

# Aligning IEPs to the Standards







# BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

## Key Principles

*Students engage in self-advocacy and are involved in determining their own educational goals and plan.*

*Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.*

*Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.*

*Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.*

*Schools provide multi-tiered systems of behavioral and academic support.*

*Schools provide high quality inclusive programs and activities.*

*Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.*





# Why Align IEPs to the Standards?



# Least Restrictive Environment (LRE)

200.1(cc) The placement of an individual student with a disability in the least restrictive environment shall:

- provide the special education **needed** by the student
- provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
- be as close as possible to the student's home.







# How to Align IEPs to the Standards



# Steps to Aligning IEPs to the Standards

<b>1</b>	<b>Consider the Grade Level Standards</b>
<b>2</b>	<b>Examine Classroom and Student Data</b>
<b>3</b>	<b>Develop the PLP</b>
<b>4</b>	<b>Develop the Annual Goals</b>
<b>5</b>	<b>Assess/Report Student Progress</b>
<b>6</b>	<b>Identify SDI, Accommodations/Modifications</b>
<b>7</b>	<b>Determine Appropriate Assessment</b>

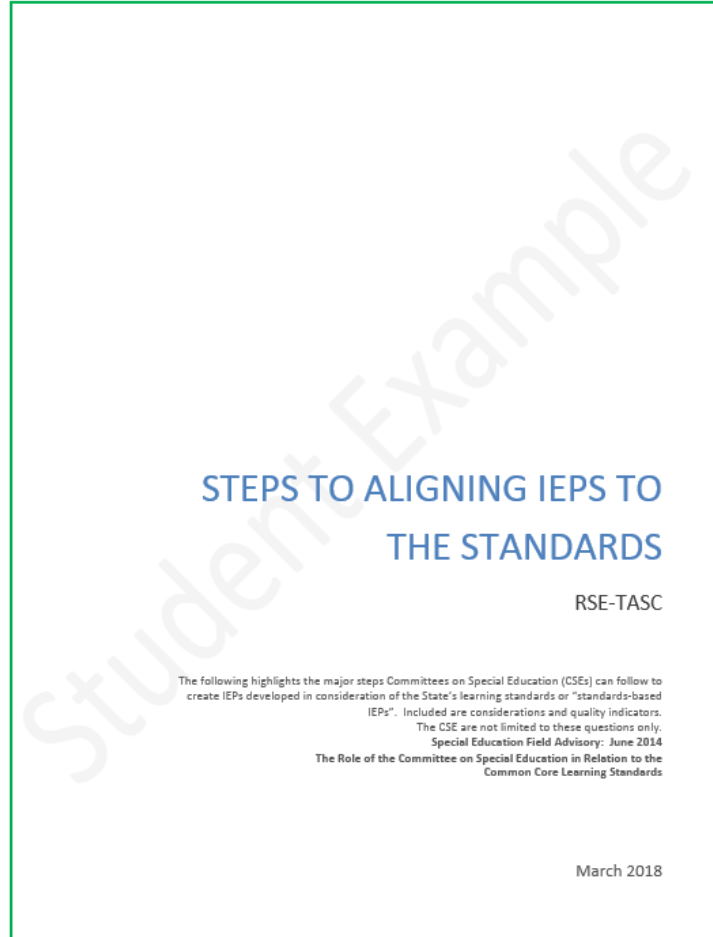
\*Adapted from the National Association of State Directors of Special Education (NASDSE):

[http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/36\\_a7f577f4-20c9-40bf-be79-54fb510f754f.pdf](http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/36_a7f577f4-20c9-40bf-be79-54fb510f754f.pdf)



# Tools for Aligning IEPs to the Standards

---



# 1: Consider the Grade Level Standards

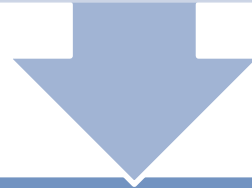
---

- What is the intent of the content standard?
- What is the content standard saying that the student must know and be able to do?



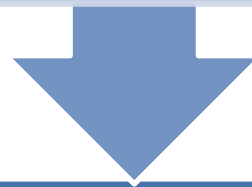
Standards (What is essential to learn)

What students should know and be able to do



Curriculum (What is taught)

The knowledge (content) that is taught to meet the standards



Skills (How to learn)

The tools needed to learn the curriculum



















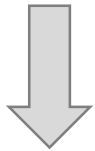




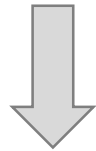


# Specially Designed Instruction

---



**Content**  
Knowledge and skills  
being taught to  
students with  
disabilities



**Methodology**  
Instructional  
strategies or programs  
used with students  
with disabilities



**Delivery of  
Instruction**  
The way in which  
instruction is  
delivered to students  
with disabilities





# Appropriate Assessments

---

1. Participation in statewide assessment without accommodations
2. Participation in statewide assessments with allowable accommodations
3. Participation in alternate assessment



