

# **IEP Basics for Boston SpedPac**

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Eligibility determination by:

- Initial evaluation
- Re-Evaluation Every Three Years

Question: *Does the child have a disability?*

Types of disabilities - examples:

- Autism
- Intellectual Impairment
- Specific Learning Disability
- Emotional Impairment
- Neurological Impairment
- Sensory Impairment
- Communication Impairment

As a result of the disability;

(Note: Social and Emotional Developments are included)

- Is the child unable to progress effectively in the general education program without the provision of specially designed instruction
- Is the child unable to access the general education curriculum without the provision of one or more related services?

The responses to these questions are derived from assessments.

If yes to eligibility, then Team, including Parents, develops an IEP.

## **IEP Sections**

### **1. Parent Concerns**

Write your parent concerns before the IEP meeting; develop your parent concerns after reviewing your child's evaluations, IEP, goals and benchmarks. Your concerns should focus on your child's areas of weakness, and the areas where there has been a lack of progress.

Example: We are concerned about Mary's reading skills and the fact that she is two years behind grade level. Mary's reading deficits impact her ability to access the general curriculum and all academic subjects. We want Mary to receive the specialized reading instruction that is necessary to address her individual needs and for her to be able to acquire the skills necessary to decoding, encoding, and reading comprehension. Mary's fine motor deficits impact her ability to perform writing assignments. Her executive functioning deficits impact her ability to organize her thoughts, initiate work and produce a cohesive writing assignment.

## **2. Student Strengths and Key Evaluation Summary Results**

(Evaluation information, observations and performance in school)

This section of the IEP should be developed with input from the parents and team members regarding the child's strengths and recent evaluations.

Example: Mary is a happy child who enjoys going to school and participating with her friends in activities. Mary's recent testing shows that she is two years behind grade level in reading; she scored in the low average on reading fluency, word attack, reading comprehension and written expression.

## **3. Vision Statement** (Parent and other Team members)

Example: Our vision for Mary is for her to be reading at or just below grade level over the next year through the provision of a phonetically-based reading program. We see Mary learning to read and enjoying reading, as a result of her receiving specialized instruction for reading and writing and her being able to apply strategies learned during her specialized instruction to remediate her deficits.

## **4. PLEP A** (Present Levels of Education Performance)

Areas of General Education Impacted by Disability:

- How disability affects progress in curriculum areas.  
Example: Deficits in reading, impact her in all areas of the curriculum.

### Accommodations

Examples:

- specialized software with text-to-speech capabilities
- speech to text software
- word processor for all writing assignments with spell check
- graphic organizers

Types of Specially Designed Instruction:

### Content

Examples:

- modified reading materials at Mary's current individual reading level
- modified levels of writing assignments
- multiple choice tests, grading of spelling-only for spelling tests

### Methodology/delivery of instruction

Examples:

- Small group instruction, phonetically based reading instruction program,
- opportunities to preview new vocabulary
- Opportunities to reread text to increase fluency
- Test read aloud to student (except for reading tests)

Performance criteria (progress reports, data collection)

Examples:

- End of book reviews from the Wilson reading program
- data collection
- periodic reading assessments

**5. PLEP B**

(Present Levels of Education Performance)

Other Educational Needs:

- How disability affects progress in curriculum areas.  
Example: Mary's fine motor deficits impact her ability to complete grade level writing assignments.

Accommodations

Examples:

- Word processor
- Modified writing tools
- Pencil grips
- Speech to text software

Types of specially designed instruction:

Content

Methodology/delivery of instruction

Examples:

- Small group occupational therapy focused on hand strength
- Improved fine motor coordination

Performance criteria (progress reports, data collection)

Examples:

- Progress reports
- Therapist's notes
- Therapist observations

## 6. Goals and Benchmarks

Examples:

Goal #1: Given direct instruction by her reading specialist in a phonetically-based reading program and use of a word processor;

Mary will increase her reading and written expression abilities from a current first grade level to a third grade level, as demonstrated by the achievement of the following benchmarks.

Benchmark 1:

Given direct instruction by her reading specialist and a phonetically-based reading program:

Mary will increase her reading ability through successful completion of Book 7 of the Wilson Program.

Benchmark 2:

Given direct instruction by special education teacher and the use of individualize graphic organizers;

Mary will be able to write a two paragraph essay including a main idea, content with supporting details, and the conclusion, with appropriate grammar, punctuation, and no more than three spelling errors.

Goal #2: Given direct instruction from the occupational therapist, and participation in fine motor activities;

Mary will be able to use a pen to write a two-paragraph essay, on lined paper with appropriate letter formation, spacing and size.

Benchmark 1:

Given direct instruction from the occupational therapist”:

Mary will use a variety of manipulatives, and hand exercises to increase her hand strength and fine motor dexterity from a current level of six years to an increased level of eight years.

## 7. Service Delivery

Grid A----- is for consult and training services

Examples:

- Consult from special education teacher to regular education teacher 15 min a week
- Consult from occupational therapist to special education and regular education teachers 10 min. a week

Grid B—services in general education classroom

- ELA                                      Special Education Teacher      3 x 30 per week

Grid C—pullout services

- OT    Occupational therapist              2 x 30 per week
- Reading                                      Reading Specialist                      3 x 40 (1:1)

## **8. Non-Participation Justification**

Mary's needs in the area of reading and fine motor skills require her being removed from the general education classroom for portions of her day.

- Schedule Modification ---Longer day or Longer Year (Summer)  
If Yes for Longer Year: Then add services for Extended School Year.
- Tutoring in reading 3 x 30 min. per week
- OT 1 x 30 Min. per week

## **9. Transportation**

Regular or specialized:

- Whether child needs a monitor on bus
- Door to door
- Does child require specialized instruction? No or Yes

## **10. MCAS**

Accommodations needed to take MCAS:

(Note: Accommodations for MCAS need to be the same as those used during the regular school year)

- Small group
- Graphic organizers
- Word processor
- Test read aloud

## **11. Additional Information**

This section is available to put any information, clarification or explanation into the IEP that is necessary and which didn't go in other category areas.

Examples:

- Student requires a 1:1 across her day
- Student has a medical management plan that needs to be followed by all staff

## **12. Parent Response**

Parents **have 30 calendar days** from the date the IEP was received:

(Note: You can also request a meeting to discuss rejected IEP or rejected portions of IEP)

- Accept in Full
- Reject in Full: (This means your previous IEP will remain in place)
- Accept in Part or Reject in Part:
  - Reject proposed changes, to keep previous services under “**Stay Put**”
- Reject by Omission: (Services you requested but District refused)

## **13. Placement Determination Page**

Type of Placement:

- Inclusion
- Partial Inclusion
- Substantially Separate

Location: school

(Note: You can accept IEP and reject placement, they are two separate responses.)