

---

# Heart of the IEP

Special Education and Support  
Services Staff

---

Students with  
disabilities are  
general education  
students first!

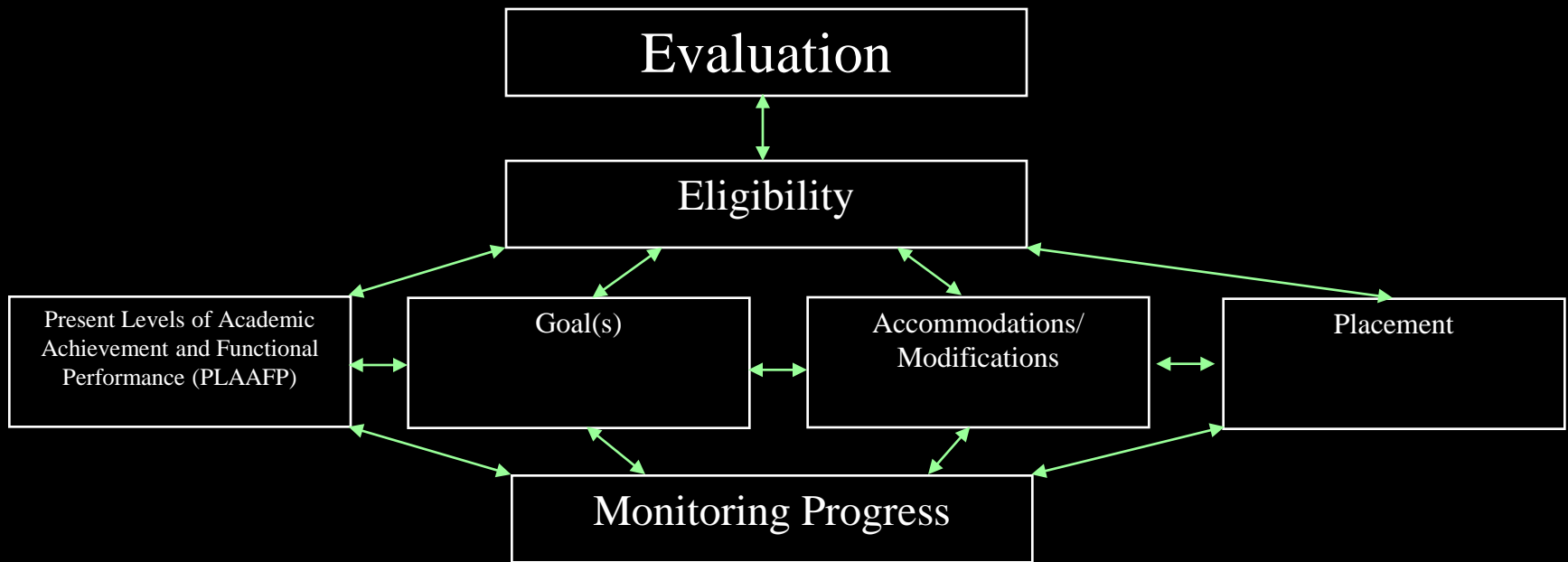
# Compliance 101

---

- ❑ Incomplete and/or insufficient IEP documentation leaves district open to litigation for the denial of FAPE
- ❑ Check forms used by the district with the recommended forms available on-line

# Flow of the IEP

---



# Starting Off on the Right Foot

---

- Present Levels of Academic Achievement and Functional Performance (PLAAFPs)
  - Balance between data and narrative
  - Clear and comprehensive picture of the child

# PLAAFPs Continued

---

- Provide student strengths and weaknesses
  - Focus on deficit areas identified in the most recent evaluation and supported by current data (refer back to the most recent evaluation)
  - If new deficits emerge, re-evaluation is indicated
  - IEP focuses on student needs rather than program available

# Creating Goals

---

- Flow from PLAAFP
  - Connected to identified deficit
  - Goal for each identified deficit ONLY
- Related to needs that result from disability
- Developed in consideration of the Illinois Learning Standards Incorporating the Common Core
- Progress evaluated and reported regularly

# Adding Support – The law

## 34 CFR 300.320

---

(a)(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—

- (i) to advance appropriately toward attaining the annual goals;
- (ii) to be involved in and make progress in the general education curriculum
- (iii) be educated and participate with other children with disabilities and nondisabled children

# Providing Student Supports

---

- ❑ Based on student need, not benefit
- ❑ Identified deficits from PLAAFP should have corresponding accommodation (reading deficit = reading accommodation)
- ❑ Individualized
  - ❑ Drop down menus
  - ❑ Explanations/choices

# Providing Student Supports Cont.

---

- ❑ Specificity
- ❑ Assistive Technology
- ❑ Accommodations and Testing
- ❑ Behavior Intervention Plan

# Providing Staff Supports

---

- Considerations for including support for school personnel:
  - Behavior Intervention Plan
  - Medical Information
  - Assistive Technology
  - Disability Specific Training/Professional Development
  - Crisis Plan

# Determining Placement

---

- ❑ Service not a location
- ❑ General Education is considered first
- ❑ Placement is based on IEP
  - PLAAFP
  - Annual Goals
  - Supplementary Aids/Services

# Avoiding Placement Pitfalls

---

- ❑ Placement should NOT be based on what has been provided or what the team believes is available.
- ❑ Placement should NOT “shelter” students.
- ❑ Placement should NOT be based on scheduling and availability of courses.
- ❑ Placement should NOT be decided before the meeting.

# Tying Up Loose Ends

---

- ❑ Provide a completed copy of IEP to parents BEFORE leaving the meeting
- ❑ Process for notifying staff of students with IEP and their requirements to implement
- ❑ Adhere to timelines
  - Reconvening IEPs
  - Providing trainings
  - Provision of progress reports

# Panel Discussion

---

Marc Lambert

Director of Special Education  
Alton School District #11

Lynda Shanks

Director of Special Education  
Kendall County Special Education  
Cooperative

# Resources

---

- Link to the Common Core  
[http://www.isbe.net/common\\_core/default.htm](http://www.isbe.net/common_core/default.htm)
- ISBE Website  
<http://www.isbe.net/>
- IEP Tutorial  
<https://iepq.education.illinois.edu/>
- NICHY IEP Module  
<http://nichcy.org/laws/idea/legacy>

# Contact Information

---

Staff from Special Education and Support  
Services Division

217-782-5589