



IEP 101



Introductions



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Agenda:



1. 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?



An **IEP (Individual Education Plan/Program)** outlines the program of special education instruction, supports, and services kids need to make progress and thrive in school.

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?



Students are eligible for an IEP if, through the evaluation process, they are found to have one of 13 disabilities under IDEA (federal law).

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

Accommodations
and
Modifications

Services

Elements of an IEP

Present Levels and
recommendations



How are these recommendations made?

- ✧ 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.



PLAAFPS

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).

Example:

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

Accommodations

-Change HOW a
student accesses
curriculum

Modifications:

-Change to WHAT a
student is taught

Modifications:

-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

Measurable

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, [REDACTED] 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, [REDACTED] 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, [REDACTED] 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, [REDACTED] will spell the words correctly in 3 or fewer attempts.

IEP Supports (Direct/Indirect)



Inclusion

Instructional
Facilitation


Behavior
Support

Consult/Collaboration





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





5 day Waiver



Parent has 5 days to review IEP

Waive 5 days in Meeting

Not Waive & Review for 5 school days





Tracking Progress:

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



Report Cards

Course Title	Semester 1				Semester 2			Cum Yearly Avg	Comments	Teacher Name
	1st 9 wks Grade	2nd 9 wks Grade	Avg	3rd 9 wks Grade	4th 9 wks Grade	Avg	Conduct			
Reading - 3	99							E		
Writing - 3	96							E		
Social Stud - 3	91							E		
Math - 3	100							E		
Science - 3	94							E		
LANG3RD	90							S		
PE - 3	95							E		
Music - 3	90							S		
Technology - 3	94							E		

Explanation of Comments Codes

Attendance	1st 9 wks	2nd 9 wks	3rd 9 wks	4th 9 wks	Yearly 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

Note: A student having excessive abs, defined by Texas Attendance Laws, may not receive credit, nor be promoted.

Campus Message Block

We love our Little Longhorns!

Conduct Grade Key:

- E- Excellent (4) S- Satisfactory (3)
 - N- Needs Improvement (2) U- Unsatisfactory (1)
- PK, Kinder, and 1st Grades use a 1-4 Scale. Scale Key:
- 4- Consistently/Advanced 3- Frequently/Skilled
 - 2- Sometimes/Basic Understanding 1- Rarely/Needs Impvmt
 - 0 - Parent Conference Needed

Grades 2-5 use Numeric Grades. Numeric Grade Key:

- A - 100% - 90% B- 89%-80%
- C - 79%- 70% D- 69%-60% F- 50% or Below

This first nine weeks we have learned about author's purpose, plot, theme, informational text, landforms, maps, directions, multiplication, division and properties of matter.

The first 9 weeks have been stellar for [redacted] has proven herself to be a great leader in our classroom. [redacted] knows classroom expectations and works to keep [redacted] and other students in check. There are some points where [redacted] needs redirection with [redacted] voice or action, but is able to interpret redirection positively. [redacted] is currently receiving [redacted] intervention to support [redacted] learning. I am proud of how [redacted] is tackling this year socially and academically, and I am excited to see

UT University Charter School
at [REDACTED]

[REDACTED] Campus Principal

Parent or Guardian of:
[REDACTED]

[REDACTED]
Report Date: 09/07/2022 Grade: 09

PROGRESS REPORT 1 2022-23

Entity: 052 PR1

BIOLOGY 83

SIMMONS

ENG 1 85

CRAFT

READING 1 90

CRAFT

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





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: [REDACTED] **Position:** Occupational Therapist

by **03/29/2023**, [REDACTED] 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	NONE	[REDACTED] 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



Questions???

Thank you!

