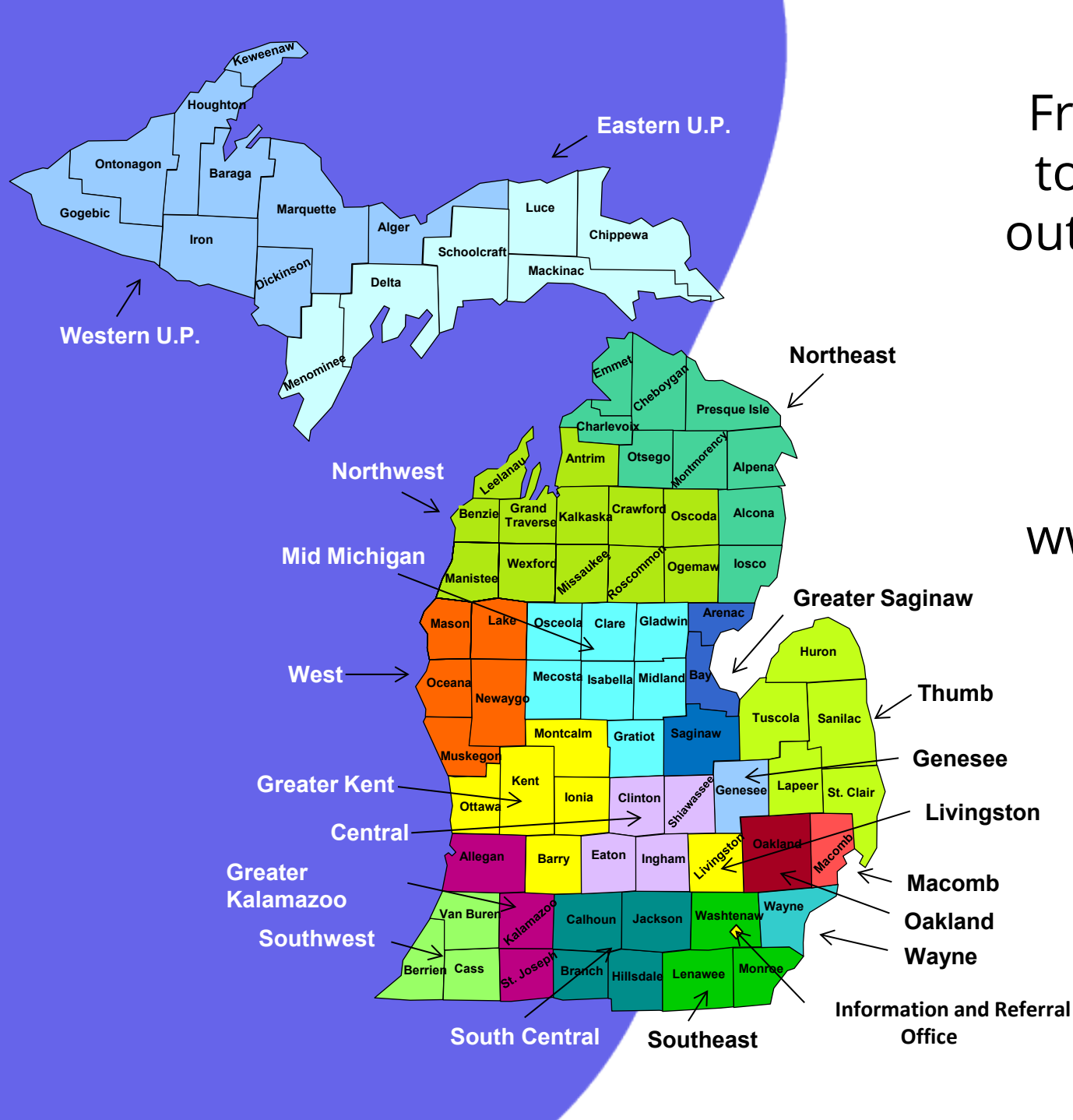


IEP: A Closer Look

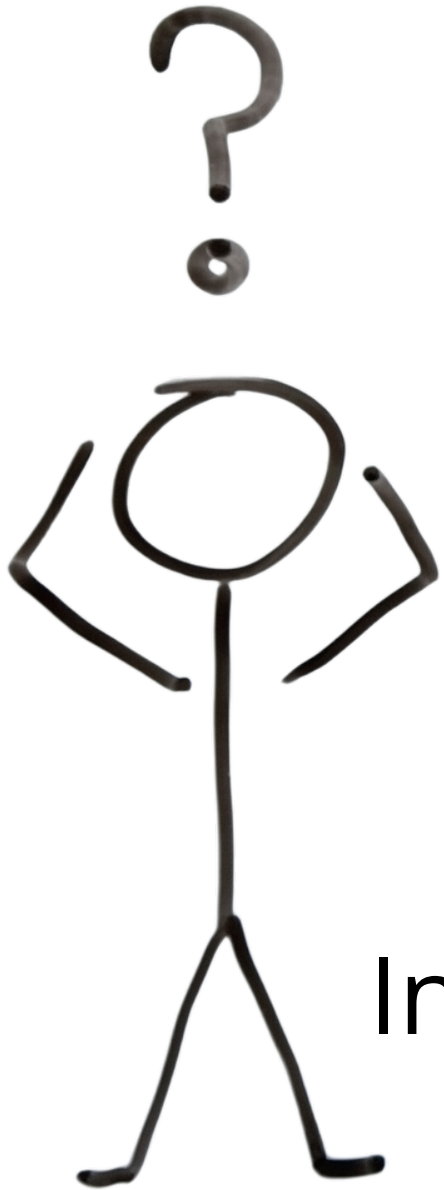


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ANSWER

My biggest concern with my child's IEP is...

or

The thing I understand least about the IEP is...

Individualized Education Program (IEP)

Individuals with Disabilities Education Act

IDEA

“Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”



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.

The Michigan Administrative Rules for Special Education (**MARSE**) outlines specific requirements regarding how special education be implemented in Michigan.

MARSE

Rehabilitation Act of 1973, which includes **Section 504**, is a civil rights law that protects qualified individuals from discrimination based on their disability.

Note: 504 Plans are not special education

Individualized Education Program

Each eligible child with a disability is entitled to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the *child's unique needs and that prepare the child for further education, employment, and independent living*. 20 U.S.C. §1400(d)(1)(A).

Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed IEP that is based on the individual needs of the child.

The letters 'IEP' are rendered in a large, bold, sans-serif font. The 'I' is yellow, the 'E' is blue, and the 'P' is orange. Each letter has a slight 3D effect with a shadow.

Free Appropriate Public Education

Individuals with Disabilities Education Act (IDEA)

- Special Education and related services are provided by public schools at no cost to parents
- The IEP provides information about how your child's education is personalized to meet his or her needs
- Children receiving special education programs and related services have a right to receive an education provided by the public-school system
- The education should prepare all children for their future including postsecondary education, employment and independent living

FAPE

Least Restrictive Environment

Individuals with Disabilities Education Act (IDEA)

Educational placement is the setting where your child receives his or her education and services. Schools must place students in the least restrictive environment (LRE).

That means students must be placed in the general education setting to the greatest extent appropriate to receive supports and services as determined by the individualized education program team.

LRE

What does the IEP cover?

Academic

**Non-
Academic**

Extracurricular



Educational Needs vs. Service



- More Speech Therapy

- 1:1 Parapro/aide

- More time with reading teacher

- People need to understand them when they talk

- More effective social skills

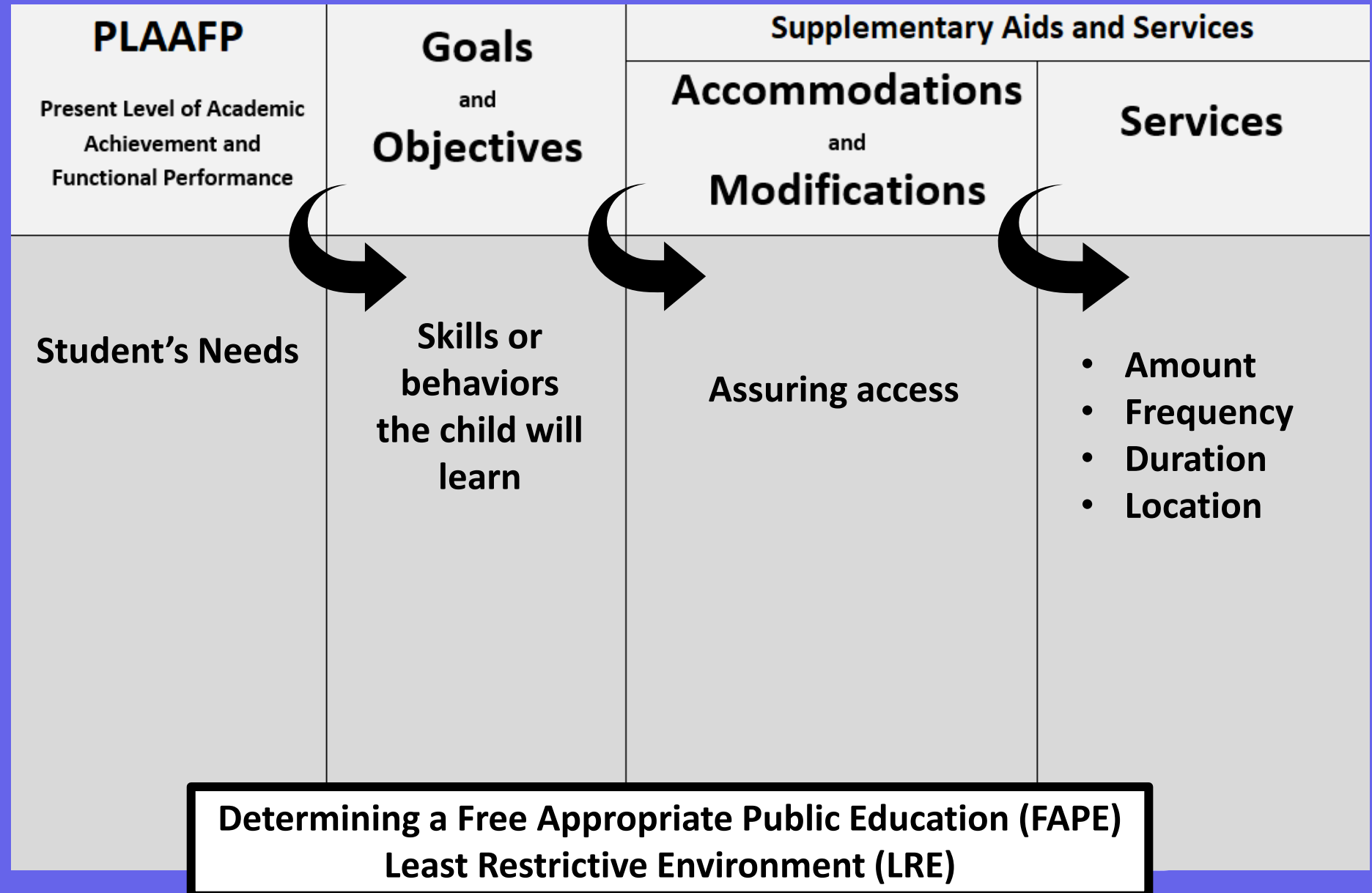
- Why a parapro/aide – what is need

- To understand what s/he reads

Service

Needs

The IEP Process



PLA A F P

PLA A F P

Present Level

P L A A F P

Academic Achievement


PLA A F P

Functional Performance

P L A A F P

**Present Level
Academic Achievement
Functional Performance**

Areas to Consider



Parent Input
Academic / Pre-
Academic
General
Education
Curriculum

Secondary
Transitions
Communication
Speech &
Language
Socio-Emotional

Behavioral
Motor / Mobility
Independent
Living Skills
Medical

What to capture?

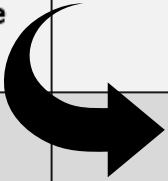
- Strengths and weaknesses
- What helps your child learn?
- What limits or interferes with learning?
- Current objective data
- How your child's disability impacts progress or ability to be involved in general education curriculum



Examples of Data Sources

- Review of Existing Evaluation Data (REED)
- Michigan Student Test of Educational Progress (M-Step)
- Benchmarks
- District Assessments
- Classroom Assessments
- Specific Area of Need
OT, PT, speech, reading, etc.
- Progress Reports / Report Cards
- Discipline / Behavior Records
- Observations
- Work Samples
- Sensory Profile
- Parent / Teacher Questionnaire

The IEP Process

PLAAFP Present Level of Academic Achievement and Functional Performance	Goals and Objectives	Supplementary Aids and Services	
		Accommodations and Modifications	Services
<u>Student's Needs:</u> <ul style="list-style-type: none"> • Strengths • Weaknesses • What helps or interferes with learning • Objective Data • General Education Curriculum • Extra Curricular • Non-Academic 	 <p>Skills or behaviors the child will learn</p>		

**Determining a Free Appropriate Public Education (FAPE)
Least Restrictive Environment (LRE)**

Goals, Objectives, and Progress Monitoring

What's next and how's it going?



Goals

IEP goals are the specific skills or behaviors the student will master in one year's time

Objectives

Objectives are benchmarks or short-term steps to reach the annual goal

What does IDEA say about goals?

A statement of measurable annual goals, including academic and functional goals designed to—

- (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
- (B) Meet each of the child's other educational needs that result from the child's disability;

For children with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives;

Andrew F. v. Douglas County School District

2017 U.S. Supreme Court unanimous decision

- “to meet its substantive obligation under the IDEA, a school must offer [a child] an [individualized education program] IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.”
- emphasized the requirement that “every child should have the chance to meet challenging objectives.”



Well-Written Goals

Based on PLAAFP

- Academic
- Developmental
- Functional

Positive

- What will be taught

Describe a skill or behavior

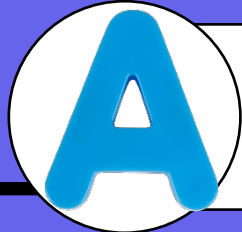
- Seen and measured



Specific



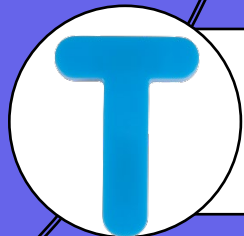
Measurable



Appropriately Ambitious



Realistic & Relevant



Time Specific

SMART Goals

What is Measurable?

Components of the goal

- A. Current level of performance (**baseline**)
- B. Specific skill or set of skills to be taught and measured
- C. Target or outcome**
- D. Method of measurement

Admirable Outcomes ≠ Goals

- Have a good attitude
- Develop healthy relationships
- Will not disrupt class
- Engage in content
- Be kind
- Not hit or kick
- Develop a love of reading
- Commit to academic success
- Show respect for authority



What does IDEA say about progress?

A description of—

- (i) **How the child's progress** toward meeting the annual goals described in paragraph (2) of this section will be **measured**; and
- (ii) **When** periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

The IEP Process

PLAAFP Present Level of Academic Achievement and Functional Performance	Goals and Objectives	Supplementary Aids and Services	
		Accommodations and Modifications	Services
<u>Student's Needs:</u> <ul style="list-style-type: none">• Strengths• Weaknesses• What helps or interferes with learning• Objective Data• General Education Curriculum• Extra Curricular• Non-Academic	Skills or behaviors the child will learn	Assuring access	

**Determining a Free Appropriate Public Education (FAPE)
Least Restrictive Environment (LRE)**

Supplementary Aids and Services

Supplementary aids and services means aids, services, and other supports that are provided to enable children with disabilities to:

- Make progress in their annual goals
- Be involved in and make progress in the general curriculum
- Participate in extracurricular and nonacademic activities
- Be educated with nondisabled children to the maximum extent appropriate



Types of Supplementary Aids

1. Universal Supports
2. Accommodations
3. Modifications

Universal Supports

Universal Supports are considered best practices. They support a specific need for a person or group and are available for everyone to use.

Possible Examples:

- Flexible seating
- Posting the daily schedule
- Movement breaks

Documenting universal supports in the IEP ensures the student will receive that support as an entitlement in the event they change teachers or move schools or districts.

Accommodations & Modifications

adjustment or adaptation

- **Scheduling**
- **Setting**
- **Materials**
- **Instruction**
- **Student Response**

HOW

Accommodations

changes that help students overcome the barriers presented by their disability

Do not change the expectations for learning

Modifications

changes that help students and are used when the student needs more support than accommodations provide.

Do change the expectations for learning

WHAT

Big Difference

HOW

Accommodations

HOW the student learns is changed

WHAT

Modification

WHAT the student learns is changed

Course of Study: Michigan Merit Curriculum

The Michigan Merit Curriculum is the result of an extraordinary partnership between the Executive Branch, State Board of Education, Superintendent of Public Instruction, Legislature and numerous education associations. [MCL 380.1278a](#), [MCL 380.1278b](#)

High School Diploma

- English Language Arts – 4 Credits
- Mathematics – 4 Credits
- Online Learning Experience
- Physical Education & Health – 1 Credit
- Science – 3 Credits
- Social Studies – 3 Credits
- Visual, Performing and Applied Arts – 1 Credit
- World Language – 2 Credits

Michigan Merit Curriculum: Personal Curriculum

Result: High School Diploma

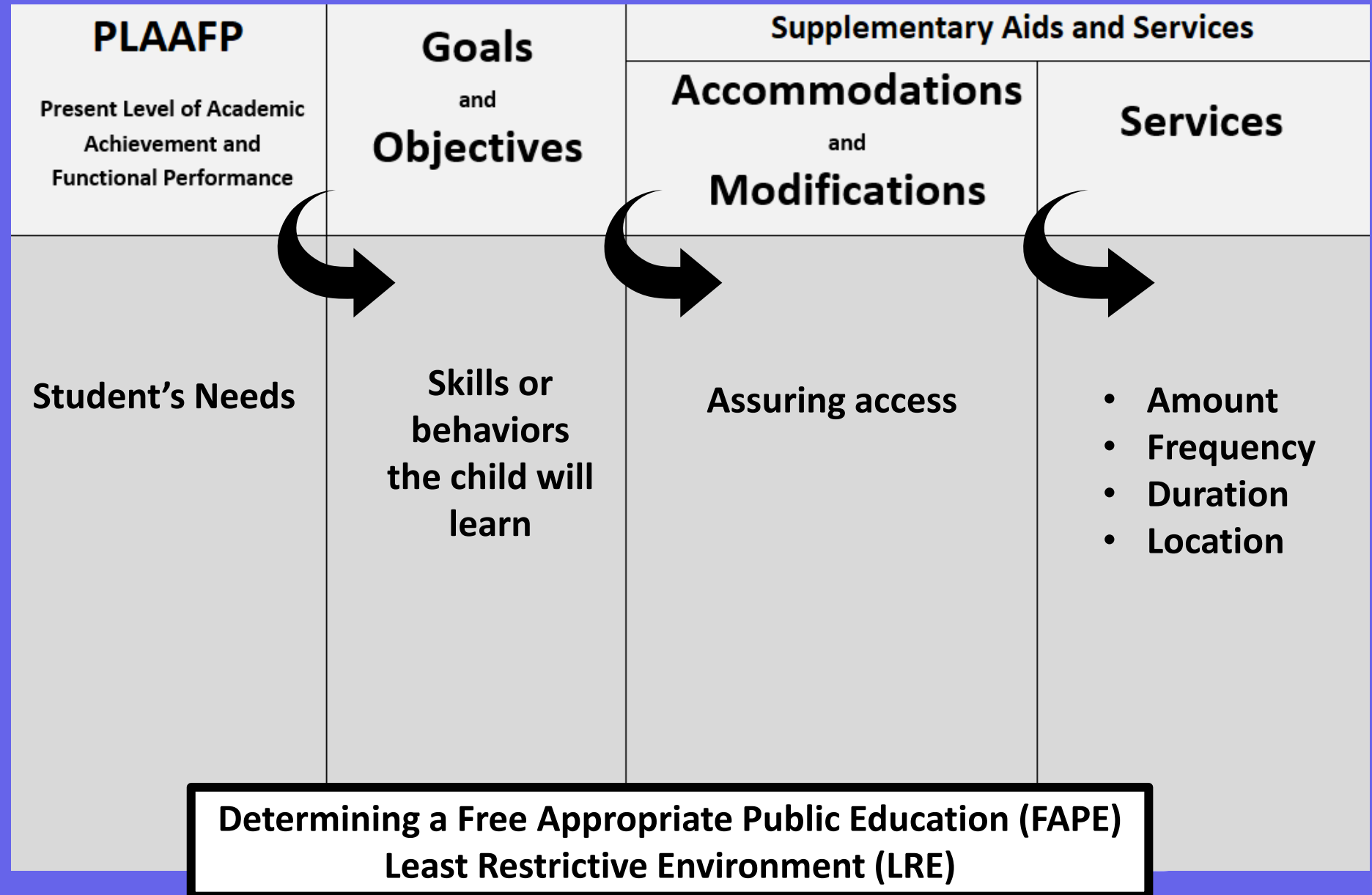
- Allows for specific credit requirements and/or content standards to be modified based on the individual learning needs of a student.
- It is designed to serve students who want to accelerate or go beyond the MMC requirements as well as students who need to individualize learning requirements to meet the MMC requirement.

Course of Study: No diploma

In Michigan, a student with an IEP, leaving high school without a diploma may remain eligible for special education programs and services until age 26 years.

- Based on students Measurable Post-Secondary Goals:
 - Education/Training
 - Employment
 - Independent Living, if appropriate
- What is available, within the high school environment:
 - General Education Classes
 - Extra Curricular Activities
 - Non-Academic Activities
 - Work Experience
- What is available after high school:
 - Young Adult Transition Programs
 - Coordination with Adult Services

The IEP Process



Special Education & Related Services

Audiology	Counseling	Early Identification & Assessment	Interpreting
Medical	Occupational Therapy	Orientation & Mobility	Parent Counseling & Training
Physical Therapy	Psychological Services	Recreation	Rehabilitation Counseling
School Health Services	Social Work	Speech Language Pathology	Transportation

Frequency, Location, Duration

Frequency how often and / or under what condition

Location where aids and services will be provided

Duration how long each “session” will last (number of minutes) and/or when services will begin and end (starting and ending dates).

Special Education is not a place.

It is a **set of supports
and services** provided
to a student through
an IEP



There are a variety of services and supports available that your child may need as part of their **Free Appropriate Public Education**.

These services and supports are designed to help your child:

- reach their annual goals;
- be involved and make progress in the general education curriculum; participate in extracurricular activities or other nonacademic activities; and
- be educated and participate with children without disabilities in these kinds of activities.

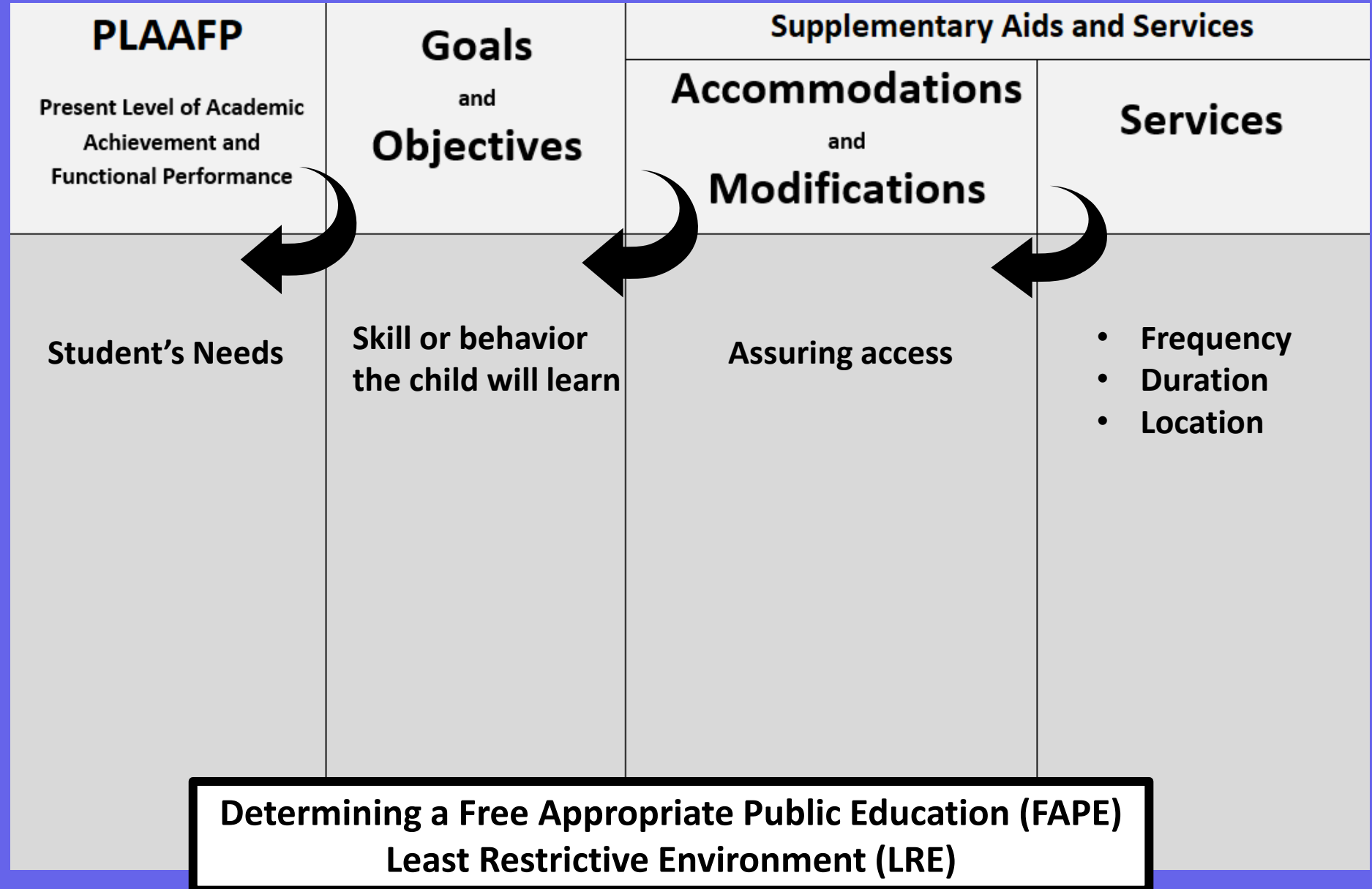
Least Restrictive Environment (LRE)

Once the IEP team has decided *what* services your child needs, decisions must be made about *where* services will be provided.

- Where your child's IEP is carried out is called *placement*.
- As the parent, you have the right to be part of the group that decides your child's placement.
- The group must make sure that your child has the maximum opportunity appropriate to learn with children who do not have disabilities—in academic, nonacademic, and extracurricular activities.



The IEP Process



Options for Resolving Special Education Issues

- 1 Informal Meeting
- 2 Facilitated Meeting
- 3 Mediation
- 4 State Complaint
- 5 Due Process Complaint/Hearing

Action Plan

Review Your Child's IEP:

1. Review your child's PLAAFP statement, look for strengths, what helps learning, weaknesses, what interferes with learning, objective data and impact on general education curriculum, extra-curricular and non-academic activities.
2. Review your child's goals/objectives. Can they be tied back to information in the PLAAFP statement?
3. Does the PLAAFP statement include baseline data for each objective?
4. Review recent Progress Reports. Is there data that shows progress towards goals/objectives?
5. Review accommodations / modifications. Are the learning expectations changed?
6. Review the type and level of Special Education and Services. Are they sufficient to teach goals/objectives and assure accommodation and/or modifications are put in place?

Resources: Michigan Alliance for Families

Laws: <https://www.michiganallianceforfamilies.org/law/>

504 Plans: <https://www.michiganallianceforfamilies.org/section-504/>

Free Appropriate Public Education: <https://www.michiganallianceforfamilies.org/fape/>

Least Restrictive Environment: <https://www.michiganallianceforfamilies.org/lre-placement/>

Access to General Education Curriculum: <https://www.michiganallianceforfamilies.org/access-to-gen-ed/>

PLAAFP Statement: <https://www.michiganallianceforfamilies.org/plaafp/>

Goals and Objectives: <https://www.michiganallianceforfamilies.org/goals-and-objectives/>

Progress Monitoring: <https://www.michiganallianceforfamilies.org/progress-monitoring/>

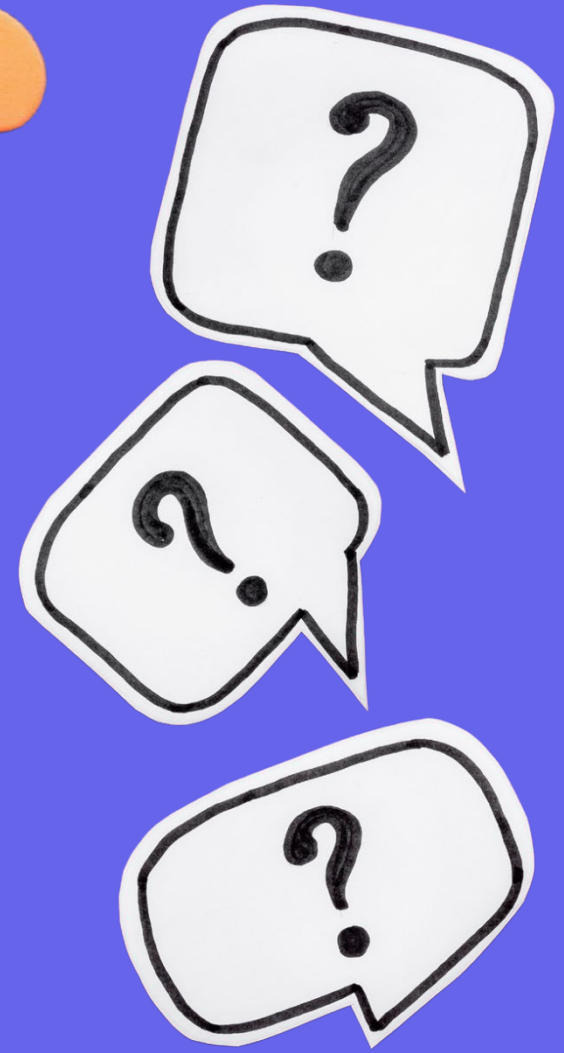
Accommodations and modifications: <https://www.michiganallianceforfamilies.org/accommodations-and-modifications/>

Michigan Merit Curriculum: <https://www.michiganallianceforfamilies.org/mmcpcc/>

Related Services: <https://www.michiganallianceforfamilies.org/related-services/>



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Michigan Alliance for Families

In collaboration with



Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education (MDE-OSE); the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP); and Michigan's Federal Parent-Training and Information Center (PTIC) funded by the U.S. Department of Education, Office of Special Education Programs (OSEP).

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