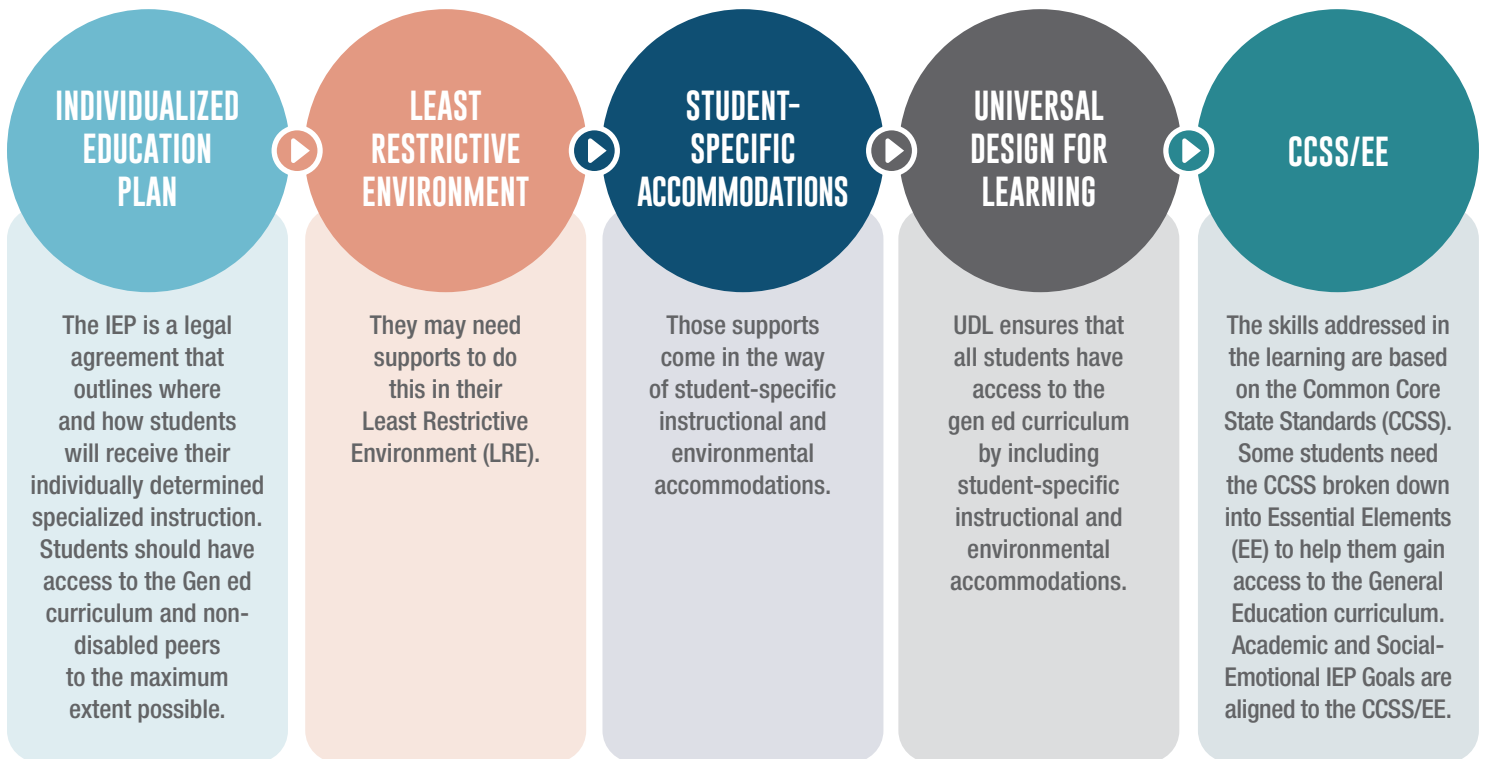




ACCESS TO GENERAL EDUCATION

HOW IT ALL WORKS TOGETHER



● INDIVIDUALIZED EDUCATION PLAN

- An IEP is a data-driven legal agreement that is based on the documented needs of individual students who are eligible for Special Education services.
- An IEP ensures that students receive Specially Designed Instruction (SDI) and related services in order to have access to a free appropriate public education (FAPE).
- An IEP is developed by a multidisciplinary team that includes educators, parents/guardians, and the student when appropriate.



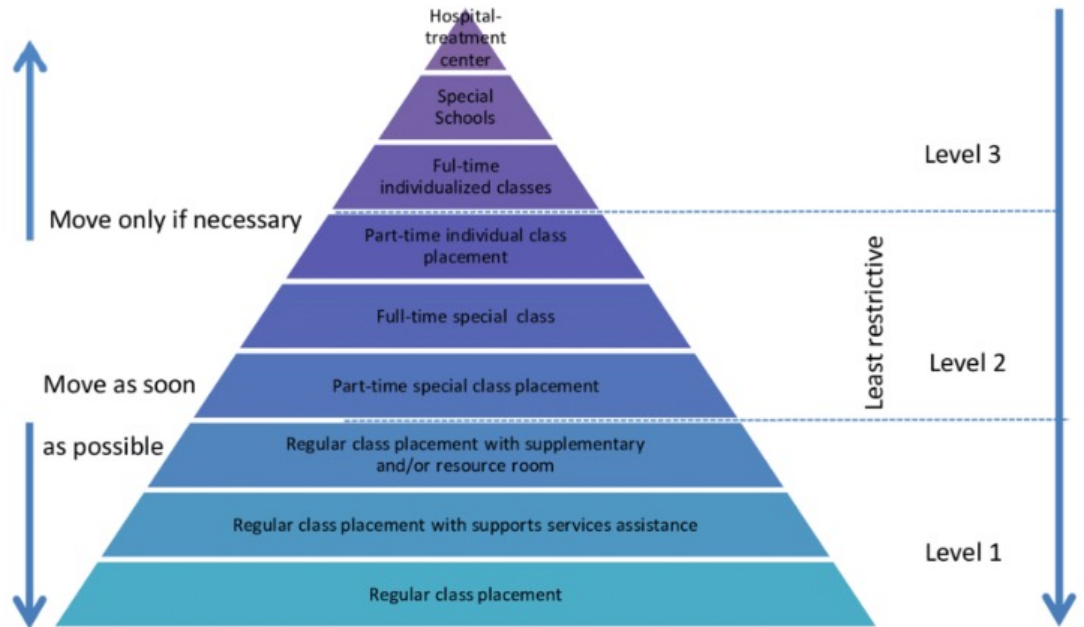
[OSPI / Individualized Education Program Info](#)



[Developing Your Child's IEP](#)

LEAST RESTRICTIVE ENVIRONMENT

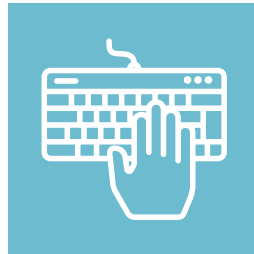
- Students with disabilities receive their education alongside their peers without disabilities to the maximum extent appropriate.
- Students should not be removed from the general education classroom unless learning cannot be achieved even with the use of supplementary aids and services.



Continuum of placement for providing the least restrictive environment (Stehlik, 2011).

STUDENT-SPECIFIC ACCOMMODATIONS

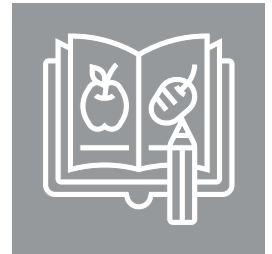
- Instructional accommodations change *how* students learn but do not change *what* they learn.
- Accommodations **do not** change *what* the student is expected to learn. The directions remain the same but accommodations change how the content is taught, made accessible, and/or assessed.
- Accommodations for instruction are based on the needs of the student.
- Accommodations are part of Specially Designed Instruction that allow students access to the General Education curriculum.



Allow Typing



Enlarged Text



Manipulatives



Extended Time



Audio Books



Fidgets

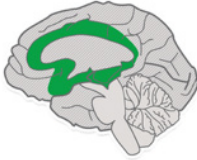
● UNIVERSAL DESIGN FOR LEARNING



Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

[Universal Design for Learning Guidelines](#)

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

● COMMON CORE STATE STANDARDS / ESSENTIAL ELEMENTS

The **Common Core State Standards** (CCSS) are learning expectations in English language arts and mathematics designed to prepare K–12 students for college and career success.

The CCSS communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, working toward shared goals.



[What Parents Need to Know About Common Core State Standards](#)

The **Common Core Essential Elements** (EE) are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities”

(Dynamic Learning Maps Consortium, 2013).



[ELA Common Core Essential Elements](#)



[Math Common Core Essential Elements](#)



IEP FAMILY INPUT GUIDE: 1-2-3

Our vision at the True Measure Collaborative is that all students in Washington state, regardless of their learning needs, are educated with their peers in an environment where they feel safe, supported, and challenged.

This 1-2-3 tool provides guidance for navigating your child's annual IEP meeting, a critical component of the complex Special Education process. Below you'll find important questions to ask and answer during an IEP meeting, as well as prompts to prepare a vision statement to share with your child's educational team to make them aware of what matters most to you and your child.



1 VISION STATEMENT TO SHARE DURING AN IEP MEETING:

A vision statement outlines what your child needs to be successful in school, future goals for your child, and what **matters most to your child and your family**. An effective vision statement will answer the questions below in a single paragraph.

QUESTIONS TO ADDRESS IN YOUR VISION STATEMENT:

- What is most important to you about your child's educational experience?
- What would you like your child to achieve during the timeline of this annual IEP, before the end of their K-12 journey, and in life?
- How do you want your child to feel about school?



2 QUESTIONS TO ANSWER DURING AN IEP MEETING:

1. What are our child's strengths and needs?

Parent/guardian participation in the creation of a student's IEP is required. Your perspective on your child's strengths and needs as a learner, as well as any concerns you have, should be reflected in writing and met by the IEP.

2. What strategies are working at home that can be used at school?

You are likely using strategies at home to support your child's academic progress, behavior needs, and social-emotional skill-building - some of these strategies can be used to support your child's success at school as well. **Share what's working at home so that the school team can learn from the IEP team member who knows the student best: you.**



3 QUESTIONS TO ASK DURING AN IEP MEETING:

1. How do our child's goals and services support inclusion & belonging?

There are many ways that schools can ensure that your child has an opportunity to connect academically and socially with their **peers**.

LOOK-FORS:

- Opportunities for small-group peer-to-peer interactions in the classroom
- Intentional inclusion in extracurricular activities and events
- All students, regardless of ability, see themselves reflected in the school's culture and values

2. Does this IEP provide appropriate access to the General Education classroom & curriculum?

Having an IEP doesn't mean your student should be learning less than others. **The goal is for your child to have equitable access to supports that allow progress on their individual goals in their least restrictive environment.**

LOOK-FORS:

- What components of the IEP are helping your child access the same learning as their GenEd peers?
- Does your child's IEP enable access to grade-level content that is tied to grade-level standards?
- Academic and behavioral supports are provided in their grade-level General Education setting
- General Education classroom physical space and classroom culture are designed for all students including students with disabilities

3. What data can you share with us that shows our child's progress toward their goals?

Data tells us without bias whether or not students are making progress toward their goals. **The IEP team is required to share data** with you that explains and illustrates their reports of your student's progress.

LOOK-FORS:

- Sample student work accompanied by rubrics or checklists
- Frequency and duration data for behavior
- Check-in/Check-Out trackers
- Time-bound observation notes
- Curriculum-based assessments
- Student voice is part of the goal-setting and IEP development process