness preparation?
- Has the Student received career awareness?
- What assessments have been used to assess Student’s education/training goal?
- What is the Student’s education/training postsecondary goal?
- What activities support Student’s goal?
- What person/agency is responsible?
Individual Transition Plan (cont’d)

Points to Consider:
- What assessments have been used to assess Student’s employment goal?
- What are the names of the assessments and the results of the assessments?
- What is the Student’s employment postsecondary goal?
- What activities support Student’s goal?
- When will the activities be completed?
- What person/agency is responsible?
- What assessments have been used to assess Student’s independent living skills?
- What is the Student’s independent living postsecondary goal?
- What activities support Student’s goal?
- What person/agency is responsible?
Points to Consider:
- Was a course of study reviewed with the parent and student in relation to courses completed, courses currently enrolled, and courses still needed?
- Was a course of study provided to the parent or student over the age of 18?
- Is the Student working towards a diploma or a certificate of completion?
- Are there agencies currently or prospectively providing or paying for transition services?
- Can these agencies be invited to the next IEP?
- Is (are) there annual IEP goal(s) related to Student’s transition services needs?
- Is there evidence that Student was invited to the IEP team meeting?
Any Questions?
Thank you!!

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