



Special Education The IEP Process

PTA EXCEPTIONAL EDUCATION COMMITTEE

January 20, 2021

Behind the Scenes

- 35 schools
- Approx. 31, 000 students
- 3076 Special Education Students

- Special Education Programs Serving Infant to Adult Transition (0-22)
 - San Ramon Infant Toddler Early Start (SITES)
 - Preschool Program
 - Resource Program
 - Related Services: Speech, OT, PT, AAC/AT, Behavior, VI, O&M, DHH, Psych
 - Special Day Class Programs
 - Mild
 - Moderate
 - Intensive
 - Counseling Enriched
 - Adult Transition Program

Directors



Mary Ann Frates,
SELPA Executive
Director



Linda Rowley Thom,
Director, Special
Education



Amy Capurro,
Assistant Director,
Special Education

Program Supervisors



Stephanie Caporusso

Creekside Elementary
Golden View Elementary
Green Valley Elementary
Montevideo

Iron Horse Middle
California High



David Futterman

Hidden Hills Elementary
Tassajara Hills Elementary
Transition Program
Venture Program

Charlotte Wood
Gale Ranch
Dougherty Valley High



Leigh Gregory

Alamo Elementary
Bollinger Canyon Elementary
Rancho Romero Elementary
Sycamore Valley Elementary
Twin Creeks Elementary

Diablo Vista Middle
Pine Valley Middle
Stone Valley Middle
Windemere Ranch

Program Supervisors

District level administrators for special education



Jennie Kordes

John Baldwin Elementary
Neil Armstrong Elementary
Quail Run Elementary

SITES



Michelle Leavitt

Bella Vista Elementary
Country Club Elementary
Montair Elementary
Vista Grande Elementary

San Ramon Valley High



Kari Straface

Coyote Creek Elementary
Greenbrook Elementary
Live Oak Elementary
Walt Disney

Los Cerros Middle
Monte Vista High
Preschool Programs
Counseling Enriched

Special Needs Liaison

The Special Needs Liaison is a neutral and confidential resource for families and staff in SRVUSD, providing information, training and advice on special needs issues and supporting relationships between families and staff.

- ▶ Please contact Christine Koehne, Special Needs Liaison at (925) 552-5072 or email at ckoehne@srvusd.net





Parent Partnership

- ▶ *Parents are an integral part of the IEP process:*
 - ▶ Provide input into the development of the IEP
 - ▶ Provide consent to assessment and provision of special education services
 - ▶ Foster consistency between home and school
 - ▶ Participate in meetings for the identification, evaluation, placement and FAPE

Parent Rights



- ▶ To receive prior notification
- ▶ To participate in decision-making
- ▶ To be informed of options
- ▶ To provide written consent to assessment and special education services
- ▶ To access an independent educational evaluation, if they disagree with district's assessment
- ▶ To access all records
- ▶ To settle disputes voluntarily
- ▶ To Due Process through state level hearing and complaint options

What is an IEP?

- ▶ An Individualized Education Program (IEP) is a written plan that is designed to address the unique needs of a student who qualifies for special education as having one of thirteen disabilities identified by the Individuals with Disabilities Education Act (IDEA).
- ▶ The purpose of the IEP document is to outline the specially designed instruction as student requires in order to meet the goals developed.

Free and Appropriate Public Education, Definition

- ▶ Requires specially designed instruction
- ▶ Meets unique needs of the student with disability
- ▶ Provides related services when required to assist a child with a disability to benefit from special education
- ▶ Defines the relationship to the general education curriculum
- ▶ Includes preschool, elementary and secondary
- ▶ Provided in conformity with the IEP requirements of IDEA

Least Restrictive Environment (LRE)

To the maximum extent appropriate, children with disabilities, including children in public or private institutions and other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the general education environment occurs only when the nature or severity of the disability of the child is such that education in the general class with the use of supplementary aids and services cannot be achieved satisfactorily. Section 612(a)(5)(A)

Key Concepts of LRE



- ▶ Must be individually determined and based on a student's individual needs
- ▶ The general education class is always the first choice
- ▶ Consideration and use of supplementary aids and services to make the general education class a first and viable choice is required

Pre-referral

Prior to referral to special education, meet with the teacher(s) individually or in a group to discuss student's strengths, challenges, and accommodations and/or modifications implemented, and the outcomes

- ▶ Identify concerns and needs
- ▶ Implement and document interventions
- ▶ Develop further accommodations and options
- ▶ Review and evaluate impact of accommodations and/or interventions on the student's progress

Referral

- ▶ If pre-referral interventions prove unsuccessful, the student is referred for special education assessment.
- ▶ Referrals for special education can happen without pre-referral activities based on a student's individual needs.
- ▶ The purpose of completing the referral process, along with pre-referral activities, is to determine to the greatest extent possible the areas of concern and suspected disability in order for the team to develop an appropriate assessment plan.

IEP Timelines

15 DAYS	30 DAYS	60 DAYS
<ul style="list-style-type: none">• 15 calendar days to respond to request for assessment• 15 calendar days for parent to respond to assessment plan	<ul style="list-style-type: none">• Interim Placement reviews• Parent request for IEP team meeting• Respond to IEE request	<ul style="list-style-type: none">• An initial evaluation must be conducted within 60 days of receiving signed assessment plan

Assessment: To Determine Eligibility

- ▶ Whether a student has a disability
- ▶ If there is a need for special education and/or related services to benefit from education
- ▶ Present level of educational functioning and needs
- ▶ After assessment is complete, an IEP meeting is held to review the assessment report and determine eligibility.

Assessment Requires

- ▶ Parent notice and obtain written consent
- ▶ A meeting to review assessment and existing information from parents, teachers and others
- ▶ The determination of additional information needed
- ▶ Collection of additional information and/or administer tests
- ▶ A written report by individual assessors or by the team of assessors



Eligibility

A disability as listed in law, and because of the disability the student requires special education and/or related services

- ▶ Specific Learning Disability
- ▶ Speech or Language Impairment
- ▶ Emotional Disturbance
- ▶ Intellectual Disability
- ▶ Autism
- ▶ Other Health Impairment
- ▶ Hearing Impairment
- ▶ Deafness
- ▶ Visual Impairment/Blindness
- ▶ Deaf/Blindness
- ▶ Orthopedic Impairment
- ▶ Traumatic Brain Injury
- ▶ Multiple Disabilities

The IEP Meeting

Members

- ▶ Parents
- ▶ General education teacher
- ▶ Special education teacher
- ▶ Administrator or designee
- ▶ Staff member (ie. school psych) who can interpret assessment results, if sharing assessment
- ▶ Related Service Providers as appropriate
- ▶ Others (i.e., agency representative)
- ▶ Student, when appropriate and always included in development of transition plan

Developing the IEP

- ▶ *An IEP is developed at the IEP team meeting and includes:*
- ▶ A statement of eligibility and how the disability impacts the student
- ▶ A statement of how much time a student will spend in the general education setting and receiving special education
- ▶ Present level of functioning based on parent input, assessment and input from current teacher(s).
 - ▶ This includes a narrative discussion of strengths, deficit areas and educational needs
- ▶ Annual goals/benchmarks that will be worked on during the year
- ▶ Service/Placement recommendations that support the goals
- ▶ Accommodations/Modifications along with level of participation in assessments
- ▶ Consideration of Special Factors
- ▶ Transition Plan if appropriate
- ▶ Discussion of Transportation and ESY (Extended School Year) as appropriate

Present Levels of Performance

*Stated in narrative form, **Present Levels of Performance** include the following:*

- ▶ the **strengths** of the student in each area (i.e., academics, communication, motor and social skills)
- ▶ the educational **needs** of the student that result from the disability
- ▶ how the **disability affects involvement** and progress in general education curriculum and/or appropriate activities.

Strengths of the Student

- ▶ Reflect specific skills or behaviors the student has mastered.
- ▶ Reflect specific skills in which the student performs well for the domain or targeted area.
- ▶ Identify student interests and preferences.



Parent Input and Concerns



- ▶ Parents should be active members of their child's IEP team.
- ▶ It is essential to document any concerns parent may have, as parent participation is vital.
- ▶ It is also essential to address those concerns.

Measurable Annual Goals



The annual goals in the IEP are statements that describe what a child with a disability can reasonably be expected to accomplish within the duration of the IEP.

Measurable Annual Goals

- ▶ Addresses needs and deficit areas determined in assessment
- ▶ Aligned to grade level standards
- ▶ Written to represent expected progress over a period of one year
 - ▶ MUST meet and revise the IEP at least annually
- ▶ Meet to revise IEP goals to address
 - ▶ Lack of expected progress
 - ▶ Mastery of goals/benchmarks
 - ▶ Results of assessment
 - ▶ Information provided by parents
 - ▶ Anticipated needs and other considerations


Measurable Annual Goals



Measurable annual goals should include the following:

- ▶ A time frame (BY EXACT DATE)
- ▶ The student...(WHO)
- ▶ Will do what...(GOAL)
- ▶ Under what conditions or time frame...(HOW)
- ▶ Target or accuracy level.....(MEASUREMENT)
- ▶ To what level or degree...(EXPECTATION)

Program Description Summary: Service Page



Services determined by the IEP team:

- ▶ Dates: The start and end of the service
- ▶ Location: For example, pull-out or in general education with non-disabled peers
- ▶ Frequency: Minutes per week/month which includes consultation
- ▶ Duration: For the regular school year

Accommodations and Modifications

An accommodation changes **how** a student learns the material.

A modification changes **what** a student is taught or expected to learn.

Examples of Accommodations VS Modifications In Classroom Instruction:

Accommodations can help kids learn the same material as their peers. This allows them to meet the same expectations.

- ▶ A student with dyslexia, for example, might listen to an audio version of a book. But it's still the same book that the rest of the class is reading. Likewise, a student who has trouble focusing might get seated next to the teacher, but still has to do all the regular class assignments.

Examples of Accommodations VS Modifications In Classroom Instruction:

Kids who are far behind their peers may need changes to the curriculum they're learning. These are called modifications.

- ▶ For example, a student could be assigned shorter or easier reading assignments, or homework that's different from the rest of the class. Kids who receive modifications are *not* expected to learn the same material as their classmates.

Special Factors to be Considered



- ▶ Behavior intervention and strategies
- ▶ Language needs: Limited English Proficiency (LEP)
- ▶ Instruction in and the use of Braille for a student with visual impairment/blindness
- ▶ Communication needs and opportunities for a student with a hearing impairment/deafness
- ▶ Assistive technology needs for a student who requires assistive devices or services to benefit from education
- ▶ Consideration is also given to participation in statewide assessment as appropriate

Progress Reporting

Reports on the child's progress toward meeting each annual goal will be provided concurrent with the issuance of report cards, or more often as determined by the IEP Team. IDEA 300.320(a)(3)(ii)

- ▶ Explains extent to which progress is sufficient to achieve goals
- ▶ Includes goal written on progress report
- ▶ Identifies contributors, especially when progress varies by discipline focus/emphasis

Purpose of Progress Monitoring

- ▶ Measure and report progress toward goals
- ▶ Determine the effectiveness of instructional services
- ▶ Guide instructional decisions and make adjustments
- ▶ Determine current level of learning/behavior/performance
- ▶ Provide data for the reevaluation process
- ▶ Determine if the student continues to meet eligibility for special education AND need specially designed instruction

Reassessment: Triennial Review

- ▶ Every three years, the IEP team discusses need for re-assessment
- ▶ Purpose is to re-establish eligibility and gather current present levels based on assessment
- ▶ Re-assessment is discussion with parents
- ▶ Parents must provide written consent to testing
- ▶ Option to conduct a file review

Reassessment: Triennial Review

Factors to consider and determine:

- ▶ Whether the student continues to have a disability
- ▶ The student's present level of performance and educational needs
- ▶ Whether the student continues to require special education and related services
- ▶ Whether any additions/modifications to the special education and related services are needed to enable the student to meet the annual goals of the IEP and to participate, as appropriate, in the general education curriculum

Transition Plan



- ▶ By age 15: Begin interest inventory with student in preparation for the Individual Transition Plan
- ▶ By age 16: A statement of transition services and any interagency responsibilities or needed linkages
- ▶ By age 17: A statement that the student was advised that all special education rights transfer to the student upon the 18th birthday
- ▶ Age 18: Transfer of rights, however must still notice parents as well as student

Breakout Rooms

