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Introductions





Special Education Program Facilitator 7 years with UT Charter shanika.ingram@austin.utexas.edu

Candace Kerri

ARD Facilitator
10 years with UT Charter
candace.kerri@austin.utexas.edu



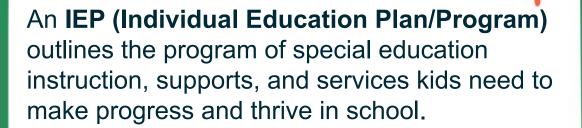
<u>Agenda:</u>

- What is an IEP?
- 2. PLAAFPS
- 3. Accommodations/Modifications
- 4. Goals
- 5. Services and Supports
- 6. Related Services
- 7. Supplements
- 8. Waiver/Implementation
- 9. Report Cards / Progress Reports





What is an IEP?



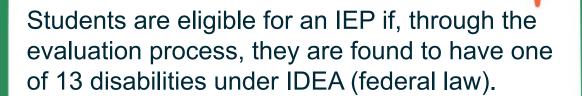
In order to be served by an IEP, a student must qualify for Special Education services.

The IEP is reviewed at the ARD Meeting.





Who gets an IEP?



A group, called the ARD or IEP Committee, meets to review and determine acceptance of the evaluation and the need for specialized instruction via an IEP.



IEP Creation and Review





 IEP's are reviewed at least annually during the Annual ARD meeting. Additionally, they can be reviewed when changes are needed, new evaluations are requested or completed, and at a parent's request.



Parent Participation



Review the Draft (sent before the ARD/IEP meeting)



Come to the ARD/IEP with any questions or proposals



Participate as a member of the ARD/IEP committee



PLAAFPS

Goals

Elements of an IEP

Accommodations and Modifications

Services

Present Levels and recommendations



How are these recommendations made?



 \Diamond

Teachers and school staff/providers use the data they've collected from the content areas and behavior to determine a student's present levels of performance. This data helps teachers form recommendations for services that can help to fill in gaps in learning.



Providers present their recommendations during the ARD and the committee discusses and finalizes them.

<u>PLAAFPS</u>

Present
Levels of
Academic
Achievement and
Functional
Performance

Contains data collected by teachers/service providers.

This data outlines the student's strengths/ areas of need in that content area.

Includes recommendations for meeting the student's needs (goals, accommodations, modifications).

<u>Example :</u>

Current Access to Enrolled Grade Level Curriculum: ELA

STUDENT accesses curriculum with accommodations.

Strengths:

STUDENT can currently identify all of his letters, both uppercase and lowercase, and identify rhyming words. According to Exact Path, STUDENTs scale scores in Reading went from a 815 to a 861. This shows that he is on grade level in reading (please see impact of disability for more details).

Area of Need and Impact of Disability:

STUDENT's eligibility of Emotional Disturbance (ED), Other Health Impairment (OHI), and Specific Learning Disability in reading (SLD) in basic reading, reading fluency and reading comprehension with characteristics of Dyslexia directly affects his ability in ELA.

When asked to read independently and complete comprehension activities in 1-1 or small group settings, STUDENT struggles to identify vowel sounds, consonant sounds, blending and segmenting cvc words, and the ability to read fluently with comprehension. When testing with me, STUDENT is reading at about a leveled A reader at 19 words per minute, with 3 errors. This sets him at the beginning of Kindergarten reading level. When it comes to sight words, when given Pre-Kinder Dolch Sight words he missed 11 out of 40. On STUDENT's most recent DIBELS test, he scored a 310 out of 353 which shows he is significantly below grade level in fluent reading, decoding, phonemic awareness, and letter names.

STUDENTs needs in Reading will be met through accommodations and Goal 1.



Accommodations:

-Don't change
WHAT a student
learns or what
their
responsibilities are

-Change HOW a student accesses curriculum

Modifications:

Modifications:

-Change to WHAT a student is taught

-Change to WHAT a student is expected to do

Example :

Reading Accommodations:

To address lower reading level

- Oral administration on all assignments
- Materials presented in a variety of ways (tactical, manipulatives, multimedia, etc)
- Accompany oral information with visual materials
- Provide visual cues for the directions or steps to be followed

To address spelling difficulties

- Scribing for students' oral responses
- Opportunities to respond orally for assignments when possible due to difficulties with written expression/spelling
- Offer opportunities for alternate assignments to written projects such as oral report, presentation or media projects when possible.

Modifications:

None needed at this time.

Goals

Specific

Measureable

Attainable

Results-oriented

Time-bound

IEP goals are based on student needs and data collected and provided by the school staff.

IEP goals are reviewed at least annually OR:

- -If the goal has been mastered
- -If the student is not making adequate progress

IEP goals should be SMART

Examples of Goals



Edit GOAL: 1 - Behavior Accepted by Committee, Related Services, Functional

By 11/09/2023, when given a redirection by an adult, will comply within 1 minute of being asked, in 3 out of 5 opportunities.

Edit GOAL: 2 - Reading Accepted by Committee, Academic

By 11/09/2023, will be able to identify all letters and their sounds, when given explicit phonics instruction, in 3 out of 5 opportunities.

Edit GOAL: 3 - Dyslexia Intervention Accepted by Committee , Academic

By 11/09/23, when given a mixed list of open and closed syllable words, will be able to correctly code and read 9/10 words.

Edit GOAL: 4 - Language Arts Accepted by Committee, Academic

By 11/09/2023, when given visual representations of grade-level spelling words, will spell the words correctly in 3 or fewer attempts.

IEP Supports (Direct/Indirect)



Inclusion

Instructional Facilitation



Behavior Support

Consult/Collaboration

IEP Services (Related Services)



Counseling

Psychological

Speech

PT/OT Therapy

Dyslexia Services

Auditory Services



How are supports/services determined?

- Based on student need(s)
- Data collected through assessments, observations, etc.
- FIE and/or REED
- Plaafps/Goals
- Information from previous schools/districts
- Review of student records

Who provides support/services?

- Special Education Teacher
- General Education Teacher
- Interventionists
- Instructional Aides (Level III)
- Related Service Providers







Supplements

Transition

Autism

Extended School Year (ESY)

Dyslexia

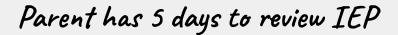
STAAR-ALT 2

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5 day Waiver





Waive 5 days in Meeting

Not Waive & Review for 5 school days





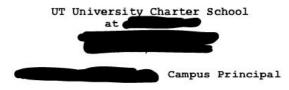
Tracking Progress:

- -Report Cards
- -IEP Progress Reports
- -Progress Monitoring (PM)

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Report Cards

Course Title	9 wks 5 Grade 6	2nd I wks Grade	Avg	SWKS	4th 9 wks Grade	Avg Cor		ents Teacher Name
Reading - 3	99					E		
Writing - 3	96					E		
Social Stud - 3	91					E		
Math - 3	100					E		
Science - 3 LANG3RD	94 90					S		
PE - 3	95					S E		
Music - 3	90					S	131	
Technology - 3	94					E		
			Annual Company of the				Explanation	of Comments Codes
Attendan	ce,	1st	2nd	3rd	4th	Yearly		
		9 wks	9 wks	9 wks	9 wks	Total		
Days Present		44	0	0	0	44		
Days Absent		0	0	0	0	0		
Excused		0	0	0	0	0		
Unexcused		0	0	. 0	0	0		
Times Tardy		0	0	0	0	0		
We love our Little Long Conduct Grade Key: E- Excellent (4)	- Satisfactory (3)	Message Bl	lock				12 E.S.
N- Needs Improveme PK, Kinder, and 1st Gra 4- Consistently/Advar	ades use a 1-4 nced 3- Undstd'ing 1- Needed	Scale. Sca Frequently Rarely/Neoneric Grad	ale Key: /Skilled eds Impvmt		theme, info division and The first 9	d properties of mat weeks have been s	dforms, maps, dire ter. tellar for	has proven herself
2- Sometimes/Basic I 0 - Parent Conference Grades 2-5 use Numer A - 100% - 90% C - 79%- 70%	B- 89%-8 D- 69%-6		0% or Below			at leader in our cla: ns and works to kee		nows classroom r students in check.



Parent or Guardian of:

Report Date: 09/07/2022 Grade: 09

8		PROGRESS REPORT 1 2022-23
Entity: 052	PR1	Part Contract For Steel and Contract For Steel Cont
BIOLOGY SIMMONS	83	
ENG 1 CRAFT	85	
READING 1 CRAFT	90	-

STUDENT PROMOTION STATUS PENDING.

COMPUTER-BASED INSTRUCTION COURSES (IF APPLICABLE):

CBI ALGEBRA 1 A - 98 (35% COMPLETE)

CBI WORLD GEOGRAPHY A - 88 (38% COMPLETE)

CBI MONEY MATTERS B - 90 (21% COMPLETE)

UTUCS grade classifications: 9th grade: 0.0 to 5.5 credits 10th grade: 6.0 - 10.5 credits 11th grade: 11.0 - 16.5 credits 12th grade: 17.0+ credits



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IEP Progress Reports

IEP Progress Reports are issued each grading period (6 or 9 weeks) and track progress toward your student's Measurable Annual Goals.

They will note whether the student is on track to meet the goal and if any further action is needed. They will also provide data to support the progress being made.





ANNUAL GOAL: Evaluator: Position: Occupational Therapist

by 03/29/2023, will demonstrate 4 calming and organizing exercises to perform during recommended sensory breaks with minimal verbal cues in 4 out of 5 opportunities

Frequency: Six Weeks Goal Focus Occupational Therapy

OR From 03/30/2022 to 03/29/2023

Date of Progress Report	Progress Code	Is progress sufficient at this time for student to achieve goal by next Annual ARD date?	Further action recommended to enable goal achievement	General Comments - Goal
10/31/2022	C	¥ Yes □ No	NONE	is able to demonstrate 1 calming and organizing exercise independently upon request, and he is able to demonstrate 3 calming exercises with minimal cues.

Progress Monitoring (PM) Completed Weekly/Monthly

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Questions???

Thank you!