



Special Education 101

*Sped Law, PLPs &
Your Role in Supporting All Students*

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Introductions

NMSS Special Education Team Support

Alexandria



RST + IEP Case Manager
NMSS

Karen



Special Education Aide
NMSS

Isabella



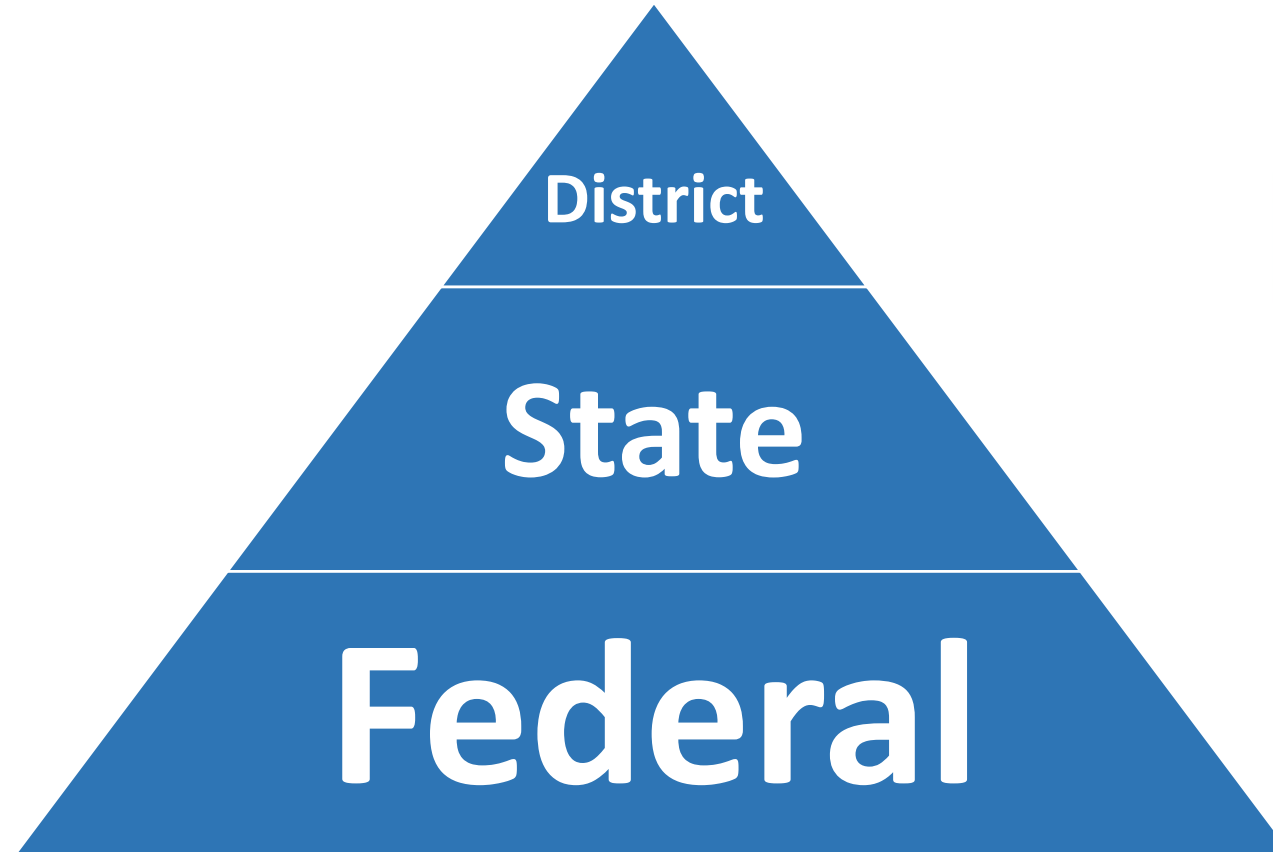
Compliance Support
TES

Special Education 101

*Sped Law, PLPs &
Your Role in Supporting All Students*

- Special education law
- The IEP
- Roles in the IEP
- PLPs
- Accommodations
- IEP Snapshots





IDEA
Individuals with
Disabilities Act

IDEA - Four Basic Rights

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FAPE

Free & Appropriate Public Education

- Children with disabilities are entitled to this type of education

LRE

Least Restrictive Environment

- When possible, must be educated with non-disabled students

Services

Individualized & Designated Services

- Must have meaningful educational benefit

Assessment

Required Identification & Eligibility Determination

- Assessment must be completed to determine eligibility and needs, parent consent required

Agreement

Communication

Compliance tool

Student-Centered Support Tool

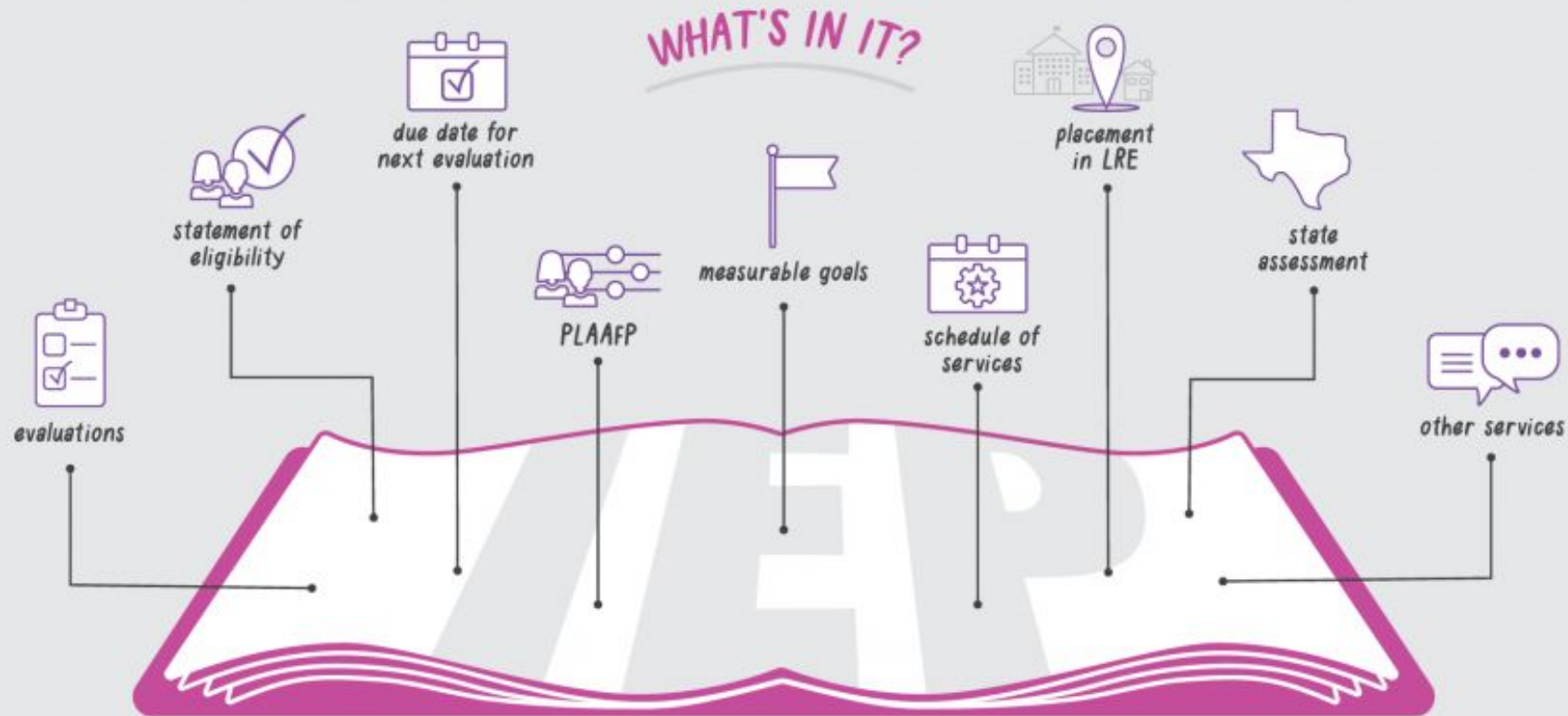
Commitment of Resources

Components of the IEP

The Individualized Education Program (IEP) is a written plan that describes and guides

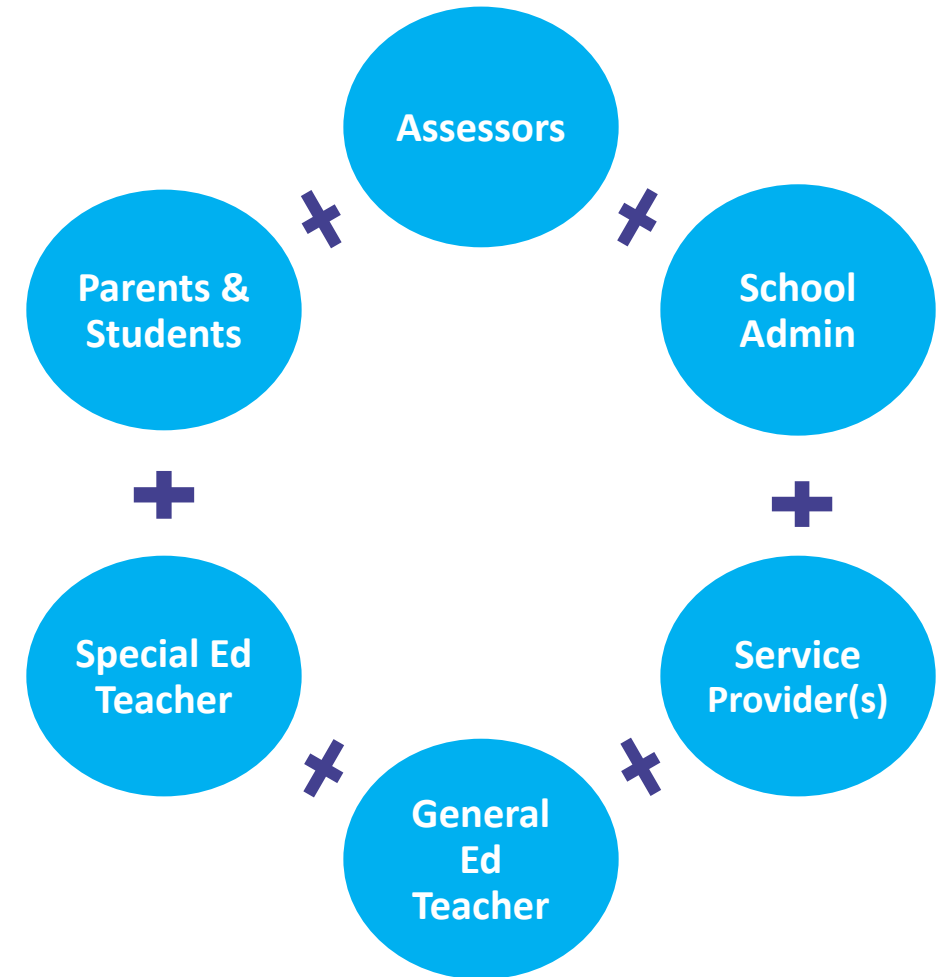
IEP

the specific services and support your child needs and the school provides.



Individualized Education Plan

- Held annually (at least)
- Legally binding document
- Comprehensive support in the school setting
- No changes can be made without parent consent
- Procedures, protocols, and timelines for *everything*



What is an IEP?

- An **IEP** is a written plan and agreement between the school and guardians to meet the specific needs of the student.
- An **IEP meeting** is when the IEP team comes together to develop the IEP.
- A child may qualify if they meet eligibility criteria in at least one of the 13 categories.
- It must adversely affect their educational performance.

13 Eligibility Categories

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



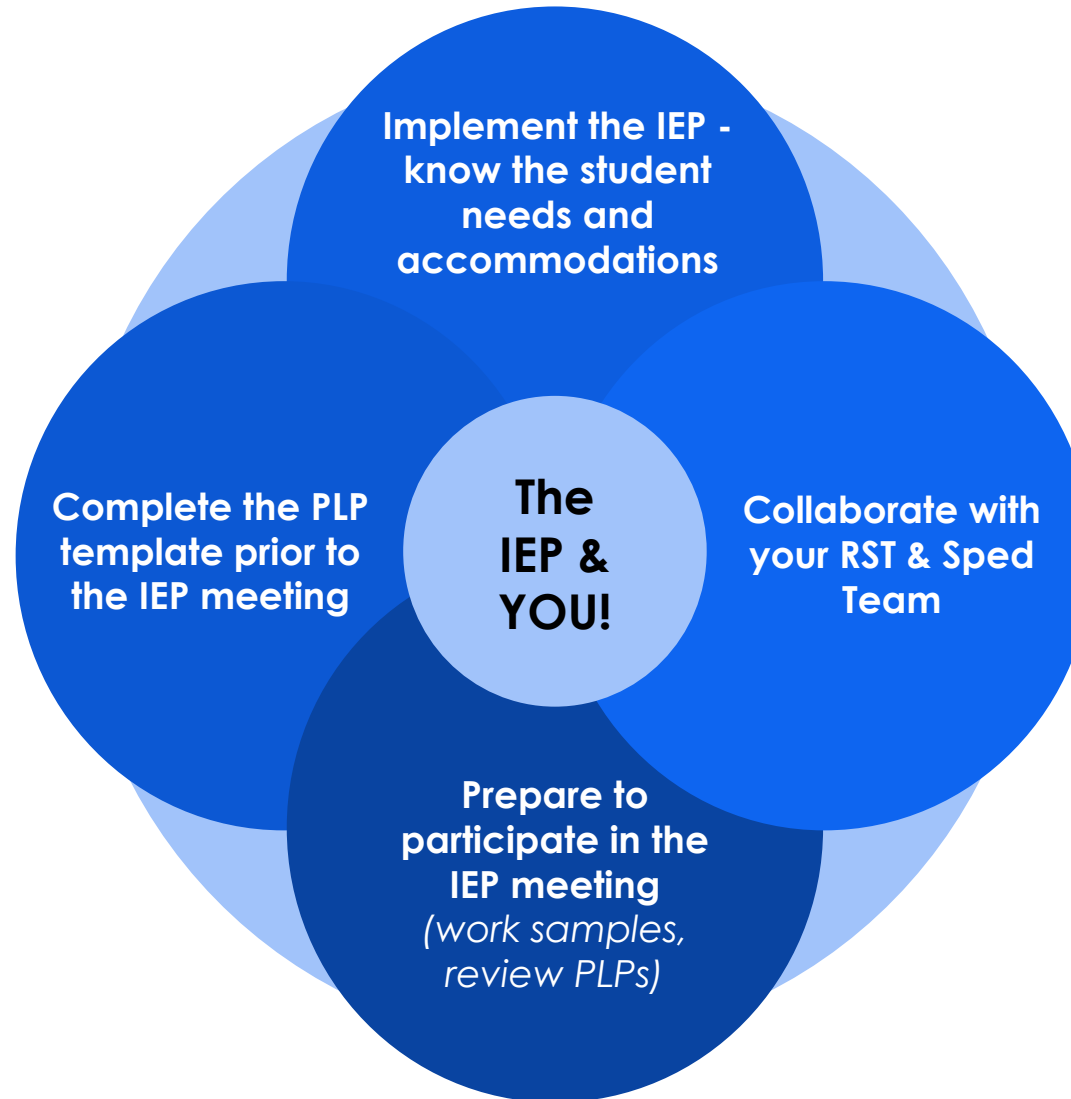
Child Find is a legal requirement for schools to identify all children who have disabilities and who may be entitled to special education services.

Child Find covers every child from birth through age 21.

The school must evaluate any child that it knows or suspects may have a disability.



Your Role in the IEP Process



Ways to support SPED:

- Provide copies of materials to Alex before lesson
- Provide answer key to tests/quizzes
- Complete PLPs on time before the IEP
- Ongoing collaboration to support skills development

Where Do We Begin?

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from
"She is so far behind the others..."

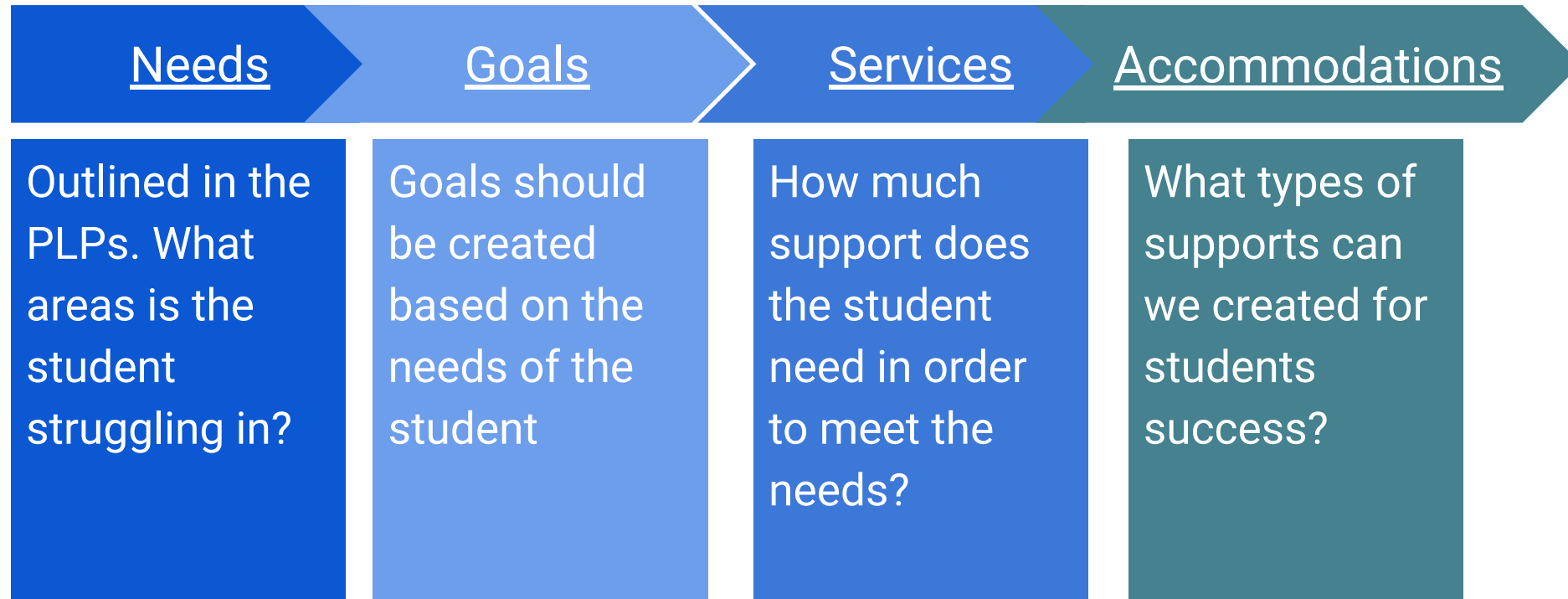
to
"This specific learning target will help move her forward..."

from
"What am I planning to teach?"

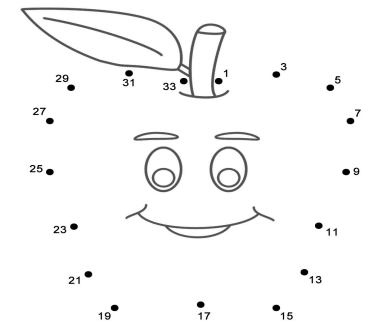
to
"What does this student need?"

Draw a Line Through the IEP

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Connect the Dots



Present Levels of Performance (PLPs/PLOPs)

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- PLPs are the teacher's voice in the IEP - include anecdotal and data from multiple sources
- Email sent with link to PLP template to be completed
- All comments and information is entered in Google doc at least five days prior to the IEP meeting



Present Levels of Performance -

Thank you for completing **all** sections of this template and adding specific details to help the IEP team.

Please contact your school's IEP Case Manager if you have any questions.

Green - items for RST to complete Blue - items for general education teacher to complete

Student Name	Grade Level	ELL? Y/N	Literacy	
			Reading:	Writing:

Current Grades <small>Include all available grades from most recent reporting period</small>	Current IEP goal(s)

READING
Current IEP goal(s) -
Was the goal met? Provide assessment data and any anecdotal information to support your response.
General Education Teacher commentary:
Resource Specialist Teacher commentary:

PLP Template

A



Present Levels of Performance -

Thank you for completing **all** sections of this template and adding specific details to help the IEP team better understand the student's needs.
Please contact your school's IEP Case Manager if you have any questions.

Green - items for RST to complete Blue - items for general education teacher to complete

Student Name	Grade Level	ELL? Y/N	Teacher Information - Names			
			Literacy		Math	Resource
			Reading:	Writing:	Math:	Alexandria Gonzales

Current Grades <i>Include all available grades from most recent reporting period</i>	Assessment Data - CAASPP, NWEA <i>Include most recent data and date administered</i>

READING
Current IEP goal(s) - → Was the goal met? Provide assessment data and any anecdotal information to support your answer: General Education Teacher commentary: Resource Specialist Teacher commentary:

PLP templates

- Grades
- Assessment data
- For each area:
 - Progress on current goal
 - Strengths
 - Needs
 - Next goal recommendation
- Accommodations review and suggestions

Example



- Data based evidence
- Include scores
- Use common core standards
- Write in complete sentences
- Include at least 3 strengths
- Include at least 3 needs
- Complete all sections of the template



- Only write the common core standards number
ex. 9.1.3
- Write only one need or strength
- Not include any strengths
- Include work habits in the academic sections

What to Expect During an IEP Meeting

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IDEA requires that at least one regular education teacher be represented on the team “if the child is, or may be, participating in the regular education environment.”

- According to IDEA, **the regular education teacher: must, to the extent appropriate, determine “appropriate positive behavioral interventions and supports, and other strategies for the child”** [§300.324(a)(3)(i)]; and
- **Determine which “supplementary aids and services, program modifications, and support for school personnel” are needed to help the child progress toward attaining the annual goals;** be involved in and make progress in the general education curriculum; participate in extracurricular activities and other nonacademic activities; and be educated and participate with other children with disabilities and those who are not disabled [§300.324(a)(3)(ii) and §300.320(a)(4)].
- These supports and services might include adapting the curriculum, providing reading materials written at a lower reading level, using graphics along with written materials, or providing the child with a child assistant. The regular education teacher may also tell the rest of the team what he or she needs to help the child understand the general curriculum and achieve the goals listed in the IEP.

Why Do I Have to Attend?

The general education teacher knows the *curriculum* for a child's grade level and what children in regular education classes are typically expected to do. If the child is going to be educated in the regular education environment for any part of the school day, then the child's regular education teacher may talk at the IEP meeting about what the child will be taught and expected to learn. ***This information can contribute directly to making decisions about what types of supplementary aids and services the child may need to be successful in that setting.***

Participating in the IEP Meeting

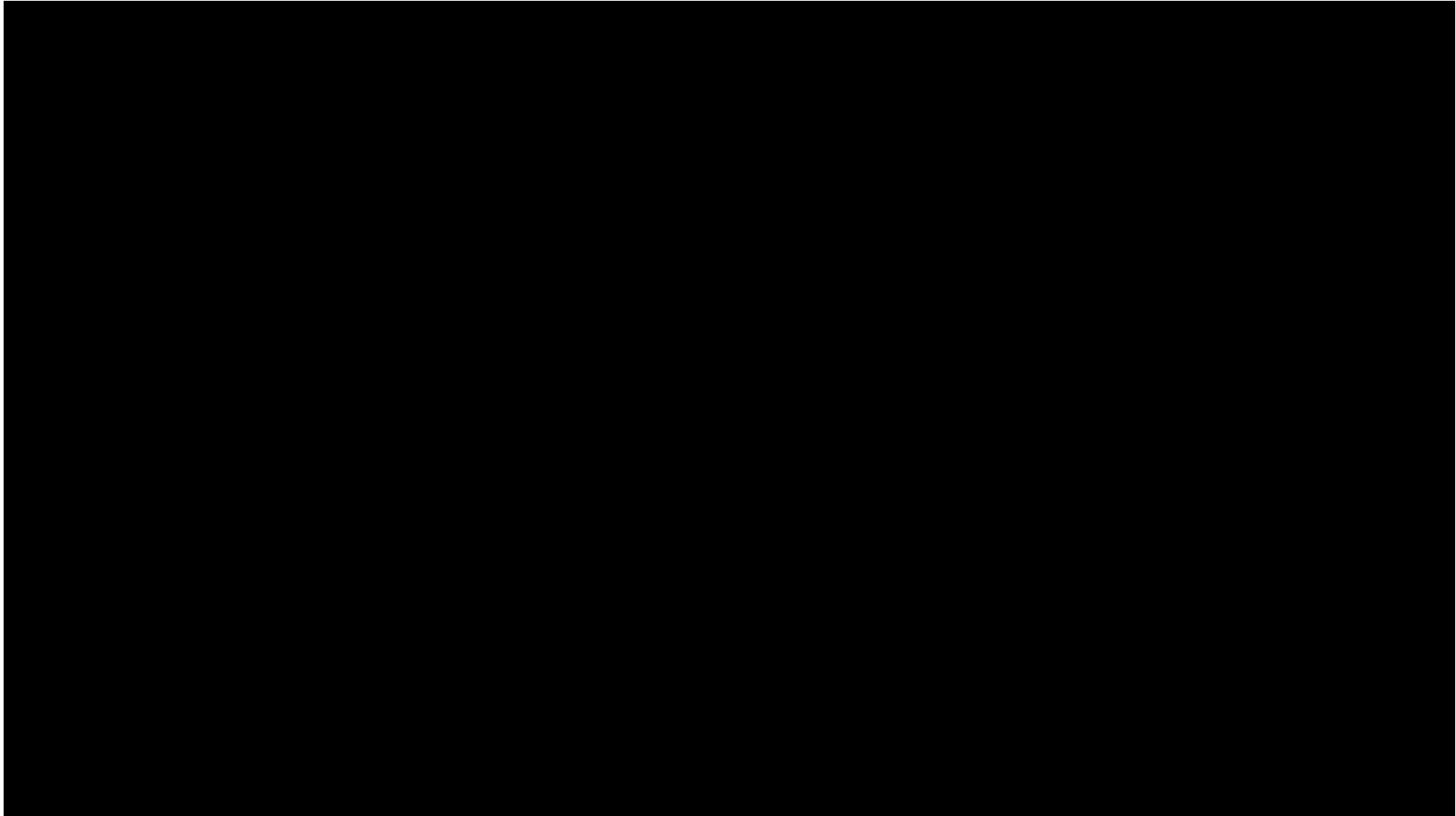
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- Stay for the entirety of the meeting, if possible
- Be kind and friendly
- Check in with parent often
- Be mindful of educational language and jargon
- Encourage parent participation
- Provide work samples and data
- Discuss all parts of the IEP
- **Have a pre-meeting to discuss major changes

Student Centered!

The Best/Worst IEP Ever

I



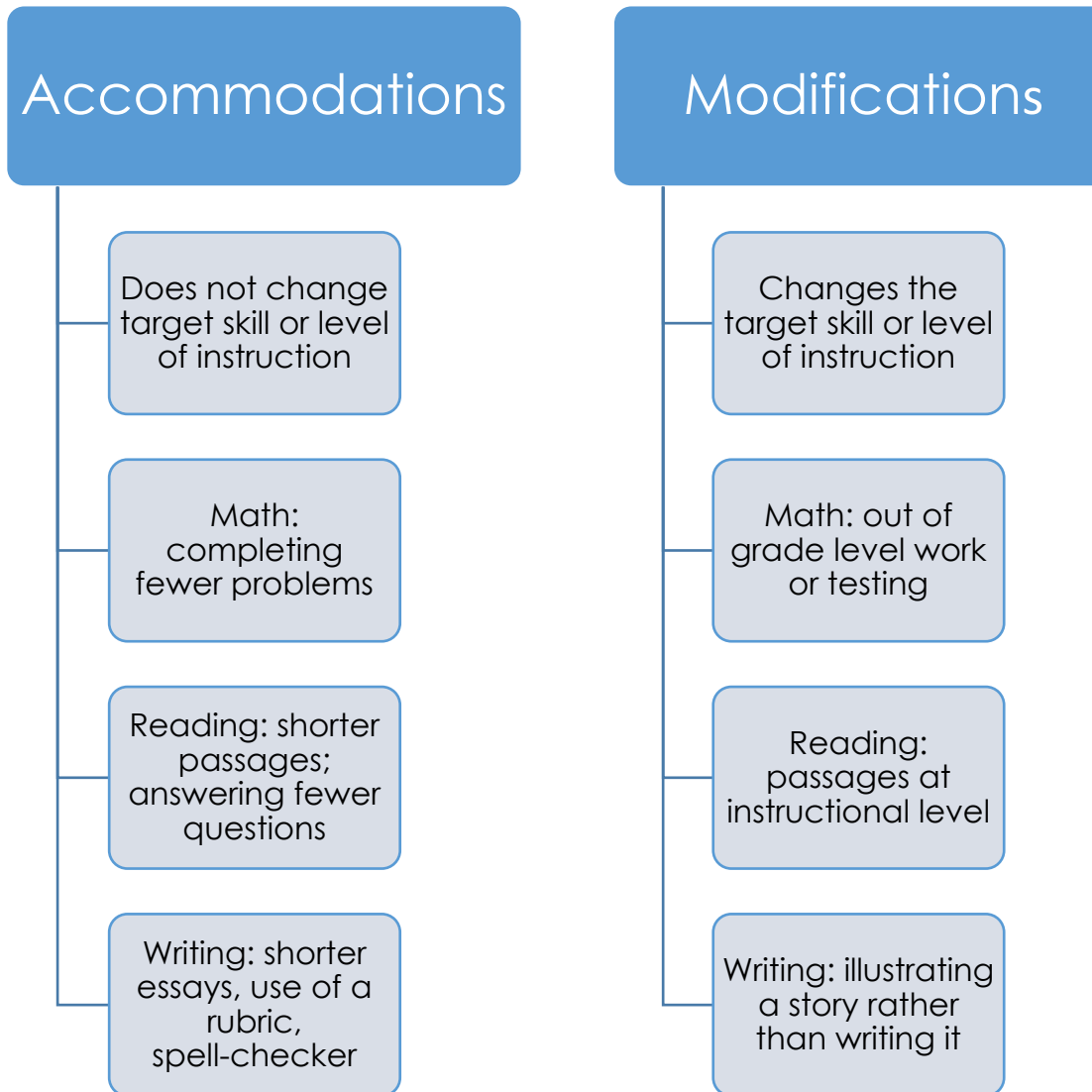
Participating in the IEP Meeting

- Privacy - make sure you are in a quiet secure place where others cannot hear your conversation.
- Mute your microphone when not speaking
- Be an active listener and be present
- Background- use a filter/backdrop if necessary
- Internet access- check internet access before meet
- Prepare materials in advance- be ready to present

The term "**accommodation**" may be used to describe an alteration of environment, curriculum format, or equipment that **allows an individual with a disability to gain access to content and/or complete assigned tasks.** *They allow students with disabilities to pursue a regular course of study.*

Examples: 50% less homework, test questions read aloud, use of calculator, extra time to complete assignments, tests taken in small group, use of a scribe, use of computer for written assignments, extra time to respond etc.

Accommodation VS Modification

















Teacher Resource Folder

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... > New Millennium Secon... > 2023-2024 NMSS SpEd ... ▾ 👤



Type ▾ People ▾ Modified ▾

Name ▾	Owner	Last modified ▾	File size
 SPED Resources	 Alexandria Gonzales	Jul 28, 2023 Alexandria Gon...	—
 Graphic Organizers	 Alexandria Gonzales	Jul 26, 2023 Alexandria Go...	—
 2023-2024 PLP Requests	 me	Jul 25, 2023 me	—
 2023-2024 IEP Snapshots	 me	Jul 25, 2023 me	—
 Teacher Request for student assessment for SPED.docx 👤	 Alexandria Gonzales	9:50 AM me	9 KB
 SPED 101 Training 2023-2024 - New Millennium.pptx 👤	 me	9:42 AM me	3 MB
 Special Education Caseload - 2023-2024 New Millennium 👤	 me	Jul 28, 2023 Alexandria Gon...	2 KB

Teacher
Resource Folder



Snapshots

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Snapshot based on IEP dated: 8/24/2021

Student Snapshot				
Name	DOB	Grade	Eligibility	Welligent Student ID
██████████	7/11/2007	9th	OHI	N/A - current IEP is from Compton USD

IEP Dates			
Last IEP & type: 8/24/2021, Annual	Next IEP & type: 8/23/2022, Annual	Last 3year: 8/19/2019	Next 3yr: 8/17/2023**

Related Services				
RSP ELA: 225/week, 45 minutes x 5				

IEP Goals	
Reading	By August 2022, ██████ will evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea as measured by (oral or written work samples, curriculum-based assessments, etc.) in 4 out of 5 trials with 80% accuracy

[Teacher
Resource Folder](#)

Together
WE
Achieve
More

