

# *The IEP: Plan the Work - Work the Plan*



## **Your Child's IEP Explained, Section by Section**

**Stacy Ganz Kahn and Donna Sagona**

**Educational Advocates and Consultants**

**Educational Resources Group of Greater Washington**

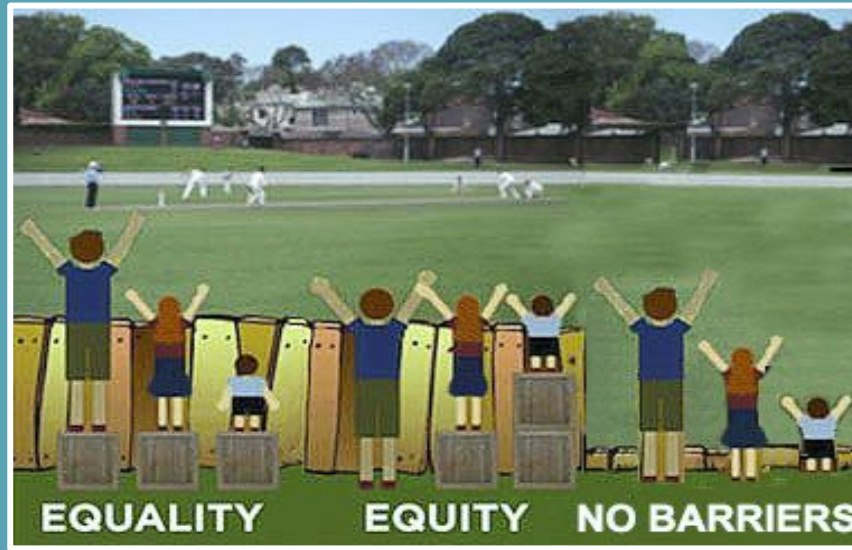
**<https://www.edresourcesgroup.com/>**

# By the end of this session, participants will be able to...

- Articulate the purpose of the Individualized Education Plan (Program) IEP.
  - Articulate the purpose and key components of each IEP section.
- Explain the relationship between the major, “big rock” IEP and instructional, service model delivery and placement decisions.



**Overarching Goal:** Parents will be able to advocate for the development and implementation of a high quality **IEP**.



An IEP is more than just a written legal document (or “plan”).  
It’s a map that lays out the program of  
***special education instruction, supports, and services***  
students need in order to make progress and thrive in school.  
It provides equitable access to achievement.

# Commitment vs. Compliance

**The IEP is NOT just “words on paper.”**

- All staff members supporting your child (classroom and special education teachers, related service providers, and arts team members) are charged with implementing the specialized, individualized instruction designed to support goal mastery and student success.
- All staff members must provide the supplementary aids and services (SAS) outlined in the plan.



# Big Picture

**Present Levels of Performance inform goals...**

**Goals Drive Service...**

**Service and Placement Decisions are made after goals and supplementary aids are agreed upon by all team members.**



# What to Know Before You Go

Parents and Guardians are **equal** members of the IEP team.

**Be prepared to share your thoughts and ideas. Create an agenda.**

**Ask for student work samples to be shared at the meeting.**

**Schedule at least an hour for the meeting.**

## **Distribution of IEP Documents:**

**10 days before:** IEP notice (which includes the meeting type)

**5 days before:** Draft IEP, Teacher Reports, Student Work, Evaluations

**Questions**



**Reflections**



# IEP Big Rocks



**Present Levels of Performance:** Include diagnosis, assessment and accommodation data, parent input as well as teacher information regarding classroom performance. Performance on previous goals and intervention implementation should also be documented.

**Goals:** The annual academic, functional, and behavior expectations for the student based on skill areas of need.

**Supplementary Aids and Services:** Instructional practices used to support the student's ability to access the curriculum and meet his/her goals. This includes assistive technology (devices and software).

**Services:** The decisions regarding the type of service and number of hours of instruction in and outside of the general education classroom. Placement decisions are also documented- Least Restrictive Environment (LRE).



# Sample IEP Sections



**I.E.P.**

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# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF  
EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2022)

- Draft
- Approved
- Amended

STUDENT INFORMATION  
**RECORD YOUR MEETINGS**

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

## STUDENT AND SCHOOL INFORMATION

First Name: [REDACTED] Middle Name: [REDACTED] Last Name: [REDACTED]

Address: [REDACTED]

City: [REDACTED] State: [REDACTED] Zip Code: [REDACTED]

Grade: [REDACTED]

Unique Student Identification Number (State): [REDACTED]

Student Identification Number (local): [REDACTED]

Date of Birth: [REDACTED]

Age: 17 Gender: Female

Race Code: White

Student identified as an English Learner: No

Student's native language: English

Residence County: Montgomery

Residence School: [REDACTED]

Service County: Montgomery

Service School: [REDACTED]

Does the student require specific accommodations for an emergency evacuation?: No

If yes, state the evacuation accommodation(s) here:

Which jurisdiction is financially responsible? Montgomery

Is the student currently under the care and custody of a state agency? No

If yes, name of state agency:

Does the student require a parent surrogate? No

Parent Surrogate Name:

Surrogate Phone:

### PARENT/GUARDIAN 1:

First Name: [REDACTED] MI: [REDACTED] Last Name: [REDACTED]

Home Phone: [REDACTED] Cell Phone: [REDACTED]

Email: [REDACTED]

Parent native language, if not English:

Interpreter needed?

### PARENT/GUARDIAN 2:

First Name: [REDACTED] MI: [REDACTED] Last Name: [REDACTED]

Home Phone: [REDACTED] Cell Phone: [REDACTED]

Email: [REDACTED]

Parent native language, if not English:

Interpreter needed?

Case Manager: [REDACTED]

IEP Team meeting date(s): 11/01/2022, 11/01/2022

IEP Annual Review date: 11/01/2022

Parent was provided a copy of the Procedural Safeguards and Parental Rights document

The parents were provided a verbal and written explanation of the parents' rights and responsibilities in the IEP team process.

Parents were provided verbal and written information about access to rehabilitative services, including a copy of the Maryland Insurance Administration's Parents' Guide to Habilitative Services.

Native Language Translation: Parent informed: N/A Parent requested: No

Projected Annual Review Date: 10/31/2023

Most Recent Evaluation Date: 12/14/2020

Projected Evaluation Date: 12/13/2023

Primary Disability: OTHER HEALTH IMPAIRMENT

Areas affected by disability: Academic - Math Problem Solving, Academic - Reading Comprehension, Academic - Written Language Expression, Behavioral - Attention/Executive Functioning, Behavioral - Social Emotional/Behavioral

## IEP TEAM PARTICIPANTS

IEP Case Manager: [REDACTED]

Transition Coordinator: [REDACTED]

Speech/Language Pathologist: [REDACTED]

Other Participant: [REDACTED]

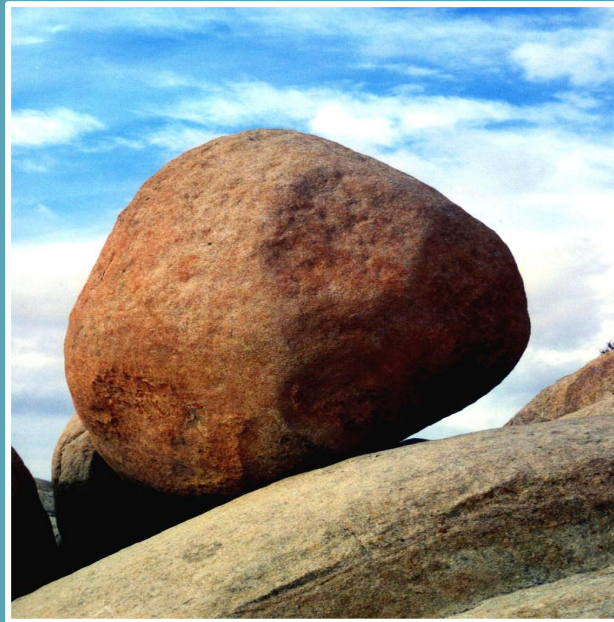
Principal: [REDACTED]

Special Education Coordinator: [REDACTED]

Area Listed as Affected on Page 1	Present Level	Supplementary Aid	Goal	Areas Not Listed on Page 1- Parent Team Would Like Included
Reading Comprehension	Yes	No- Need to add...	Yes	
Reading Phonics	Yes	No- Need to add Research Based Reading Program	Yes	
Math Computation	Yes	Yes- Need to add math tools	Yes	
Math Problem Solving	Yes	No- Need to add Manipulative and visual list of strategies	Yes	
	No	Yes	No	Attention- Not Listed Specifically
Written Expression	Yes	Yes	Yes	
	No	No	No	Writing Mechanics
Fine Motor	Yes	No- Need to add adaptive tools	Yes	

# Present Levels of Performance

Possibly the biggest “**Big Rock.**” Fuzzy thinking about performance levels leads to fuzzy goals. Fuzzy goals lead to fuzzy instruction!



Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

**ACADEMIC** Reading Comprehension Document student's academic achievement and functional performance levels in academic areas, as appropriate

Source(s): Other (

- Grades from 2021-2022 School year:
- Assignments/Assessments Fall 2022
- Secondary Teacher Reports October 2022
- Quarterly Progress Update (6/17/22, 4/1/222 and 1/28/22)

)

Current Instructional Grade Level Performance: 10th Grade Level

(Consider multiple sources including: individualized assessment results, classroom based assessments, direct assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)

Summary of Assessment Findings (including dates of administration):

**Reading Comprehension**

11/1/22: [REDACTED] is currently in co-taught Honors English 11 and co-taught Honors Modern World.

**Grades from 2021-2022 School year:**

- Honors English 10: Semester 1: A and 2: B
- Honors NSL: Semesters 1 and 2: A

**Assignments/Assessments Fall 2022**

- Unit 1 Test in Honors Modern World (10/4/22)- 66%
- Japan Background Reading and Questions in Honors Modern World (9/30/22)- 100%
- Silver Trade Discussion Questions in Honors Modern World (9/29/22)- 100%
- Unit 1 Quiz (9/15/22) in Honors Modern World- 88%
- PP WK6: Identifying Language Devices & Symbolism (Chapters 3) (10/7/22)- 80%
- AT WK#5- Connotation and Argument - Valley of Ashes (9/29/22)-100%

**Secondary Teacher Reports October 2022**

Honors Modern World: She is reading on grade level. No concerns with [REDACTED] at this time. When in class, [REDACTED] completes her work and asks for help when she is confused by content or instructions. The following were marked as satisfactory:

- Reads accurately and fluently
- Understands class readings

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## II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

### Quarterly Progress Updates: Quarter 3 (4/1/22)

English teacher reported the following: [REDACTED] is continuing to make progress with her reading and I still find that she is most successful with reading comprehension when she takes the time to carefully read through each piece and follow directions for the accompanying assignment. I continue to encourage her to try this on her own before she asks for help. Lili did a great job participating in all of our class discussions centered on our core text Just Mercy. She scored the max grades for all the assignments related to those discussions as well as using the text to follow the assignments.

Art teacher reported the following: Written instructions are followed but usually after individually clarifying them one on one with the teacher.

NSL teacher reported the following: Yes, she is making progress. With support, [REDACTED] can read passages of varying types and respond to questions correctly.

[REDACTED] earned the following grades:

- Honors NSL: Women in the House of Reps- 100%
- Honors English 10: T W6 Analysis Skills: Identifying Purpose 80% (3/22/22)
- Honors English 10: AT W4: Analysis Skill: Connecting Evidence to Purpose (Ch. 1 Historical Context)- 100% (2/18/22)

Her English and NSL teachers reported that [REDACTED] is utilizing the following Accommodations and Supplementary Aids/Services:

- Utilizes extended time
- Utilizes clarification of directions
- Utilizes word banks or glossaries
- Benefits from oral plus written directions
- Utilizes word processor/spell check
- Benefits from copies of class notes
- Utilizes graphic organizers
- Benefits from the repetition of directions
- Benefits from assignment chunking

### Quarterly Progress Updates: Quarter 2 (1/28/22)

Her Chemistry teacher reported the following: [REDACTED] was able to accurately interrupt written questions and select the correct answer out of 4 options, she earned a 90% Score on Week 12 FA - Summative: Unit 4 Concluding Assessment on Chemical Nomenclature.

Her English teacher reported the following: [REDACTED] is most successful with reading comprehension when she takes the time to carefully read through each piece and follow directions for the accompanying assignment. I would like her to try this on her own before she asks for help. The same goes for any work that needs to be done at home; independence is key. She earned a 100% on Performance Skill: Sonnets of Identity and Rebellion.

Her NSL teacher reported the following: [REDACTED] can read passages of varying lengths and answer various types of questions. Trial of a Young Nation- 100% and Judicial Review Photo Essay- 93%.

### Areas of Strength/Reading Comprehension:

[REDACTED] has strong decoding skills, and oral reading is her greatest strength. She benefits from having texts broken down into manageable small chunks. She is able to understand and recall the main idea from what she has read and give details and information from the text to support her

**Questions**



**Reflections**





# Assistive Technology Accessibility Features Supplementary Aids and Services (SAS)





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## III. SPECIAL CONSIDERATIONS AND ACCOMMODATIONS

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

### COMMUNICATION (required)

Does the student have special communication needs? No  
(If yes, describe the specific needs.)

### ASSISTIVE TECHNOLOGY (AT) (required)

Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.

Decision(s):	Requires an AT device(s)	Requires an AT service(s)
<input type="radio"/> The Student does not require AT device(s) or AT service(s)	No	No
<input type="radio"/> The Student does not require AT device(s) but does require AT service(s)	No	Yes Additional data collection with trials is needed
<input type="radio"/> The Student does require AT device(s) and requires AT service(s)	Yes	Yes Services may address the required device(s) or additional data collection with trial is needed
<input checked="" type="radio"/> The Student does require AT device(s) but does not require AT service(s)	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s):

[REDACTED] does require the use of a word processing device to use for written assignments in all subjects. [REDACTED] also requires a calculator for her needs with math calculation and math problem solving.

Document basis for decision(s) on AT service(s) including implementation of trials:

[REDACTED] does not require any AT services.

### INSTRUCTIONAL AND ASSESSMENT ACCESSIBILITY FEATURES



# Supplementary Aids and Services



# **Accommodations and modifications to the curriculum that enable students with disabilities to access the curriculum.**

- Strategies to Maintain Attention
- Organizational supports
- Adaptive Paper, Scissors, Pencils
- Alternative Ways to Demonstrate Learning
- Reduced Workload w/o Compromising Quality/Content
- Break Assignments into Smaller Chunks
- Research/Evidence Based Math/Reading Interventions
- Word Processor/Calculator
- Math Manipulatives/Tools
- Social Skills Group



Nature of Service	Frequency	Begin Date	End Date	Provider
Provide step by step instructions to teach new skills	Daily	3/06/2023	3/06/2024	<ul style="list-style-type: none"> <li>• Special Education Teacher</li> <li>• General Education Teacher</li> <li>• Instructional Assistant</li> </ul>

**Clarify Location and Manner:** For example, “First, I do this; Second, I do this; Third I do this”strategy can serve to structure an assignment, initiate, keep one on track, and reduce the open-endedness of tasks.

Nature of Service	Frequency	Begin Date	End Date	Provider
Strategies to sustain attention	Daily	3/06/2023	3/06/2024	<ul style="list-style-type: none"> <li>• Special Education Teacher</li> <li>• General Education Teacher</li> <li>• Instructional Assistant</li> </ul>

**Clarify Location and Manner:** Examples include establishing eye contact, using proximity control, providing visual prompts, and questioning. Engage attention prior to giving essential instructions or new material to ensure that X is ready to listen. Arrangement of a private signal between the teacher and X (e.g., verbal cues, gestural cues or signs) will improve on-task behavior without compromising self-esteem.

Nature of Service	Frequency	Begin Date	End Date	Provider
Provide use of calming center	Daily	3/06/2023	3/06/2024	<ul style="list-style-type: none"> <li>• Special Education Teacher</li> <li>• General Education Teacher</li> <li>• Instructional Assistant</li> </ul>

**Clarify Location and Manner:** Provide a calm-down space in the classroom that can be readily accessed when X is anxious or overloaded. This space should not be used as time-out. Rather, this should be a comforting space with calming objects (e.g., toys, books, headphones to listen to calming music). X should be encouraged to use this space and praised for taking advantage of it, as a method of reducing overload and anxiety

**Questions**



**Reflections**



**GOALS**

The word "GOALS" is written in large, white, bold, sans-serif capital letters with a black outline. The letter 'O' is replaced by a target icon. The target has a red center (bullseye), a yellow ring, a green ring, and a blue outer ring. A silver dart with a yellow tip is shown hitting the red bullseye. The background is a solid teal color.

**and Objectives**

IEP GOALS SHOULD BE

**S M A R T**

Specific



Measurable



Attainable



Realistic &  
Relevant



Timely





# **Reading Goal: You be the Judge!**

**Given instruction in an evidence and research based reading intervention, the student will independently segment and blend sounds to decode one-syllable words containing CVC, DVC, and CVD words with at least 80% accuracy on 4 out of 5 opportunities per quarter.**

**Anticipated Date of Achievement: 03/22/2023**

**Method of Measurement: Observation, informal classroom assessments, evidence based reading intervention program progress monitoring tools**

# Reading Objectives: You be the Judge!

**Objective 1:** Given instruction in an evidence and research based reading intervention, the student will know and be able to use the key words to correctly pronounce the consonant, vowel, and digraph sounds correctly.

**Objective 2:** Given instruction in an evidence and research based reading intervention, the student will be able to identify that digraphs represent one sound with at least 80% accuracy on 4 out of 5 opportunities per quarter.

**Objective 3:** Given instruction in an evidence and research based reading intervention, the student will independently blend CVE, DVC, and CVD words with at least 80% accuracy on 4 out of 5 opportunities per quarter.

# **Math Goal: You be the Judge!**

**Given repetition, manipulatives, pictures, strategies to follow, models, and graphic organizers, the student will complete different operations of mixed numbers and decimal numbers with an average of 80% accuracy**

**Timeframe by: 12/01/2023**

**Method of Measurement: Classroom-Based-Assessment  
Criteria Mastery and Retention) With: 80 % Accuracy**

# Math Objectives: You be the judge!

**Objective 1** The student will multiply multi-digit numbers and/or multiply numbers with decimals

**Objective 2** The student will divide numbers with decimals.

**Objective 3** The student will add, subtract, multiply and or divide fractions with different denominators.

# Services and Placement Decisions



Service Nature	Location	# Sessions / Length of Time	Begin Date	End Date	Providers	Summary Hours
Classroom Instruction	Inside General Education Classroom	5      90 mins. Daily	11/4/2023	11/4/2024	Spec. Ed. Teacher  Classroom Teacher  Instructional Assistant	7.5 Hours Weekly
Classroom Instruction	Outside General Education Classroom	4      45 mins Daily	11/4/2023	11/4/2024	Special Education Teacher  Instructional Assistant	3 Hours Weekly
						Total Service Hours: 10.5 Weekly

## Related Service Provider:

<b>Service Nature</b>	<b>Location</b>	<b># Sessions / Length of Time</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Providers</b>	<b>Summary Hours</b>
<b>Classroom Instruction</b>	<b>Inside General Education</b>	<b>1 30 min. Weekly</b>	<b>11/4/2023</b>	<b>11/4/2024</b>	<b>Speech and Language Therapist</b>	<b>30 mins. Weekly</b>
<b>Classroom Instruction</b>	<b>Outside General Education Classroom</b>	<b>1 30 mins Weekly</b>	<b>11/4/2023</b>	<b>11/4/2024</b>	<b>Speech and Language Therapist</b>	<b>30 mins. Weekly</b>
						<b>Total Service 1 Hour Weekly</b>

# Placement Decisions

Placement decisions must be made according to the *Individuals With Disabilities Act's* (IDEA's) least restrictive environment requirements-commonly known as LRE.

**These requirements state that, to the maximum extent appropriate, children with disabilities must be educated with children who do not have disabilities.**

**The law also states that special classes, separate schools, or other removal of children with disabilities from the regular educational environment may occur only if the nature or severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.**



**As a reminder....**

**Present Levels Inform Goals**

**Goals Drive Service**

Service and Placement Decisions are made after goals and supplementary aids are agreed upon by all team members.

# What Gets Measured-Gets Done

**IEP Monitoring is CRUCIAL**

Monitoring Student Performance

and

Monitoring the School's Implementation





**Questions**



**Reflections**

