



BREAKING DOWN AN IEP

Presentation for Penn Hills Charter School

What is an IEP?

- An IEP is a LEGAL document every child in the special education program has.
- It stands for “Individualized Education Program.”
- It looks at each child’s background, strengths, and needs.
 - It specifically spells out each child’s educational goals for that year.
 - It outlines how those goals are going to be met.
- It is written by the IEP team.

What is an IEP team?

- An IEP team is a child's educational team. The team must include:
 - The child's parent/guardian
 - The child's classroom teacher
 - The child's special education teacher
 - A representative of the district (LEA)
 - Support service staff working with your child (school psychologist, social worker, OT, etc.)
 - Any other providers working with the parent or child
 - The child
- The IEP team creates the IEP.
- The IEP is a "living document." This means that it can change, if/when members agree.
- An IEP meeting must occur at least 1 time per 364 days, or in other words, 1 time per school year.

The IEP: Broken Down

- The IEP can be a really long document.
- It consists of 11 major sections. They are:
 - Demographics
 - Signatures
 - Special Considerations
 - Present levels of Performance
 - Transition Information
 - Participation in State Assessments
 - Local Assessments
 - Goals
 - Related Services
 - IEP team Questions
 - Placement & Reporting

Part 1 of an IEP: Demographics

- This section simply outlines the following:
 - The child's name
 - Date of birth
 - Address
 - Parent/guardian contact information

Part 2 of an IEP: Signatures

- The parent and other team members at the meeting sign a form with their name and relationship to the child.
 - Signing on this page indicates that you are present at the meeting.
 - It does NOT indicate you agree or disagree with the IEP.
- The parent will also be asked to sign a sheet that indicates they were given a copy of the Procedural Safeguards.
 - The Safeguards outline one's rights and responsibilities as a parent of a child in the special education program.

Part 3 of an IEP: Special Considerations

- This part consists of noting specific conditions the child may have, including:
 - Visual impairment
 - Hearing impairment
 - Speech/language
 - Need for assistant devices
 - Behaviors that impede learning

Part 4 of an IEP: Present Levels of Performance

- This section takes a look at where the child has been socially, emotionally, and academically and where that child is now.
- This section first looks at Present Academic Levels.
 - Here the child's educational history will be discussed, as well as current grades. What services the child receives and the progress towards his/her academic goals are also addressed.
- Functional skills are assessed next.
 - This looks at how the child is able to independently function in the home and school environments.
 - It discusses whether the child is able to follow multiple step directions, whether he/she is able to transition between activities, whether the child can communicate effectively, and his/her social skills

Part 4 of an IEP: Present Levels of Performance

- Post Secondary Transition Goals are also addressed.
 - These are goals that are created to help a child transition from high school graduation into the next phase of his/her life, whether it be a 4 year college or the job market.
 - These are addressed when a student is 14 years old.
- Parental concerns are also reported.
 - Parents are always asked to give their input about their child's education and educational progress. This is where parent concerns are documented.
- How the student's disability affects involvement in the educational environment is noted.
 - This means how the behaviors and learning struggles affect how much the child can learn in the regular education classroom and how much help he/she needs.

Part 4 of an IEP: Present Levels of Performance

- Strengths
 - This outlines what the child is good at and what he/she enjoys.
- The Needs Relating to the Child's Disability
 - This summarizes the child's needs.

Part 5 of an IEP: Transition Information

- This section outlines the child's plans upon graduating from high school.
- These are addressed when the child is 14 years old.
- This section creates a plan through goals. Goals may focus on:
 - Career training including career inventories
 - Researching and creating projects about a certain job field
 - Resume completion skills
 - Interviewing those in fields in which the child is interested
 - Engaging in college prep courses (e.g. SATs, ACTs)

Part 6 of an IEP: Participation in State Assessments

- This section looks at what State Assessment the child will take over the course of the next year.
 - For children in grades 3 through 8, they will take the PSSA's.
 - Children in grades 3, 5, 6, and 7 will take the MATH section and ENGLISH LANGUAGE ARTS (ELA) Section.
 - Children in grades 4 and 8 will also take the MATH and ELA, and they also take the SCIENCE section.
- This section also outlines any special assistance the child may use when taking the PSSA. Most common are:
 - Extended time (if/when needed)
 - Reading of directions
 - Reading of problems in math & science
 - Small group testing

Part 7 of an IEP: Local Assessments

- This section outlines what kind of assessments the school uses to monitor all children's progress. Currently, PHCS uses:
 - STAR (math & reading)
 - Classroom tests
- This assessment also outlines the accommodations the child has for these tests. These accommodations usually look like those given for the state assessments.

Part 8 of an IEP: Goals

- This is the meat of the IEP.
- It outlines the goals that the team would like to help the child meet throughout the next school year. In other words, this is where we talk about what are we going to teach your child.
- Goals will be measurable so that we can see where the child's skills are at the start of the IEP and how much progress the child makes each quarter.
 - These reports will be sent home to parents/guardians every 9 weeks in the mail. They correspond with report cards. They outline how much progress a child has made on each goal.

Part 8 of an IEP: Goals

- Goals can focus on the following skills:
 - Academic skills (e.g. reading comprehension, math calculation skills, writing/grammar)
 - Behavioral skills (e.g. following directions, staying in one's area, completing school work)
 - Emotional skills (e.g. using positive coping skills, asking for a break)
 - Social skills (e.g. asking questions in class, answering questions, engaging in appropriate conversation)
 - Speech/language skills (e.g. articulation, receptive language)
 - OT/PT (e.g. gross and fine motor skills)

Part 8 of an IEP: Goals

- The following are examples of goals:
 - *Reading Comprehension Goal:* During reading instruction, Peter will demonstrate an understanding of grade-level texts by correctly answering questions about a passage on weekly tests to at least 80% accuracy in 5 out of 5 tests.
 - *Math Calculation Goal:* In math class, Dorothy will demonstrate fluent knowledge of multiplication tables up to 10 by earning at least an 80% grade on multiplication fluency tests on 10 out of 10 tests.
 - *Expressive Language Goal:* In speech/language sessions, Percy will correctly produce the /r/ sound in all positions of words with 80% accuracy in 10 out of 10 sessions.
 - *Behavioral Goal:* In the lunch room, Alice will follow the rules by staying in her seat until she is given permission to get up 90% of the time in 10 out of 10 observations.

Part 9 of an IEP: Related Services

- This section is broken down into 4 parts.
 - Section 1 is Modifications & Specially Designed Instruction ~
 - This is the part that outlines how we are going to teach a child the skills reported in the goal section.
 - They indicate what the faculty & staff will do to assist and teach each child individually.
 - Some common examples of these include:
 - Modified tasks & assignments
 - Small – group re-teaching of concepts
 - Behavior plan implementation
 - Verbal cues
 - Reviewing of assignments
 - Using check in & check out in the morning and afternoon with an adult

Part 9 of an IEP: Related Services

- Section 2 is Related Services ~
 - This section outlines any special services the child receives while having an IEP.
 - Common examples of these include:
 - Speech/Language sessions
 - OT/PT sessions
 - Group social skills
 - Social/school counselor services
 - Individual counseling sessions

Part 9 of an IEP: Related Services

- Section 3 is Support for School Personnel~
 - This section outlines what faculty/staff does to educate and train themselves on the needs of your child.
 - Generally, this consists of the following:
 - Faculty & team consultation at least 1 time per week
 - On-going trainings provided by the school
 - On-going training provided by educational experts, such as training sponsored by the state.
- Section 4 is for children with both gifted services and an IEP.
 - This section does not apply to PHCS.

Part 10 of an IEP: IEP Team Questions

- These questions are answered throughout the IEP.
- The goal of these questions is to ensure that we are educating the child in the Least Restrictive Environment (LRE) where the child can be successful.
 - LRE is law.
- LRE makes sure that all children are spending as much time inside the classroom as possible, while still being given the supports they need to be successful.

Part 11 of an IEP: Placement & Reporting

- This outlines how much time the child spends in the special education setting versus the regular education setting.
- Mostly, these numbers are used for state reporting & classification.
- For students attending PHCS, all students thus far are spending 20% or less time in the special education setting during the school day.

Conclusion

- If you have any questions or concerns about this presentation, please contact Ms. Heather L. Clark, Special Education Coordinator & School Psychologist, by email at heather.clark@phcharter.org or by phone at 412-793-6471.

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