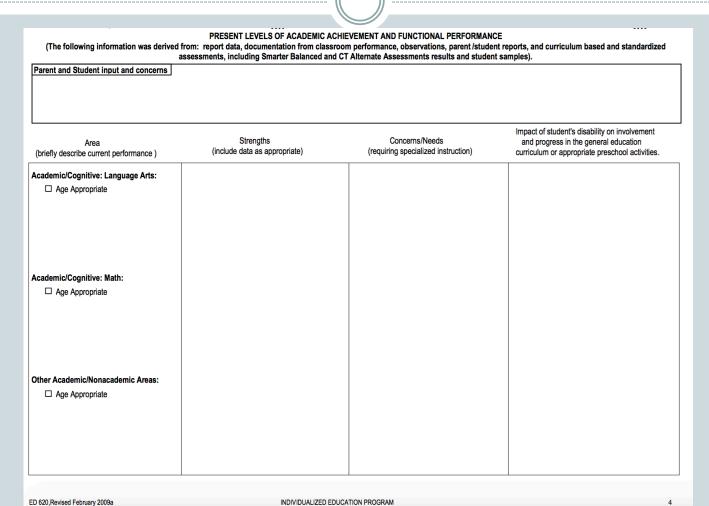
# Understanding Your Child's IEP

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# THE PLEP -p.4





- 1. <u>STATE/DISTRICT</u> <u>TESTING</u>
- > SBA
- > Star Reading
- > Star Math
- 2. EVALUATION DATA
- 3. BENCHMARK ASSESSMENTS
- > F &P data
- > Teachers' College data
- Words Their Way
- Math Unit Tests
- 4. MASTERY OF GOALS

Area (briefly describe current performance )

Academic/C	ognitive: La	nguage Arts:
☐ Age A	Appropriate	
Academic/C	ognitive: Ma	th:
☐ Age A	Appropriate	
		demic Areas:
□ Age A	Appropriate	



#### DATA DRIVEN:

- > Assessments
- Work samples
- Mastery of goals
- Observational
- > Evaluations

States what the student CAN do and the level of support needed.

- ✓ Learning preferences
- Accommodations to support a strength

# Strengths (include data as appropriate)



#### DATA DRIVEN:

- > Assessments
- Work samples
- Mastery of goals
- Observational
- > Evaluations

States what is impacting the student's progress and requires specialized instruction

Each Concern = A Goal

# Concerns/Needs (requiring specialized instruction)



#### State...

- The challenge(s) in that area
- How it impacts the impact on progress & involvement, with specific tasks in the gen ed setting

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.

# GOALS AND OBJECTIVES - p. 7

Student: DOB:		District:		Meeting Date			
Last Name, First Name	mm/dd/yyyy					mm/dd	/уууу
	MEASURABLE ANNUAL	GOAL AND SHORT T	ERM OBJECTIVES *				
□ Academic/Cognitive □ Social/Behavioral □ Self Help □ Employment	☐ Communication ☐ Independent Living	☐ Gross/Fine Motor ☐ Health	☐ Post Secondary Educa ☐ Other:	ation/Training		ates for Eva Progress in	luating and Boxes Below
☐ Check here if the student is 16 or older (N	lote: Page 6, Transition Planning n	must be completed if this b	oox is checked)	1	2	3	4
Measurable Annual Goal * (Linked to Present Le	vels of Performance)#			5	6	7	8
		-	and Barrandonia	Report	Progress Be	elow (Use Re	porting Key)
			val. Procedure:		2	3	4
			erf. Criteria: %, Trials, etc.)	5	6	7	8
			o, 111ais, etc.)	_		· ·	
Short Term Objectives/Benchmarks (Linked to achieving	g progress towards Annual Goal)						
Objective # 1		F.,	al Durandous.	Report P	rogress Belo	w (Use Repo	ortina Kev)
			al. Procedure: rf. Criteria:	<u> </u>	2	3	4
			, Trials, etc.)	5	6	7	8
		(70)	, 111013, 610.)				
Objective # 2		Eve	al. Procedure:	Report P	rogress Belo	w (Use Repo	rting Key)
			rf. Criteria:	1	2	3	4
		(%	Trials, etc.)	5	6	7	8
		(7-)					
Objective # 3		Fv	al. Procedure:	Report P	rogress Belo	w (Use Repo	rting Key)
			rf. Criteria:	1	2	3	4
		(%,	, Trials, etc.)	5	6	7	8
Evaluation Procedures			Performance Criteria				
		A1.6 21.1	,	-			
Criterion-Referenced/Curriculum Based Assessmi     Pre and Post Standardized Assessment	ent 10. Achievement of Objectives 11. Other:(specify)	s (Note: use with goal only	A. Felbelli of Change	I. Other: (s			
3. Pre and Post Base Line Data	40 Other (enerity)		B. Months Growth C. Standard Score Incre	J. Other: (s	,,		
4. Quizzes/Tests	40 Others/angelfs)		D. Passing grades/Score	14. Othor. (0			
5. Student Self-assessment/Rubric	14. Other:(specify)		E. Frequency/Trials	re L. Other: (s M.Other: (s			
Project/Experiment/Portfolio     Behavior/Performance Rating Scale	15. Other:(specify)		F. Duration	N Other (er	· · · —		
Smarter Balanced and CT Alternate Assessments	16. Other:(specify) 17. Other:(specify)		G. Successful Completi	ion O.Other: (s			
9. Work Samples, Job Performance or Products	18. Other:(specify)		of Task/Activity H. Mastery	P.Other: (sp			
Progress Reporting Key: (indicating extent to v		eve goal by the end of the	<b>-</b>		• • • • • • • • • • • • • • • • • • • •	gress - Likelv	to achieve goal
U = Unsatisfactory Progress - Unlikely to achieve		o .	ntroduced <b>O</b> = Other		,		v
* Related to meeting the student's needs that student's other educational needs that result		y, to enable the student to	be involved in and make p	rogress in the genera	curriculum;	and to meet	each of the
Cadonio daloi daddadia noddo tilat roddi.					Page	of	Goal Pages



The general area is checked off on top.

This overall goal should be achieved by the next annual review meeting or before.

It is mastered when the all objectives are mastered.

Academic/Cognitive	Social/Behavioral	Communication	Gross/Fine Motor
Self Help	Employment	Independent Living	Health
Check here if the s	tudent is 15 years of age	. (Note: Page 6, Transition	Planning must be completed
Measurable Ann	ual Goal* (Linked to Pres	sent Levels of Performanc	e) #



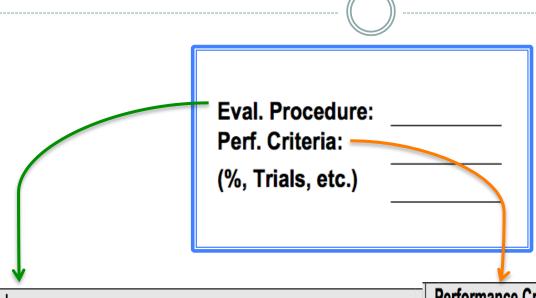
# **Objectives will includes:**

- The Level of support(# of prompts) (lists)
- A clearly defined behavior
- Measurable achievement

#### THE OBJECTIVES

Objective #1  Objective #2	•	ves/Benchmarks (Linked to achieving progress towards Annual Goal)
Objective #2	Objective #1	
Objective #2		
	Objective #2	
Objective #3	Objective #3	
	-	





Evaluation Procedures		
1. Criterion-Referenced/Curriculum Based Assessments	7. Behavior/Performance Rating Scale	
2. Pre and Post Standardized Assessment	8. Smarter Balanced and CT Alternate Assessments	
3. Pre and Post Base Line Data	9. Work Samples, Job Performance or Products	
4. Quizzes/Tests	10. Achievement of Objectives (Note: use with goal only)	
5. Student Self-assessment/Rubric	11. Other (specify)	
6. Project/Experiment/Portfolio	12. Other (specify)	-
		-

#### Performance Criteria

- A. Percent of Change
- B. Months Growth
- C. Standard Score Increase
- D. Passing Grades/Score
- E. Frequency/Trials

- F. Duration
- G. Successful Completion of Tas
- H. Mastery
- I. Other: (specify)
- J. Other: (specify)

#### **PROGRESS** CODES

Progress is reported at the end of every marking period and at the final annual

A code is placed in the same numbered box for each goal and objective

Enter Dates for Evaluating and
Reporting Progress in Boxes Below

1	2	3	4	
5	6	7	8	

#### Report Progress Below (Use Reporting Key)

			• • • • • • • • • • • • • • • • • • • •
1	2	3	4
5	6	7	8

**Progress Reporting Key:** (indicating extent to which progress is sufficient to achieve goal by the end of the year)

M = Mastered

S = Satisfactory Progress – Likely to achieve goal

U=Unsatisfactory Progress – Unlikely to achieve goal

N = No Progress – Will not achieve goal

NI = Not Introduced

**O** = Other: (specify)

## **ACCOMMODATIONS & MODIFICATIONS**

Student: DO	OB:	District:	Meeting Date:	
Last Name, First Name	mm/dd/yyyy			mm/dd/yyyy
Program Accommodations and Modifi	cations - INCLUDING NONACADEMIC A	ND EXTRACURRICULA	R ACTIVITIES/COLLABORATION/SUPPORTS F	OR SCHOOL PERSONNEL
Accommodations and modifications to b	pe provided to enable the child :			
-To advance appropriatel	ly toward attaining his/her annual goals;			Sites/Activities Where
-To be involved in and ma	ake progress in the general education curri	iculum;		Required and Duration
	rricular and other non-academic activities, a			
	ticipate with other children with and without	t disabilities.		
Accommodations may include Assistive	Technology Devices and Services			
Materials / Desire / Services and				
Materials/ Books/ Equipment:				
Tests / Quizzes/Assessments:				
Grading:				
Organization:				
Organization.				
Environment:				
Behavioral Interventions and Support:				
Instructional Strategies:				
instructional Strategies:				
Other:				
Note: When specifying required support	rts for personnel to implement this IEP, inclu	ude the specific supports r	required, how often they are to be provided (frequen	cy) and for how long (duration)
Frequency and Duration of Supports Require	ed for School Personnel to Implement th	his IEP include:		

ED 620, Revised February 2009a INDIVIDUALIZED EDUCATION PROGRAM

# The difference between accommodations and modifications

#### Accommodations

Changes to instruction

 Materials, content enhancements, and tasks

that change how a

student learns

 EX: Multiplication chart, Multi-sensory instruction

#### **Modifications**

- Changes to the content, which affect what the student learns
- Curricular changes in the content standards or the performance expectations
- *EX*: no spelling penalty

## WHERE and WHEN are the Accommodations/ Modifications provided?

Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORTS	OR SCHOOL PERSONNEL
Accommodations and modifications to be provided to enable the child:  -To advance appropriately toward attaining his/her annual goals;  -To be involved in and make progress in the general education curriculum;  -To participate in extracurricular and other non-academic activities, and  -To be educated and participate with other children with and without disabilities.  Accommodations may include Assistive Technology Devices and Services	Sites/Activities Where Required and Duration
Materials/ Books/ Equipment:	
Tests / Quizzes/Assessments:	
Grading:	
Organization:	
Environment:	
Behavioral Interventions and Support:	
Instructional Strategies:	
Other:	
Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequently included the specific supports).	ncy) and for how long (duration)

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include:

# **SERVICE PAGE** – how is it all being implemented?

					(( ))			
			SPECIAL EDUCA	ATION PELATED	SERVICES, AND REGU	II AR EDUCATION		
Special Education Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)	Site*	If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)
Related Services								
							$\vdash$	
*Instructional Site:	1. Regula	r Classroom	2. Resource/Rela Room	ted Service	3. Self-Contained Classroom	4. Com Based	munity	5. Other:
The goal						Th	e nu	ımber of the



### Do You Know?

• What does IEP stand for?

• What does PLEP stand for?

• How often is an IEP written?

What can be revised on IEP during the year?