

Understanding the IEP and Prepping for Annual Reviews

CSH SEPTO
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Student Perspective



STUDENT-LED IEP meetings

A student's IEP should be individualized to their needs and incorporate their input whenever possible. Students should be invited to, and participate in, their CSE meeting if possible. At the age of 15, students will begin being invited to the meeting. Providing feedback about what is working well, where they feel they need support, as well as their strengths and interests is vital in developing a meaningful IEP.

Today we are joined by two of our amazing students to share how their IEP and the special education team have helped them grow over the years. They will also share the benefits of being an active participant during the CSE meeting.



Important Acronyms (with answer key)

- **FAPE** - Free & Appropriate Public Education
- **IST** - Instructional Support Team
- **AIS** - Academic Intervention Services
- **UDL** - Universal Design for Learning
- **LRE** - Least Restrictive Environment
- **CSE** - Committee of Special Education
- **CPSE** - Committee of Preschool Special Education
- **IEP** - Individual Education Program
- **PLOPs or SPAMs**- Present Levels of Performance (Social Development, Physical Development, Academics, & Management)
- **SLD** - Special Learning Disability
- **OHI** - Other Health Impairment
- **SLI**- Speech and Language Impairment
- **ABA** - Applied Behavior Analysis
- **PT**- Physical Therapy
- **OT** - Occupational Therapy
- **ESY** - Extended School Year
- **FBA**- Functional Behavior Assessment
- **BIP** - Behavior Intervention Plan
- **PWN** - Prior Written Notice (cover letter with IEP)

Things to Expect

You will receive a minimum of **5 day notice** of your child's CSE meeting and the Special Education Office will do our best to accommodate date/time that you are available. Please notice the Special Education Office @ 631-367-5936

Annual Reviews will be commence January till May

You have a right to have a translator in your native language if requested.

The Annual Review packet consisting of teacher reports is provided to you at the time of your child's scheduled Annual Review meeting. If this is your child's re-evaluation year, copies of the evaluations will be sent prior to the CSE and the evaluators will contact you to go over their individual results. If there are any outside reports you want CSE to consider, they need to be provided to the Special Education Office 48 hours prior to your scheduled Annual Review Meeting.

What is the Annual Review?

Each year the Committee for Special Education (CSE) is required to annually review your child's existing Individual Education Program (IEP) and present special education program/services for the upcoming year. During this meeting, the CSE will make recommendations upon review of records &/or updated assessments that will continue, change, revise or end your child's special education program based on your child's current needs. **Parents are provided a meaningful opportunity to participate in developing, reviewing, and revising the IEP. Parents give a holistic picture of the child by sharing their interests, strengths, and preferences.**

Mandated CSE members: Parent, teacher(s), school district representative, school psychologist (if reviewing scores or receiving services), student. A school physician with 72 hours notice. A parent can excuse a CSE member but they must provide a written report for the meeting.

“An IEP meeting should never have surprises”

“Let's use this time together as a Think Tank to come up with a plan to have my child get to the next level”

Tips for Parents

Before Meeting - Engage with your child's teachers

- Be intentional
- Be very clear on your child's present levels of performance (PLOPs)
- Communicate & Ask Questions:

Where is my child at right now? What is going well? What is not going well?

What should we do next? How do we built on my child's independence?

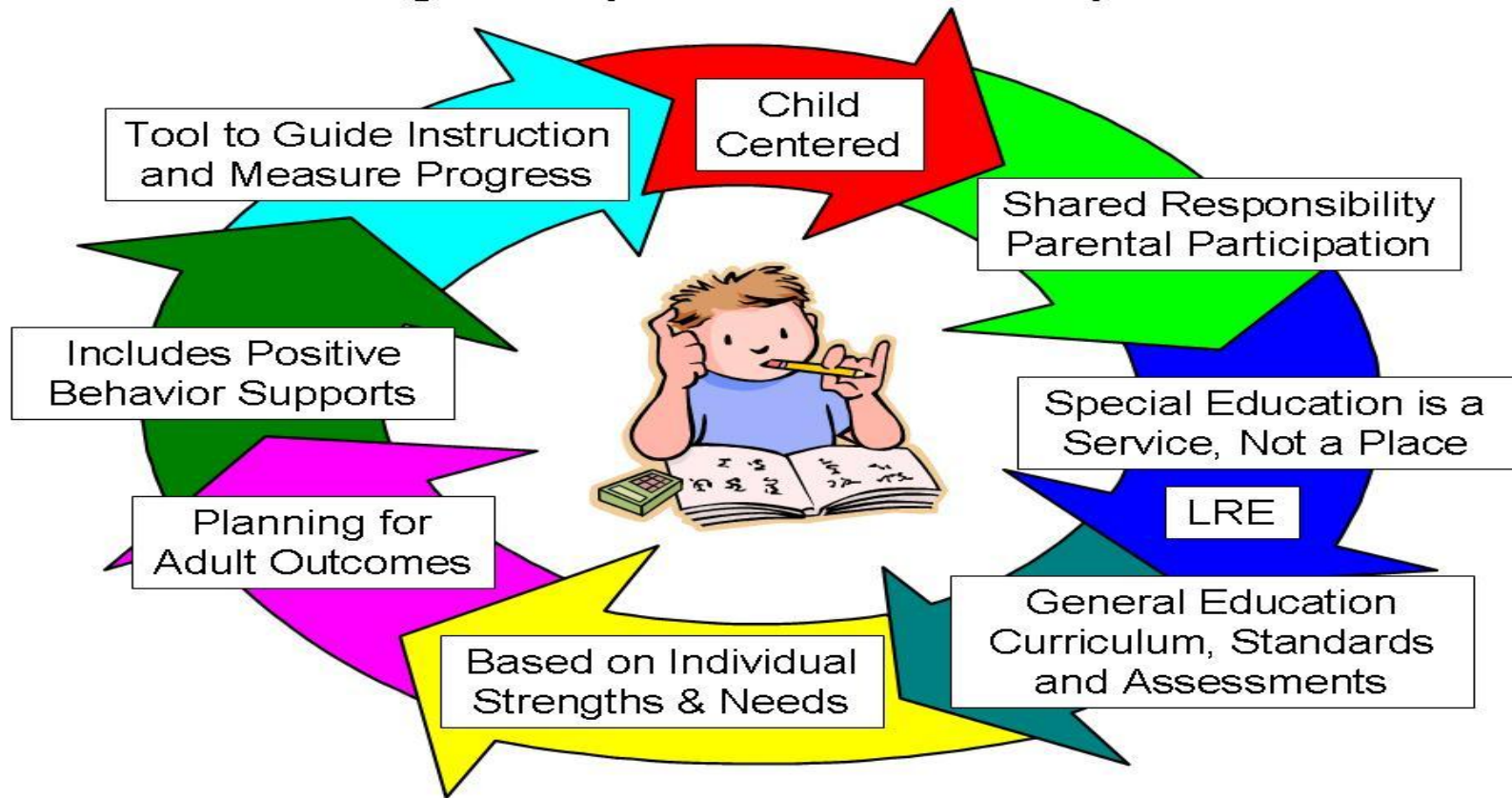
During Meeting:

- Have a collaborative Mindset
- Share your child's strengths, interests, and preferences
- Help problem solve with the team and come up with a plan for your child's success

What is an IEP?

- The IEP is the **blueprint** of the special education process for each individual student. It is the tool to measure your child's progress
- The IEP is developed, reviewed and revised by a Committee on Special Education (CSE).
- The IEP is the tool that ensures a student with a disability has access to the general education curriculum and is provided the appropriate learning opportunities, accommodations, adaptations, specialized services and supports needed for the student to progress towards achieving the learning standards and to meet his or her unique needs related to the disability.
- Each student with a disability must have an IEP in effect by the beginning of each school year. Federal and State laws and regulations specify the information that must be documented in each student's IEP.

Guiding Principles for IEP Development



Steps to Develop and Implement an IEP

1. Obtain/consider evaluation information. CSE must ensure appropriate resources of the general education program including but not limited to Academic Intervention Services (AIS) has been considered
2. Determine eligibility of special education services. Determine disability classification
3. Identify student's present levels of performance: academic/functional performance; social development; physical development; and management needs
4. Identify measurable postsecondary goals and transition needs
5. Set realistic and measurable goals based on student's baseline information
6. Reporting progress to parents

Present Levels of Performance (PLOPs)

This is the section of the IEP that provides information on recent evaluations, district assessments, progress on current IEP goals, and parent concerns. This is where we are celebrating together your child's growth and do a gap analysis (compare what my child can do & what my child is expected to do in the general education curriculum) to help prioritize the most urgent needs and provide rationale for goals/supports.

Guiding Questions:

What are the student's unique needs that result from his/her disability?

What is it that the student can and cannot do at this time?

What are the student's strengths in this area?

How do these needs affect student's participation & progress in the general education curriculum?

What are parent's concerns for the education of their child?

Which instructional &/or behavioral supports have been effective or not effective in addressing the need area in the past year?

IEP Goals Development

- Specific
- Measurable
- Attainable
- Realistic
- Time-Bound
- Aligned to your child's' needs under the PLOPs section
- Progress with current IEP goals will be reviewed at the Annual Review
- Projected IEP goals for next year will be discussed & finalized at the Annual Review

Steps to Develop and Implement an IEP

7. Determine special education program and related services the student will need
8. Determine eligibility for 12-month services (ESY) to prevent substantial regression
9. Determine individual test accommodations the student will need
10. Determine coordinated set of transition activities (students 15 & older)
11. Determine which state/district-wide assessments the student will participate in

ACCOMMODATIONS

- ✓ Adjust how a student learns
- ✓ Address how much time they're given to complete work, how they will show content mastery, and what supports they use to access content
- ✓ **Examples:**
 - Listening to an audiobook version of a novel the class is reading
 - Using an aide as a scribe while they dictate their essay
 - Masking half of a math worksheet at a time
 - Completing a shortened math worksheet with the same array of problem types and difficulties

VS

MODIFICATIONS

- ✓ Adjust what a student learns
- ✓ Change the expectations for what the student will learn of the grade-level content
- ✓ **Examples:**
 - Reading an abridged version of a novel the class is reading
 - Being assigned an essay that is significantly shorter or about a less complex topic
 - Working on number identification through an assignment that the class is using to work on multiplication

Steps to Develop and Implement an IEP

12. Determine level of participation in regular class
13. Determine special education transportation needs
14. Determine school placement based on LRE where IEP can be implemented
15. Set implementation projected date

After the Meeting...

- The Special Education Office will work on finalizing the IEP for 24/25 school year.
- You will receive **IEP** prior to the first day of school.
- You will also receive a **Prior Written Notice Letter** with the IEP outlining the CSE recommendations, other options considered and any changes made from your child's current IEP.
- IEPs will be sent electronically **via Frontline** unless you request hard copy.
- Once in receipt of the finalized IEP, if you have any questions or concerns please contact Dr. Schimpf or Mrs. Raszka.
- Once an IEP is finalized, it can only be changed via reconvening a **Program Review and/or signing an IEP amendment** if all parties are in agreement.
- It is recommended for you to annually maintain copies of your child's IEPs and reports in a folder for future reference.

Collaboration Portal – Digital Access to Your Child’s IEP

Q: How will I received my child’s IEP?

A: The email will have the following subject line format: “User Name (such as Michelle Goldstein or Claire Paura) shared a Collaboration Document with you”. The clerical that prepares and sends the document via Collaboration Portal will have their name contained in the subject line of the email that each recipient receives. **Email will be coming from FRONTLINE System NOT by the District**

Q: If I do not open this email in a timely manner, will the document need to be sent via Collaboration Portal again?

A: If you do not open/access your email within a few days, when you click on the button to access the document, the system will display a message indicating that the **link has expired (after 48 hours)**. The system will then automatically send a new email to the recipient. **If you have any trouble, call or email the Special Education Office and they can walk you through the process.**

Q: How will I know what the access code should be in order to open/view the document sent to them via Collaboration Portal?

A: The email includes an **Access Code “hint”** that informs you of the pattern for the code, which is the first three letters of the student’s last name (all caps) plus his/her date of birth (mmddyyyy)

Q: Can I print or download a copy of the IEP sent to me?

A: Yes. It is strongly encouraged that you save your child’s IEP

