



UNDERSTANDING YOUR CHILD'S IEP





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WHAT IS AN IEP?

- Individualized Education Program
- A roadmap designed to help your child succeed
- Tailored to your child's unique needs
- Created as a team (You play a critical role in the IEP team)

WHY IS IT IMPORTANT?


- It Keeps everyone on the same page
 - It is a living document
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COMMONLY USED ACRONYMS

- IEP- Individualized Education Program
- CSE- Committee on Special Education (your child's team)
- FBA- Functional Behavior Assessment
 - Conducted to find the function of challenging behaviors
- BIP- Behavior Intervention Plan
 - Created based on FBA data
- FAPE- Free Appropriate Public Education
 - Guaranteed by the IDEA, necessary support services, and at no cost to families
- LRE- Least Restrictive Environment
 - Legal Principle from IDEA, child educated alongside general education peers to extent that it is appropriate
- AAC- Augmentative and Alternative Communication
 - Any method of communication that supports or replaces verbal speech



EVALUATION AND SCORES

- Summary of assessments done to understand your child's unique learning profile
 - Helps identify your child's strengths and areas of need
 - Provides important information used to develop your child's IEP goals, services, and supports
 - Scores may be shown as:
 - Standard scores (average score is 100)
 - Percentiles (e.g., 25th percentile = better than 25 out of 100)
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PRESENT LEVELS OF PERFORMANCE

Academic Achievement

- What can my child do in reading, writing, and math
- Highlights strengths and learning needs
- Helps set goals and plan support

Social Development

- Peer interaction
- Looks at behavior, friendships, and self-control
- Includes support like counseling services

Physical Development

- Motor skills (fine and gross)
- Documented Diagnosis
- Includes services like OT, PT, or medical supports

Management Needs

- Supports your child needs to be successful
- May include help with behavior, routines, or transitions

MEASURABLE POSTSECONDARY GOALS AND TRANSITION NEEDS

- Starting at age 15 or earlier (if appropriate), the IEP must include long term goals for a student's adult life
- Living: Skills for independent life
Ex.: John will live in an apartment with a roommate and manage his schedule with minimal support.
- Working: Future job or career goals
Ex.: John will work part-time in retail and get on-the-job training.
- Learning: Education or training after high school
Ex.: John will enroll in a 2-year community college program.
- Transition Service Needs: Courses and supports based on strengths, interests, and preferences to prepare for life after school.
Ex.: Business classes, job coaching, and daily living skill practice like budgeting and cooking
- Progress towards these long term goals are measured through transition services






STATE ASSESSED

- students who participated in the State assessment program on track to graduate with a high school diploma
- Measures grade-level skills (i.e. Regents)
- Results compared to grade level benchmarks



ALTERNATIVELY ASSESSED

- If a child is eligible to be alternatively assessed, they are on track to earn their Skills and Achievement Commencement credential (SACC)
 - Always decided by the IEP team with YOUR input.
 - More individualized results
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ANNUAL GOALS


- What we believe that your child can achieve in one school year
- identify essential prerequisite skills
- Based on current performance levels
- Aligned with grade level standards (so that the child is working towards what the grade level is expected to learn)

WHY IS IT IMPORTANT?

- Keeps your child working toward big-picture skills, but at a level that makes sense for them
- helps measure your child's progress towards success



PROGRAMS

- Shows how much time your child spends in each setting
 - Describes where and how your child will receive special education services
 - Lists the type of program (e.g., general ed with supports, special class, ICT)
 - States the location, frequency, and duration of services
 - Explains if services happen in or out of the classroom
 - Focuses on supporting your child in the least restrictive environment
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RELATED SERVICES OVERVIEW

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Counseling Services
- Parent Counseling and Training
- Behavior Intervention Services

HOW IT LOOKS

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|-------------|------------|------------|
| • Ratio | • Period | • Location |
| • Frequency | • Duration | • Provider |

Ex.: Speech/Language Therapy, Individual, 2x, Weekly, 30 Minutes, Therapy Room, Levittown UFSD



PROGRAM MODIFICATIONS

- What does my child need above and beyond what another child would need to be successful
- Refocusing and redirection, checks for understanding, increased font size, etc.


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- **IMPORTANT:** Testing accommodations will be listed in a **SEPARATE** section further down in the IEP under “Testing Accommodations”



SUPPORT FOR SCHOOL PERSONNEL

- Services provided to teachers/staff so that they can best support the student (NOT a direct service to the child)


Ex.: Behavioral Intervention Consultation

- Start/End Dates: 9/2/25 – 6/26/26
 - Frequency: 10 times per year
 - Duration: 1 hour each
 - Location: School
 - Provider: Specialist/consultant
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PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES



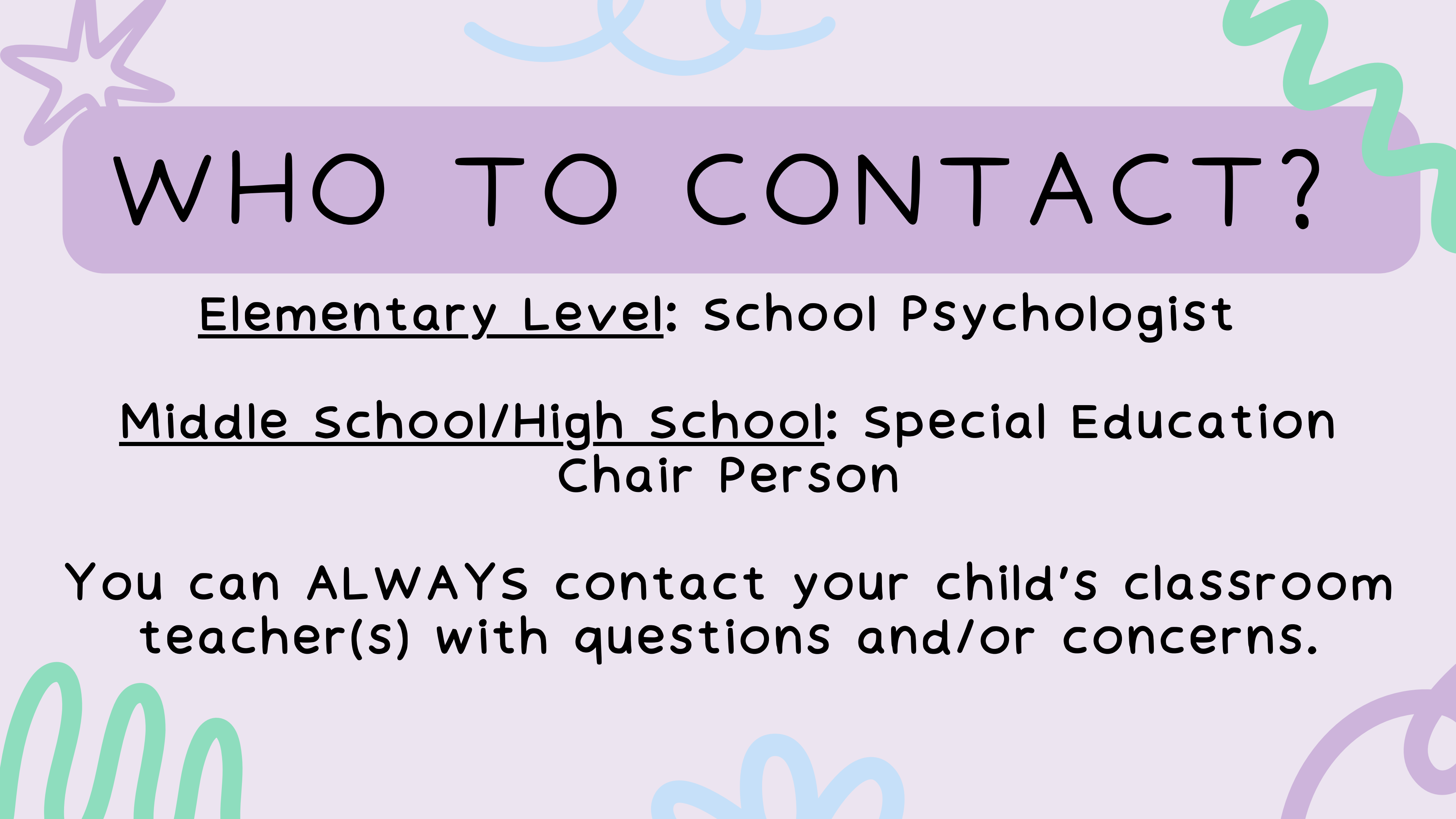
- Describes when your child will learn and/or interact with classmates without disabilities (Mainstreaming Opportunities)
 - Shows whether your child will be in general education classes or separate settings
 - Promotes inclusion and friendship opportunities for your child
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WHAT TO EXPECT AT A CSE MEETING

- Purpose: Review evaluations and create or update your child's IEP.
- Who's There: You, special and general education teachers, school psychologist, CSE Chair, related service providers, and possibly your child.
- What's Discussed:
 - Evaluation results
 - Strengths and needs
 - IEP goals and services
 - Placement options
 - Your questions and input
- Your Role:
 - Share concerns and insights
 - ASK questions and help shape the IEP



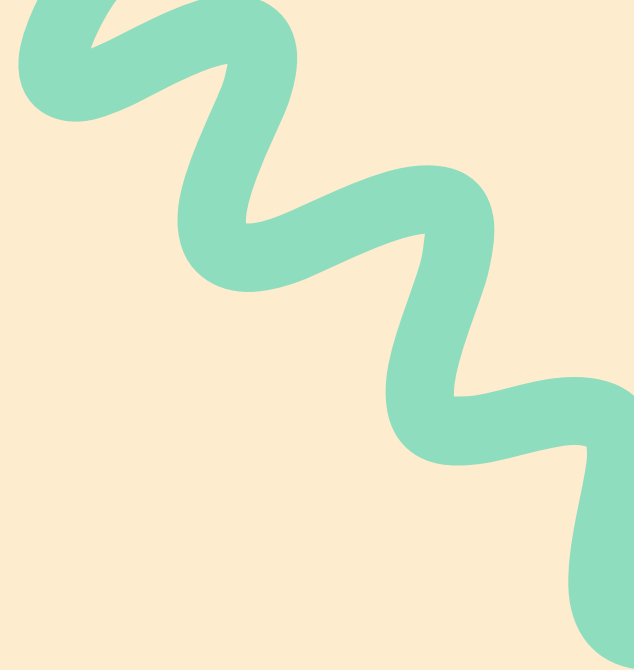




WHO TO CONTACT?

Elementary Level: School Psychologist

Middle School/High School: Special Education
Chair Person

You can ALWAYS contact your child's classroom teacher(s) with questions and/or concerns.



QUESTIONS?

Contact us!

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