IEP 101

The basics of the Individualized Educational Program

Learning Targets

- To gain a better understanding of terminology commonly used in IEP's
- To gain a better understanding of the IEP and the IEP process
- To gain access to tools that assist in understanding IEP's

Norms of Collaboration

- Pausing
- Paraphrasing
- Probing for Specificity
- Putting Ideas on the Table
- Paying Attention to Self and Others
- Presuming Positive Intentions
- Advocacy and Inquiry

Agenda

- Understanding Acronyms
- 7 sections of the IEP
- Notice
- Amendment
- IEP as a process

Beat the Clock

- Go around the room and introduce yourself
- Fill in your clock partners sheet with someone for 12, 3, 6, and 9pm
- Once your sheet is full, return to your seat

Introductions

- Find your 6:00 clock partner.
- Introduce yourself and share at least one interesting fact
- Introduce your partner to the group

Gots and Wants

- Gots –
  - Things that I know or feel confident with
- Wants –
  - Things I want more information about

Understanding the Acronyms

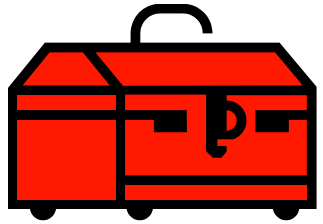
- How many do you know? (2 minutes)

- Work with your elbow partner, now how many do you know?

  (2 minutes)

IEP Toolkit

- MDE's Quick Reference Guides
- MDE Sample IEP
- MDE IEP Supporting Documents
- MDE One Pager: Notice and MDE One Pager: Consent



IEP in Easy IEP/EdPlan

- IEP in Easy IEP/EdPlan, looks different than the printed copy you receive.

- PCG

MDE IEP Quick Reference Guides

- Tools to assist through each section of the IEP
- Podcasts
- MDE Quick Reference Guides
  - Description
  - Checklists
  - Resources

Section 1 – Demographics

- Key things to remember
  - Important to check all information for accuracy
    - Contact information
    - Eligibility

Jigsaw Activity

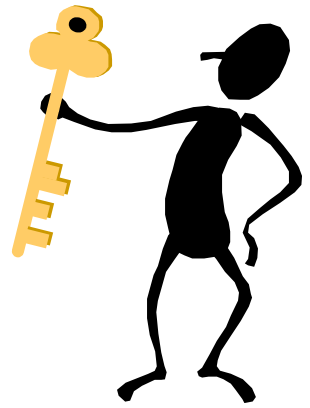
- We will be using section 2 (PLAAFP), section 4 (Goals and Objectives) and section 5 (Supplementary Aids and Services)
  - Break into 3 groups
  - Independently Read and Review the Quick Reference Guide for your section
  - Review your section with your team
  - Highlight important facts on chart paper
  - Share

Section 2 - PLAAFP

Present Level of Academic Achievement and Functional Performance (Present Level)

- Key Points

- Factors to consider
  - Student Strengths
  - Parent Concerns – best to be prepared!
  - Evaluation Results



Section 4 – Goals and Objectives/Benchmarks

- Goal – Meaningful and Measureable
- Objectives written as Short term objectives or benchmarks
- Must align with
  - Needs identified in the PLAAFP
  - Michigan Content Expectations/Childhood Standards of Quality
  - Secondary Transition Considerations (Section 3)

Section 5-Supplementary Aids and Services

- Based on needs in the PLAAFP
- Based on the unique needs of the student specific to
  - Accessing instruction
  - Accommodations to the content
  - Environmental adjustments

Accommodation vs. Modification

- There is a difference between Accommodation and Modification of student academic work
- Find your 12:00 clock partner. Read-Pair-Share the article from *nichcy.org (Accommodations and Modifications: Wait, they're not the same?)
  - Read the Accommodation Section and the Modification Section
  - Highlight important information
  - Discuss with your partner
  - Share out one idea to the group
    - National Dissemination Center for Children with Disabilities

Section 3 – Secondary Transition Considerations

- Secondary transition services are required to be in *effect* when the student turns 16 or younger if appropriate.
  - Postsecondary goals (vision)
  - Planning/Community Secondary Transition Services
  - Course of Study
    - Graduation with a diploma
    - Other outcome (certificate of completion, certificate of attendance, exit, etc.)

Section 6 – Assessment Participation and Provision

- State Testing
  - Aligned to Grade Level Content Expectations
    - MEAP, MEAP-Access
  - Aligned to Extended Grade Level Content Expectations
    - MI Access Functional, Supported, Participation

*Needs for accommodations for testing should be seen throughout the IEP and match supplementary aids and services

**State tests will be changing with the Common Core State Standards

Section 6 – Continued

- District Testing

- For all testing
  - Standard Accommodations – These are used whenever possible

Section 7 – Programs and Services

- Purpose – Read a loud, discuss thoughts with elbow partner
- Break into teams of 5 people and number off 1-5
  - 1 – Related Services
  - 2 – Placement with a Teacher with a Particular Endorsement
  - 3 – Programs
  - 4 – Dates of Programs and Services
  - 5 – Extended School Year (ESY) Services

Section 7 – Continued

- Read your section and create a visual (picture, word, symbol, etc.) on a sticky

- 1-5 will take turns and share with your work group

Notice for Provision of Services and Programs

- Find your 3:00 clock partner.
- Work with your partner to summarize Notice on a notecard
- Share out!

Amendment

- Read aloud the bold section of the Quick Guide Amendment

- Amendment
  - Make changes while the IEP is in effect
  - Does not change IEP date
  - Agreement

IEP as a Process

- Section 1 Demographic
- Section 2 PLAAFP
- Section 3 Secondary Transition
- Section 4 Goals and Objectives
- Section 5 Supplementary Aids and Services
- Section 6 Assessment
- Section 7 Program

Questions?

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Gots and Wants

- Please remember to put your Gots and Wants sticky up on the wall!

Thank you so much!