



Office of Student Services

Supporting students, families, and schools

IEP REFLECTIVE ROADMAP

Helping WCSD Educators and Families of Children with Disabilities Become Knowledgeable, Prepared, and Empowered Partners in the IEP Process

Our Mission:

The Office of Student Services builds strong relationships with students, families, colleagues, and community partners with a focus on transition planning, college readiness skills, and graduation. This is achieved through ongoing communication with all stakeholders, providing resources for a continuum of opportunities for students, and ensuring students have resiliency and a strong voice through advocacy to achieve their highest potential.



This IEP Roadmap is neither an educational record nor should it be considered legal advice.

Adapted for the Washoe County School District, 2018
Original Document from Gretchen H. Carroll, M.A., 2013
The Jane and Richard Thomas Center for Down Syndrome Division of Developmental and Behavioral Pediatrics
Cincinnati Children's Hospital Medical Center
Revised July 11, 2018

Video Link



https://youtu.be/LYa6mwU7V_A

This reflective ROADMAP was written for you.

The Washoe County School District is providing this document in an effort to assist parents and guardians in creating a comprehensive and collaborative IEP. The special education system can be confusing, frustrating, and overwhelming. The Individualized Educational Plan (IEP) is the written document that outlines your child's specific educational program. This Roadmap was written to assist you to reflect and discuss your child's needs during IEP meetings. The Washoe County School District understands that parents and guardians have a lot of knowledge about their child's academic, behavioral, socio-emotional needs. The Roadmap helps support the opportunity to discuss and consider these needs during IEP meetings. All ideas presented at the IEP meeting maybe considered and discussed with the

IEP team but may not be included in the actual IEP document.

Note: In each section of this Roadmap, you can use your mobile device to scan the QR Code using the camera on your phone or follow the web link to the video that will provide more information about each topic.

As family members of a child with special needs, you come to IEP meetings with love for your child and a commitment to his or her education. You also need to come with:

- a strong understanding of the IEP itself
- detailed information about your child's specific needs
- an understanding of appropriate goals

This IEP Reflective Roadmap is designed to help you gather the necessary information. Focused preparation is essential to the development of an effective educational plan, and a strong IEP leads to improved educational success for your child. The purpose of the IEP Reflective ROADMAP is to help parents and caregivers contribute to conversations during the IEP meeting with all members of the IEP team. The Washoe County School District believes parents should be an integral part of the IEP meeting and be an active participant throughout the process. This document is not an educational record nor should it be considered legal advice but rather a tool to enhance conversations about a student's academic, behavioral, and social emotional needs. The IEP team will make final decisions about what is included in an IEP.

Video Link



<https://youtu.be/13r-PBD-vo>

Before you begin:

The IEP is driven by your child's specific educational needs. In order to fully understand what those needs are, it is extremely helpful to gather information that answers the question: "What do I know about my child, his skills, and his progress?" To answer that question, gather as much meaningful information as you can about your child. Keep this information in close proximity as you complete the Roadmap as it will guide your planning.

Note: It may be helpful for a more productive IEP meeting, to gather the following items:

- Past IEPs
- Progress Reports
- School Evaluations
- Therapy Reports (Speech, Occupational Therapy, Physical Therapy, Behavior)
- Report Cards/State Testing Results
- Work Samples
- Independent Evaluations (private Speech, Occupational Therapy, Physical Therapy, etc. from outside evaluators)
- Medical Information

Even if you are unable to gather all of information, continue to move through the ROADMAP. Your personal knowledge of your child will still allow you to contribute to the IEP.

How this ROADMAP is structured:

The ROADMAP is structured very much like an IEP. To help you prepare for your child's IEP in a purposeful way, important sections of the IEP will be discussed and you will learn helpful ways to prepare for each section. You will have the opportunity to write down specific information to be considered for your child's IEP. It is your discretion to use this Roadmap as a guide to engage in your child's IEP meeting, increasing your knowledge, preparedness, and confidence.

The Individualized Education Program (IEP)

WASHOE COUNTY SCHOOL DISTRICT INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)				STUDENT ID.	DATE
DEMOGRAPHIC INFORMATION			STUDENT ID.	DATE	
PRINT STUDENT'S NAME (LAST)	(FIRST)	(M.I.)	DATE OF BIRTH	GENDER	
ADDRESS		CITY	STATE	ZIP	PHONE
CURRENT SCHOOL		GRADE LEVEL		ZONED SCHOOL	
PRIMARY LANGUAGE	ENGLISH PROFICIENCY STATUS	FEDERAL PLACEMENT CODE		FEDERAL ETHNICITY CODE	
PARENT/GUARDIAN/SURROGATE INFORMATION			(LAST)	(FIRST)	
HOME PHONE	WORK PHONE	CELL PHONE	EMAIL		
PRIMARY LANGUAGE SPOKEN AT HOME	INTERPRETER OR OTHER ACCOMMODATIONS NEEDED				
EMERGENCY CONTACT (LAST)	(FIRST)	EMERGENCY CONTACT PHONE			
EDUCATIONAL PLACEMENT					
6/4/2018-7/31/2018 Regular Class 80-100%					
8/1/2018-6/3/2019 Regular Class 80-100%					
ELIGIBILITY CATEGORY(IES)					
The student has been determined eligible under the following eligibility category(ies): Specific Learning Disability					
CURRENT ELIGIBILITY DATE:			ANTICIPATED 3-YEAR REEVALUATION:		
INITIATION/DURATION DATES					
Services delineated on the IEP, unless otherwise indicated, will initiate () and have an anticipated duration through ()					
MEETING INFORMATION					
DATE OF MEETING:			DATE OF LAST IEP MEETING:		
PURPOSE OF MEETING: IEP Annual Meeting			The next required annual review will occur on/or before:		
Meeting Considerations:					
<input checked="" type="checkbox"/> Other:					
Annual IEP					

IEP Section 1:

Student Demographics, Meeting Information, and Special Education Program Eligibility



This page will list information about your student (name, school, date of birth, parent information, etc.) and specific information about the student's eligibility for special education services, which includes the specific eligibility category your student qualifies for and when special education services will begin.

Eligibility does not determine Educational Placement.

Educational placement is determined by the IEP team when considering the individual needs of the student. The location of the program is determined by the Washoe County School District. The meeting information for the annual IEP is located on the bottom of the page.

Note: The meeting place should be scheduled collaboratively at a place and time that is convenient for both you and the school.

Video Link



<https://youtu.be/7ZR7BBSXJw>

Vision Statement (Hopes & Dreams)

The purpose of this section is to give family members, as well as the individual with a disability, an important opportunity to share their vision for the future and their hopes and dreams for their child. Take a few moments to consider your future desires for your child. If your child is able to discuss this with you, ask your child what he/she hopes to do in the future and incorporate your child's vision in the Vision Statement planning section. You might even record your child's response, so you can transcribe it for the IEP team.

Note: It may be helpful to share your ideas with the team at your IEP meeting.

When shaping your future planning statement, consider:

- your vision for your child's academic levels
- communication abilities
- behavior
- attention
- independence
- future education
- employment

Vision Statement

Video Link



<https://youtu.be/GDq9Tyf-MSc>

Transition Service Needs

If your child is 14 years of age or older, the IEP will include transition services needs which is a description of the services that will be needed to help your child transition from school to postsecondary education, employment, and/or independent living. This section may include possible college education, work experience, vocational training, etc., as well as your child's specific interests, talents, skills, and needs.

Video Link



<https://youtu.be/gMRS4Pv9eYs>

Present Levels of Performance Section

The purpose of the Present Levels of Performance section is to provide a detailed description of where your child is performing at the time of the IEP meeting. This is one of the most important sections of the IEP, as it provides the reference point from which the IEP goals and services are written. There will be information about your child's strengths, effects of the disability, progress toward previous annual goals, and assessment information. There will be information in each area about your child's current progress and skills as it applies to your child.

There are five areas that will be addressed in this section of the IEP:

- **Curriculum and Learning Environment** (assessments relating to academic areas including: pre-academic, math, reading, writing, study skills, progress towards goals and objectives, consideration of most recent eligibility)
- **Socio-Emotional Behavior** (interaction with peers, managing emotions, solving problems)
- **Independent Functioning** (life skills such as bathroom and hygiene skills, food preparation, laundry, following visual schedules.)
- **Health Care** (health condition, diagnosis, and/or required medication, if applicable)
- **Communication** (speech services if needed)

It is important that the IEP has updated and accurate information regarding your student's progress. If an IEP Team member believes that the information in this section is incomplete, the IEP Team member should provide the IEP Team with the information they have along with documentation that confirms the information. Reflecting on your knowledge of your child, consider your child's Present Levels of Performance in the areas listed.

Note: You may want to write down your observations, ideas, and concerns, and suggestions.

Make sure you consider tasks your child *can* do as well as tasks your child is struggling with or has not mastered. The goal is to organize and clarify your knowledge about your child so you will be able to help develop strong IEP goals.

Observe your child reading (What do you notice about your child's reading skills? Do they seem to understand what they read? Do they read fast or slow? Are they able to read common words like: said, when, the. Do they seem to get stuck on certain words? Do you feel they were successful with previous reading goals and benchmarks?)

Writing (Consider your child's ability to write letters, spell, write a sentence, communicate their ideas in writing, write paragraphs or stories. What do you notice? Do you feel they were successful with previous writing goals and benchmarks?)

Math (Does your child notice and make use of patterns (counting or using place value), can they recognize and put numbers in order, are they able to read and make sense of a math problem, can they explain their thinking and/or show it with a model or appropriate strategy, are their answers accurate? Do you feel they were successful with previous math goals and benchmarks?)

Language (Consider your child’s ability to gesture/sign/speak, express themselves and their needs. Is their speech understandable? How is their social communication? Are they able to follow directions, answer questions?)

Attention (consider ability to focus and maintain attention, time on task, transitioning from task to task, impulsivity, and distractibility)

Behavior/Social Skills (consider response to teacher direction, following rules, conduct, frustration tolerance, interaction with peers, and solving social problems. Do you feel they were successful with previous behavior goals and benchmarks? Did their behavior plan meet their needs?)

Gross Motor/Fine Motor (consider walking, running, movement up/down stairs, balance, strength, pencil skills, scissor skills, buttoning, and zipping)

Additional Areas of Importance (feeding, toileting skills, use of technology, etc.)

Note: How to use the information you gathered: You may want to bring the above notes with you to the IEP meeting as a reference.

Video Link



<https://youtu.be/XP97yU46FEk>

Measurable Annual Goals and Benchmarks/Objectives

Annual Goals:

The purpose of the Annual Goals section is to create a list of goals that will meet your child's specific needs. Annual goals set the course for your child's special education plan.

Note: Goals should be focused, measurable, and encourage independence and learning.

WASHOE COUNTY SCHOOL DISTRICT INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

Curriculum and Learning Environment

Assessment Results:

-----Strengths-----

-----MAP Math-----

Spring 2018 - 186 - 1st Percentile
Winter 2018 - 176 - 1st Percentile
Fall 2017 - 183 - 1st Percentile
Winter 2017 - 187 - 1st Percentile
Fall 2016 - 182 - 1st Percentile

-----MAP Reading-----

Spring 2018 - 182 - 1st Percentile
Winter 2018 - 169 - 1st Percentile
Fall 2017 - 165 - 1st Percentile
Winter 2017 - 175 - 1st Percentile
Fall 2016 - 162 - 1st Percentile

The effects of the disability:

disability in math and reading may make it difficult for him to access the general education curriculum.
has made progress, but will continue his goals in math and reading.
would benefit from specially designed instruction in math and reading to help him access the general education curriculum.
would benefit from accommodations to help him access the general education curriculum.

The student's Priority Educational Need(s) (PEN) is(are): Reading Skills, Math Skills

Measurable Annual Goal: Given a set of math problems, will solve multi-step problems using the four base operations of math with 80% accuracy in 4 out of 5 trials.

Evaluation Procedures:

- Teacher Observation
- Graded Work Samples
- Informal Assessment
- Standardized Test
- Teacher Made Tests

Method for reporting student's progress toward meeting annual goals:

Projected frequency of Progress Reports: Quarterly

Benchmarks or Short-Term Objectives:

1 Variables

Given a set of math problems, will solve problems in which letters stand for numbers with 80% accuracy on 4 out of 5 trials.

2 Fractions

Given a set of math problems, will solve problems involving fractions using the four base operations of math with 80% accuracy in 4 out of 5 trials.

What makes a solid IEP Goal and/or Benchmark?

Annual Goals are designed to identify the larger concrete skill that the student needs to master. This larger skill is rigorous and ensures alignment with either state standards or state alternative standards.

Benchmarks are identified as isolated skills the student needs that will lead to mastery of the larger goal.

Goals must contain a:

- **Behavior** (The action/skill the student is to accomplish)
- **Condition** (How will the student show he or she can meet the goal/benchmark?)
- **Degree** (The degree to how the goal will be measured: trials, percentages)

(ex. When given a 3rd grade reading passage, Johnny will decode the passage with 80% accuracy on 8 out of 10 trials)

Note: It may be helpful to write down how you believe your child is progressing on their goals.

IEP goals and benchmarks are driven by your child’s specific needs. Needs can be academic, behavioral, social, and functional (basic living skills). **Based on your knowledge of your child**, ask yourself, how do you feel your child has progressed on their current goals? Is there evidence that there are goals that have been mastered? Are there additional goals needed? **Note: The team will discuss and consider all proposed goals and objectives, including those proposed by the parent/guardian to ensure that they are rigorous and attainable.**

**Note: How to use the information you gathered?
You may want to bring the above notes with you to the IEP meeting as a reference.**

Measuring Student Progress Section

The purpose of this section is to explain both how progress will be measured and when the parent/guardian will be provided with the progress report. Student Progress section will let parent and guardians know if their child is achieving his or her goals.

Schools often measure progress through “observation” and “work samples” to indicate how progress will be measured. Informal assessments such as teacher generated quizzes and tests, rubrics, etc. will also be collected as evidence to show progress. Generally, progress reports are provided on a quarterly basis, however for students 5 years and younger, the progress reporting will be provided at least once every 6 months.

Least Restrictive Environment Section

Video Link



<https://youtu.be/6QlYFlySztQ>

The purpose of this section is to explain the extent, if any, to which your child will not participate with non-disabled children in the regular classroom and in school activities. It also addresses the important question: Where will my child's IEP goals be carried out? Will my child receive services within the regular education setting, within a special education classroom, or in a combination of the two?

The goal of the IEP Team is to plan for the provision of education services in the least restrictive environment (i.e. to the maximum extent appropriate, with children who do not have disabilities). In some cases, it will benefit the student to receive services in the least restrictive environment, and the IEP Team will plan accordingly.

Note: As a parent, you are an important member of the IEP Team. Placement is an IEP Team decision.

Examples of Possible Placements:

- Full-time participation in the regular education classroom with consultative support.
- Majority participation in the regular education classroom with pull-out intervention for therapies (i.e. speech, occupational therapy, physical therapy, etc.).
- Majority participation in the regular education classroom with pull-out therapies and pull-out special education intervention (i.e. pull-out speech therapy and instruction in resource or special education room to work on IEP goals).
- Majority participation within the special education setting (i.e. majority of day in resource room or self-contained classroom with inclusive participation in "specials" such as art, music, physical education, lunch, recess).
- Full-time participation in the special education classroom and adapted "specials."

Additional IEP Sections:

Participation in State and District Tests

The IEP will include the type of state and district tests your child will receive during the year. The three most common testing options are:

1. Your child will take the regular state and district tests with **no accommodations**.
2. Your child will take the regular state and district tests, yet your child will be given **Designated Supports** (additional access features such as adaptive seating, color overlay, text-to-speech, scribe, sound amplification, etc.).
3. Your child will take the regular state and district tests, yet your child **will be given district/state approved accommodations** (calculator, multiplication table, large print test booklet, etc.)
4. Your child **will not take the regular state and district tests** but will take an "alternative test" that the team determines to be more appropriate given your child's disabilities.

Note: More information can be found on our district website:

<https://www.washoeschools.net/Page/3568>

Specially Designed Services and Related Services Section

SPECIAL EDUCATION SERVICES				
PEN	SERVICE NAME	SERVICE LOCATION (e.g., ESE Class or General Ed Class)	DURATION* Start Date - End Date	FREQUENCY (e.g., 30 minutes Weekly)
Math Skills	Specialized Instruction in Directed Studies	SE Class	6/5/2018 - 7/31/2018	240 minutes Weekly
Language Skills	Specialized Instruction in Language Arts	GE Class	6/5/2018 - 7/31/2018	240 minutes Weekly
Math Skills	Specialized Instruction in Math	GE Class	6/5/2018 - 7/31/2018	240 minutes Weekly
Math Skills	Specialized Instruction in Directed Studies	SE Class	8/1/2018 - 6/4/2019	240 minutes Weekly
Language Skills	Specialized Instruction in Language Arts	GE Class	8/1/2018 - 6/4/2019	240 minutes Weekly
Math Skills	Specialized Instruction in Math	GE Class	8/1/2018 - 6/4/2019	240 minutes Weekly
*Subject to School Board Calendar				
SUPPLEMENTARY AIDS AND SERVICES				
Includes aids, services, and other supports provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.				
PEN	SERVICE NAME	SERVICE LOCATION (e.g., ESE Class or General Ed Class)	DURATION* Start Date - End Date	FREQUENCY (e.g., 30 minutes Weekly)
<input checked="" type="checkbox"/> None needed at this time.				
*Subject to School Board Calendar				
Page 8 of 12				
WASHOE COUNTY SCHOOL DISTRICT INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)				
RELATED SERVICES				
PEN	SERVICE NAME	SERVICE LOCATION (e.g., ESE Class or General Ed Class)	DURATION* Start - End	FREQUENCY (e.g., 30 minutes Monthly)
<input checked="" type="checkbox"/> None needed at this time.				
*Subject to School Board Calendar				

The purpose of this section is to list the special education services and the related services that will be provided to your child. In other words, which services does your child require so that he can attain his annual goals and progress in the general curriculum?

Video Link

https://youtu.be/Kqn0MWIgj2g

Services will include specially designed instruction, and designated supports when appropriate that can include **related services** (i.e. speech therapy, occupational therapy), **assistive technology** (devices that help student to communicate).

This section also indicates what services will be provided, when the services will start, how long the services will be provided, and the frequency in which your child will receive the services.

Special Instructional Factors

The IEP team will consider “special factors” when creating the IEP. Although these factors may not pertain to every child, the IEP Team will consider:

- Behavior:** If your child’s behavior interferes with his or her learning, the team must consider interventions and strategies that will address the behavior issues. If your child is exhibiting behavior that interferes with his or her learning or the learning of other students, the team may provide positive behavioral strategies, supports and interventions to address that behavior.
- Limited Proficiency in English:** Does the student have limited English language skills? If so, they should be addressed within the IEP as those needs relate to the student’s IEP.
- Visual Impairment:** If your child is blind or visually impaired, the IEP must provide appropriate supports.
- Hearing Impairment:** If your child has a hearing impairment, the IEP must address how your child’s communication will be supported.
- Assistive Technology:** The IEP team must consider whether your child needs assistive technology and, if so, what required technology will be included on the IEP.

Video Link

https://youtu.be/qJkDfiiGKg

Final Thoughts

It is true that the IEP process can be confusing and at times overwhelming, however, you have important, relevant information to share. You are an equal participant in the development of your child's IEP. The Washoe County School District strives to make every effort to work together with families in the best interests of the students they serve.

***Feedback on this document is encouraged, please send all feedback to mpeirce@washoeschools.net**

Additional Tips and Strategies for Successful IEP Meetings:

The school will strive to provide parents with a draft of your child's IEP one week prior to the formal meeting. Some parts of the IEP will not be complete. They are left blank intentionally as the draft is a proposal and it is the IEP team who makes the final decisions.

Note: Final Prep for the IEP Meeting

You may want to consider some of these suggestions below in order to be prepared and have a productive and collaborative IEP meeting:

- Compare the school's draft with your own ideas after you complete the IEP Reflective ROADMAP.
- Make notes directly on the IEP draft, preparing your thoughts in each of the important IEP sections.
- Find out the time allotted for the IEP meeting so you know how much time you have.
- Also, be prepared to ask for a follow-up meeting in writing if you were not able to accomplish all of your goals.
- You may want to bring support to the meeting. You might ask the support person to take notes for you.
- Just as you need to make your voice heard, listen respectfully and be open to the thoughts, concerns, and ideas of the other members of the team.

Special Education Rights of Parents and Children:

For an online copy of the Special Education Rights of Parents and Children go to:

<https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/76/Special%20Education%20Rights.pdf>

Education Acronyms List:

APE – Adaptive Physical Education
AT – Assistive Technology
BCBA – Board Certified Behavior Analyst
BIP – Behavior Intervention Plan
CLS – Comprehensive Life Skills
ELA – English Language Arts
ES – Elementary School
ESY – Extended School Year
FAPE – Free and Appropriate Public Education
FBA – Functional Behavior Assessment
HS_ - High School
IC – Infinite Campus
IDEA - Individuals with Disabilities Education Act
IEP – Individualized Education Program
LEA – Local Education Agency (represented by school administrator or appointed representative)
LRE – Least Restrictive Environment
MAP- Measurement of Annual Progress (assessment given 3 times a year)
MS – Middle School
MTSS – Multi- Tiered Systems of Support
NAA – Nevada Alternative Assessment
NVACS – Nevada Academic Content Standards
OSS – Office of Student Services
OT – Occupational Therapy
PBIS – Positive Behavior Intervention System
PIF – Parent Involvement Coordinator
PLOP – Present Levels of Performance
PT – Physical Therapy
PTR – Prevent Teach Reinforce
PWN – Prior Written Notice
SBAC – Smart Balanced Assessment Consortium (standardized academic assessment given to students on track for a standard diploma in grades 3-8)
SDI – Specially Designed Instruction
SEL – Social Emotional Learning
SIP – Social Intervention Program
SLP – Speech and Language Pathologist
TMCC – Truckee Meadows Community College
UNR – University Nevada Reno
VI- Visual Impairment (specialist or eligibility)
WCSD – Washoe County School District