

PARTS OF THE IEP

Present Levels of Performance

The present levels of performance are updated annually and intended to comprehensively describe a student's abilities, performance, strengths, and needs. The information included in the present levels is obtained from data collection and assessments (formal or informal) and summarizes what is known about the student. They should reflect growth noted from progress on past goals (if applicable), performance on formal (standardized) or informal (non-standardized) assessment measures, and the skills the student has or needs to develop.

Special Factors

This section of the IEP will indicate the need for special factors that are required for the student to access learning in the educational setting. The special factors considered may include use of assistive technology or augmentative communication services, low incidence services or supports for those with low incidence disabilities (e.g.; orthopedic impairment, blindness, deaf/hard of hearing), English language proficiency supports, and/or behavioral supports.

Goals

The proposed goals are drafted to address the overarching area(s) of need which were detailed in the present levels. The goals may

include information about the academic and/or functional skills to be developed, expected proficiency levels, anticipated prompted or independence levels, and so on. Goals are designed to indicate one year of growth based on the student's unique circumstances. Goals are reported quarterly via a Progress Report summary by the service provider associated with each goal.

Accommodations/Modifications

Accommodations are adjustments, supplemental aids, and/or supports that give a student an equal opportunity to benefit from the educational process. Modifications are changes to the grade level state standard curriculum. Modifications may result in a student moving from a diploma track to a non-diploma track.

Accommodations and modifications are designed to mitigate the impact of the student's disability on their access to instruction and allow students to demonstrate their capabilities.

Services

Services are determined based on the student's goals. Specialized Academic Instruction (SAI) is a term that indicates academic support provided in the school setting. This may be in the form of collaborative services (provided within the general education setting), pull-out services (provided in a Special Education setting removed from the General Education setting

for the allotted service time), or placement in a specially designed program (Special Day Class). A student may also receive related services based on areas of need and goals.

KEY TERMINOLOGY

Least Restrictive Environment (LRE)

LRE is the concept that each student with a disability is to be provided opportunities to be educated with non-disabled peers and in a setting which promotes interaction with the general school population and classmates who are typically developing to the maximum extent appropriate. LRE is determined by the IEP team on an individual basis. Consideration is given for both academic and non-academic (e.g.; (behavior, social/emotional, communication, adaptive, vocational, etc.) benefits.

Continuum of Services

There are a wide range of supports and services that are available in Special Education. The goal is to keep students in the General Education placement to the greatest extent possible. However, when students continue to struggle, cease making progress on their goals, are not receiving academic or non-academic benefit, are having significant interfering behaviors, etc. then consideration of placement in a more restrictive setting may be considered by the team.

KEY TERMINOLOGY (Continued)

Harmful Effects

The IEP meeting will include a discussion of the potential harmful effects of special education placement and services for your student. The potential benefit related to services/ and placements considered must outweigh the potential harmful effects.

Extended School Year (ESY)

Extended School Year refers to the period of time between the close of one academic school year and the beginning of the succeeding academic school year. An extended program is provided for a minimum of 20 days, including holidays, to students with disabilities based on regression and recoupment data documenting that an interruption of their educational program may cause regression with limited recoupment capacity. ESY focuses on maintenance of skill. ESY is not the same as General Education summer school.

ADDITIONAL RESOURCES FOR PARENTS

California Department of Education/
Special Education

<http://www.cde.ca.gov/sp/se>

Clovis Unified School District/
Special Education

<https://www.cusd.com/SpecialEducation.aspx>

Community Advisory Committee

<https://www.cusd.com/Community-CommunityAdvisoryCommitteeCAC.aspx>

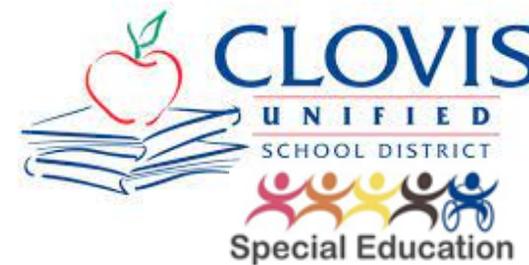
CUSD Family Resource Center

<https://www.cusd.com/Parent%20Resources-FamilyResourceCenter.aspx>

OUR MISSION

**To be a quality educational system
providing the resources for ALL students
to reach their potential in mind,
body and spirit.**

Parent/Guardian Guide for IEPs



Understanding the IEP can feel overwhelming as it contains a lot of information to process. This pamphlet is designed to provide additional clarification regarding the primary sections of the IEP. In it, you will find explanations as to how the IEP is developed and key terms. Becoming familiar with the IEP terminology and structure will help you to better understand the content.