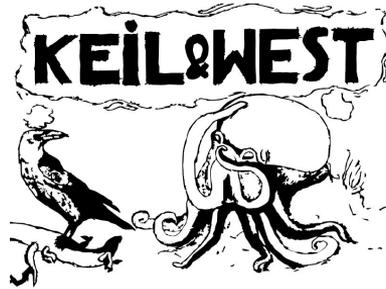


Intro to your IEP



IEP Introduction

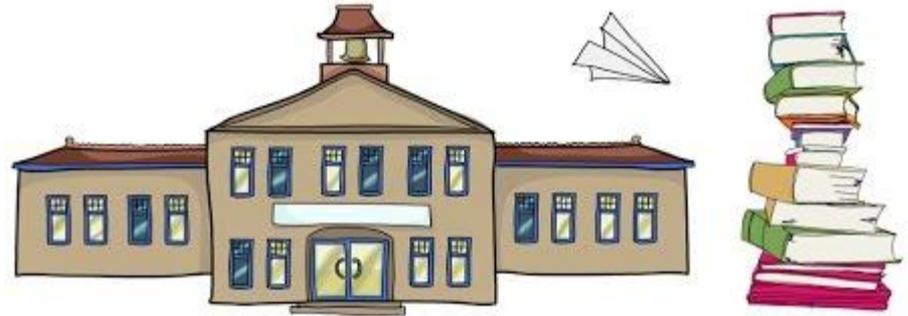
- You all have IEPs
- They are ABOUT you, they should INCLUDE you.
- We are going to learn/review the basics of what an IEP and then look specifically at YOUR goals/accommodations, ect.
- We will create a slideshow that you can present (or have us present) at your IEP meeting.



IDEA

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

IDEA INDIVIDUALS WITH
DISABILITIES
EDUCATION ACT



IEP

IEP stands for **Individualized Education Program**. · An IEP lays out the special education instruction, supports, and services a student needs to thrive in school.



IEP Meeting

The IEP meeting is one of the most important parts of the special education process. In this meeting, **school staff, the student, and their parents come together to discuss, develop, and review a student's IEP**. In high school, the student should also be invited to the meeting. The team meets to make sure the IEP addresses the student's needs. There are rules for IEP meetings. They cover who must attend and what happens.



Case Manager

A case manager is **usually a special education teacher or another member of the IEP team**. The case manager is responsible for making sure your child's special education services and supports are in place. If you have classes in the ISC, your case manager is either Ms. Brooks, Ms. Cadie, or Maddie Cuda.



Team Members

An Individualized Education Program (IEP) is developed by a **team** of people. Each **member** plays an important role. There must be a general education teacher at every IEP meeting. Other team members include the case manager, parents or guardians, someone who knows a lot about the student, someone who knows a lot about how special education works in the school district, and someone who knows a lot about the type of testing that was done to qualify you for special education. **The most important team member is you.**



Strengths

One of the MOST important section of an IEP is the strengths section. This is where you, your teachers, and your parents all share the things that you are good at. Your feedback on this section is super important. It lets other people know what you're good at, and what you enjoy doing.

Student Strengths:

REDACTED is a very motivated worker. She is passionate and very excited about her work. REDACTED loves to read and is proud of how many books she reads each year. She loves her family and enjoys talking about her kids.

REDACTED thrives with a consistent schedule, and does really well when she is informed of potential changes to the schedule ahead of time.

REDACTED is a loyal friend and an enthusiastic learner in areas where she has an interest, such as history, anthropology, and neurodiversity.



Present Levels

This section of the IEP is to give everyone an idea of what you can do right now. It might include information on your reading, writing, or math performance. If you have my (hi!) on your IEP, there will be a section where I talk about how you communicate.

This section may have some information on the things that are hard for you. The reason this is included is because the IEP is supposed to give you HELP on the things that are HARD for you. So we have to talk about them.

- REDACTED is a voracious reader. She loves to read, and can read at her grade level. She sometimes has trouble retaining information she's read, especially if it's not in an area of intense interest for her.
- REDACTED writes at grade level. She benefits from support to make her writing more concise, especially when writing about topics she loves.
- REDACTED identifies math as the area where she feels the weakest. She will benefit from re-teaching and visual support to do all fraction related problems and to solve for more than one variable.



Goals

The way your goals are written might be super complicated. We will go over your goals and “translate” them into regular people speak. Your goals are the specific skills that you are working on in school. It is important that you know what your goals are...how can you get better at something if you don't know what you're trying to do?

- By the end of the IEP cycle, following pre-teaching and with visual support in the form of page flags, REDACTED will increase recall of a grade level book read independently by answering a minimum of 10 basic recall questions about the book with 80% accuracy in 4 out of 5 opportunities.
- REDACTED will remember more of what she reads by using page flags to keep track of the events in a book.



Accommodations

These are things the school (your teachers or para-educators) can do to make it easier for you to learn. They can be environmental (making a change to the room or where you sit), they can involve technology (being able to use voice to text during writing tasks), they can allow for movement or sensory breaks, or can help you remember or learn material by providing notes or visual supports.

REDACTED Accommodations:

- Provide advance warning of schedule changes
- Notify REDACTED ahead of time about agenda items to be discussed during meetings
- Provide reminders to check lists and prioritize tasks based on when they need to be done.
- Provide clear expectations and deadlines
- Access to lecture slides printed out for note-taking



Modifications

While accommodations change the WAY you are taught, modifications change WHAT you are taught. For example, this might mean that if reading is a challenge, you read something different than some other students in your class so that you can practice reading skills using a book or text that works for you. Modified curriculum is often taught by special educators (You may choose to list the SpEd teachers here to spark recall).

- Provide instructional material at current reading level (lexia level 13).

