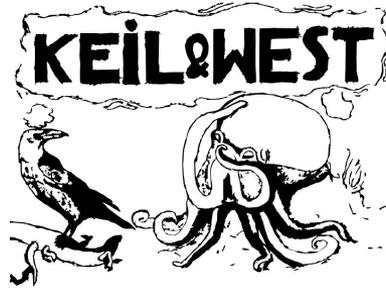


Intro to IEPs



Why are we here?

Everyone in this classroom today has an individualized education plan/program (IEP)

What does this mean?

You all receive special education services under the Individuals with Disabilities Education Act (IDEA)

?

This means that there are school staff (like me!) who's job is to make sure that you receive something called specially designed instruction (SDI) in order to help you access support and succeed in school

All students have things that are pretty easy for them, and other things that are hard. When you have a disability, sometimes learning is more difficult because your brain and body do not have what they need in order to do their best learning.

Today we want you to look at and understand what is in your IEP.



Important Information

- You are here today because you have a documented disability and at some point an IEP team made up of your teachers and parents/family decided you needed specially designed instruction in order to be successful in school.
- Every year the IEP team meets to review your present levels of performance, your IEP goals, and your progress.
- Your IEP is a protected legal document.
- Borrowing from the Autistic Self Advocacy Network (ASAN) motto, we want to emphasize that your IEP is YOURS. Nothing about you without you.
- You can't advocate for yourself as effectively if you don't know your rights.



What is the purpose of your IEP?

Is it helpful?

How does it serve you?

Where is it not helpful?



The IEP

Sections A & B: Demographic info, IEP review and re-eval dates, eligibility(ies), documentation efforts to schedule the meeting, IEP team members

Section C: Summary of Present Levels of Academic Achievement and Functional Performance including strengths and concerns and description of disability impact

Section D: Graduation Options

Section E: Transfer of Rights

Section F & G: Summary of Present Levels of Performance for Transition Planning and Summary of Age-Appropriate Transition Planning

Section H: Special Factors for IEP Development

Section I: Required Testing and Assessments

Section J: Measurable Annual Goals

Section K: Service Summary

Section L: Statement of Non-Participation Justification

Section M: Parent Statements



IEP at a Glance

This is a document we will create next week. The IEP at a Glance is created by YOU because your IEP is about YOU.

The IEP is important, but also LONG and DAUNTING.

The IEP at a Glance is something you can share with your teachers to highlight the things in your IEP that are most important, specifically to *you*.



YOU NEED: Two Highlighters and a pencil.

Read over your IEP. You are using TWO colors to review this document. Please feel free to make comments/write notes in the margins.

Create a key for your two highlighter colors:

Color One: I do not understand

Color Two: I should include this in my IEP at a Glance

Pencil: notes



You have eight classes. Your teachers teach six classes.

- Average class size at Grant is between 20 and 30...so we'll go for 25/class
- $25 \times 6 = 150$ students
- Appx 15% of American students receive special education services
- Each teacher has around 22 students on IEPs
- IEPs can include PAGES of accommodations and many goals and LONG present levels

So why would an IEP at a glance be beneficial?



IEP at a Glance

Student Name: _____ Grade: _____ Date of IEP: _____

<p>Eligibility:</p>	<p>Team Members:</p>
<p>Strengths:</p>	<p>Interests:</p> <p><i>Preferred Activities/Hobbies:</i></p> <p><i>Preferred Subjects:</i></p> <p><i>Sports/Clubs?:</i></p>
<p>Classroom Accommodations/Modifications That Work Best for Me</p>	<p>Classroom Testing Accommodations/Modifications:</p>

IEP at a Glance

Teacher Tips/How I Learn Best:

Annual Goals (summarize them!):



IEP at a GlanceStudent Name: [REDACTED] Grade: 8,920 Date of IEP: 9/10/24

Eligibility: Autism, ADHD	Team Members: Virginia Keil, Mason West, Greta
Strengths: <ul style="list-style-type: none"> • Loyal • Driven • Conscientious • Funny • Knowledgeable • Empathetic • Strong sense of justice • On time 	Interests: <i>Preferred Activities/Hobbies:</i> <i>Neurodivergent brains, disability justice, reading, paleoanthropology, history</i> <i>Preferred Subjects:</i> <i>History, social sciences, literature</i> <i>Sports/Clubs?:</i> <i>No sports (prefers individual exercise options)</i> <i>Rock/gem club</i>
Classroom Accommodations/Modifications That Work Best for Me <ul style="list-style-type: none"> • Lowered lights, or allow me to sit in a place that is not directly underneath a bright light • Earplugs or a quiet environment for focus • Limiting salient information to times when there are not other conversations happening within earshot • Breaks to take a short walk/go outside available on request • Flexible work schedule • Option to work from home as task allows 	Classroom Testing Accommodations/Modifications: <ul style="list-style-type: none"> • Access to quiet space for testing where out loud reasoning will not disturb other testers • Opportunities to stand and stretch • Allow water at desk

IEP at a Glance**Teacher Tips/How I Learn Best:**

- It is very difficult for me to process verbal information when there are other conversations happening in the same room; I need to focus on one audio input in order to follow the thread of the message.
- If a headache is coming, low light and earplugs are a must for me to be able to attempt staying in class and continuing to participate.
- Having something to do with my hands is really helpful...taking notes, crocheting, doodling...my hands need to stay busy.
- I learn best with intermittent breaks to get out of the classroom and move around.

Annual Goals (summarize them!):

- Develop a more streamlined system for the [REDACTED] ND Parent/Family Group
- Create boundaries around work and stick to them
- Find an accountant who is responsive and will explain things to me
- Read 100 books
- Create strong boundaries around kid time and stick to them



Conclusion to IEP At A Glance

1. Complete your IEP At A Glance
2. Use studentvue or canvas to collect email addresses for all of your teachers
 - a. CC your case managers
3. Put all your teacher emails into the 'to' line.
4. Title: YOUR NAME IEP At A Glance
5. Body of the email:

Dear Teachers,

My name is _____. I am in your class this year, and I wanted to send you a copy of my IEP at a glance. This should tell you a bit about me and the things that will help me to be successful in your class. My case manager is Virginia Keil. Thank you for reading this.

Sincerely,

YOUR NAME

