




DEVELOPING YOUR CHILD'S IEP

January 25, 2017



Agenda

- Introductions
- IEP Process Overview
- Questions and Collaboration

What is an IEP?

- An Individualized Education Program (IEP) is developed for each student who is eligible for special education services.
- The IEP is reviewed at least annually

What must the IEP include?

- Present levels of Academic Achievement and Functional Performance;
- Measurable Annual Goals and Objectives or Benchmarks;
- The special education, related services, and supplementary aids and services that will be provided to (or on behalf of) your child, including program modifications or supports for school staff;
- An explanation of the extent (if any) to which your child will not participate with children without disabilities in the regular class and in school activities;
- Any modifications your child will need when taking state or district-wide assessments;
- The dates when services will begin and end, the amount of services, as well as how often and where they will take place;
- How and when you will be informed of your child's progress;
- By age 14.5 (or younger, if the IEP team so decides), postsecondary goals and the transition services (including courses of study) that your child will need to reach those goals;

IEP Goals

- Describes what your child can be expected to do or learn within a 12-month period
- Goals are broken down into objectives or benchmarks
- IEP goals describe a skill that can be seen and measured. It answers the questions:
- **Who?** . . . will achieve?
- **What?** . . . skill or behavior?
- **How?** . . . in what manner or at what level?
- **Where?** . . . in what setting or under what conditions?
- **When?** . . . by what time? an ending date?

IEP Goal Example

By the Annual Review, Suzie will execute 2-step oral directions including spatial, sequential, quantitative, and/or temporal concepts with 80% accuracy.

- By March 2017, Suzie will execute 2-step oral directions including spatial, sequential, quantitative, and/or temporal concepts given 1 repetition with 60% accuracy.
- By June 2017, Suzie will execute 2-step oral directions including spatial, sequential, quantitative, and/or temporal concepts with 60% accuracy.
- By November 2017, Suzie will execute 2-step oral directions including spatial, sequential, quantitative, and/or temporal concepts with 70% accuracy.

IEP Goal Example

By his annual review date, Bob will be able to correctly state 41 letter sounds on a 1 minute timed 1st grade letter sound fluency measure with no more than 3 errors in 3 out of 4 trials.

- By March 2017, Bob will be able to correctly state 20 letter sounds on a 1 minute timed kindergarten letter sound fluency measure with no more than 5 errors.
- By June 2017, Bob will be able to correctly state 30 letter sounds on a 1 minute timed kindergarten letter sound fluency measure with no more than 5 errors.
- By November 2016⁷ Bob will be able to correctly state 35 letter sounds on a 1 minute timed 1st grade letter sound fluency measure with no more than 3 errors.

Who attends the IEP Meeting?

- Parent
- Special Education Teacher
- General Education Teacher
- LEA Representative
- A person knowledgeable about evaluation results and how they can be used to plan educational programs
- Related service personnel, as appropriate
- Your child, as appropriate
- At the discretion of the parent or school district, other individuals who have knowledge or expertise regarding your child

What to expect at an IEP Meeting

- Introductions, sign-in and purpose of the meeting
- Parent Input
- Present Levels of Performance (academic and functional performance including strengths, needs, progress on goals)
- IEP goals and objectives
- Supplementary aids and services
- State and District-wide Assessment
- Educational Services and Placement

How can you prepare for an IEP meeting?

- Check the IEP notice to determine who will be attending the meeting
- Review any information that is sent home in advance of the meeting (i.e. draft goals, evaluation reports, etc.)
- Complete the parent input form or reach out to the case manager with any questions or concerns that you want to make sure we discuss
- Gather any relevant information that will be helpful at the meeting (i.e. reports from school, your observations, doctor's reports)
- Prepare your thoughts before the meeting by writing down important points you want to make about your child or any specific questions that you have.

Questions to think about as a family

- What does my child do well?
- What does my child struggle with?
- What are my long-range goals for my child?
- What skills would increase my child's independence?
- What goals do I want the school to work on?
- What particular things do I want the school to report to me about?
- What should I know to be able to support my child's progress at school and in the home?
- How and when are good times for the school to contact me when this is necessary?
- How can I communicate with the school?
- What information should I give the school on an ongoing basis?

Resources

District 57 Student Services Page:

<http://www.d57.org/StudentServices.aspx>



The screenshot shows the website for Mount Prospect School District 57. At the top left is the district logo with the text "57 MOUNT PROSPECT SCHOOL DISTRICT". To the right of the logo is the district name "MOUNT PROSPECT SCHOOL DISTRICT 57" and the tagline "PREPARING CHILDREN TO LEARN AND SUCCEED IN A CHANGING WORLD". Further right is the address "701 W. GREGORY MOUNT PROSPECT, IL 60056" and phone number "847-394-7300". Below the address are social media icons for Facebook and Twitter, and a Google Custom Search box. A blue navigation bar contains links for HOME, BOARD OF EDUCATION, PARENTS, DISTRICT INFORMATION, STAFF, and STAFF DIRECTORY. The main content area has a blue sidebar with a "DEPARTMENTS" menu listing OPERATIONS, FINANCE, CURRICULUM AND INSTRUCTION, HUMAN RESOURCES, STUDENT SERVICES, NWSRA, PARENT WORKSHOPS, and TECHNOLOGY. The "STUDENT SERVICES" section is highlighted in green and contains a welcome message: "Welcome to the special services page. We believe that school/family partnerships are key to student success. Providing information to parents allows them to meaningfully participate in their children's education. This page was created to give parents, teachers, and community members important information about the special education and support services in District 57. If you have any additional questions after reviewing this website, please contact Cassie Black, Director of Student Services, at cblack@d57.org or 847-394-7300 x 1016." To the right of this section is a "STUDENT SERVICES INFORMATION" box listing: Parent Workshops, Northwest Special Recreation Association, Extended School Year, Home/Hospital Services, Occupational & Physical Therapy, Parent Resources, Special Education Programs, and Special Education Services.

<http://www.isbe.net/spec-ed/html/parents.htm>



The screenshot shows the Illinois State Board of Education website. At the top left is the ISBE logo and the text "Illinois State Board of Education" with "James T. Meeks, Chairman" and "Tony Smith, Ph.D., State Superintendent of Education" below it. To the right is a "Follow us:" section with Facebook and Twitter icons. A blue navigation bar contains links for ISBE Home, Site Map, Funding Opps, IWAS, ELIS, FRIS Inquiry, and Programs. Below the navigation bar is a "Search ISBE:" box. The main content area has a left sidebar with a list of links: Administrator Info, Board, Calendar, Contact ISBE, Division Descriptions, Division Links, Education Vacancies, Employment at ISBE, Forms, Glossary, ISBE Info, Learning Standards, Press Releases, Programs, and a partially visible "S...". The main content area is titled "SPECIAL EDUCATION SERVICES" and features a section for "Parents of Students with Disabilities" with a colorful puzzle piece icon. Below the icon are links for "Tools", "Info and Support", "Resources", and "Special Ed Home". To the right of this section is a "Resources" box with a list of links: Topics A-Z, Administrators, Teachers, Parents, Special Education Home Page, and Contact Us. Below the "Parents of Students with Disabilities" section is a photograph of a young girl sitting at a desk with a boy who is using a wheelchair. To the right of the photograph is a paragraph of text: "All parents can positively impact their children's learning and healthy development, and when families, schools and communities partner together, schools thrive and students benefit. Unfortunately, it is not always easy to navigate the educational system and know how to best work with district and school personnel. Often times, parents of students with disabilities face additional challenges. The Illinois State Board of Education (ISBE) has developed some web pages and resources specifically for parents of students with disabilities."

Questions?