

The background of the slide is a green chalkboard. In the lower-left quadrant, two pieces of pink chalk are lying on the surface. One piece is standing upright, and the other is lying horizontally next to it. There are several faint, white chalk markings on the board, including a large, light-colored 'A' shape in the lower-left, a curved line in the middle, and some other indistinct marks. The overall lighting is soft, creating a slight shadow for the chalk pieces.

Successful Development of an Individual Education Plan (IEP)

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Expected Outcomes

- Parents will understand the federal definition of an IEP
- Parents will understand the process and components of an IEP
- Parents will understand the roles and responsibilities of all IEP team members
- Parents will discuss best practices in IEP development



Individuals with Disabilities Education Act (IDEA)

The reauthorized Individuals with Disabilities Education Act (IDEA) was signed into law on Dec. 3, 2004, by President George W. Bush. The provisions of the act became effective on July 1, 2005. The final regulations were published on Aug. 14, 2006.

IDEA and FAPE

The term FAPE stands for Free Appropriate Public Education. It is THE educational right guaranteed by the IDEA.



The Individualized Educational Program

The term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 CFR 300.320 through 300.324

General requirements for the development of an IEP.

- *Present levels of academic achievement and functional performance...*
- *Measurable annual goals, including academic and functional goals*
 - Description of benchmarks or short-term objectives
 - How progress toward the annual goals will be measured

General requirements for the development of an IEP.

- *When and how periodic progress reports will be provided*
- *The special education and related services and supplementary aids and services provided to, or on behalf of the child*
 - how often they will be provided (frequency)
 - how long they will be provided (duration)
 - where they will be provided (location)
 - who will provide the services

General requirements for the development of an IEP.

- *Any appropriate individual accommodations necessary to measure academic and functional performance on State and district wide assessments*
- *The students participation in the general education setting and the modifications or supports that will be provided*

General requirements for the development of an IEP.

- *Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, it must include:*
 - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments
 - The transition services (including courses of study) needed to assist the child in reaching those goals.

General requirements for the development of an IEP.

➤ *Other Considerations:*

- A description of any assistive technology, including training, the student or staff may need
- A discussion of whether the student needs additional help and support when school is not in session (Extended School Year Services [ESY])


General requirements for the development of an IEP..

➤ Other Considerations:

➤ Special training or support that the student, the parent and school staff need in order to ensure the student is provided FAPE

- *Behavior*
- *Limited English Proficiency*
- *Braille*
- *Communication Needs*

➤ Statement of transfer of rights at age of majority.



At its core the essential legal components and steps are:

IEP Process

Present Levels of Performance



Goals and Objectives



Progress Reporting



Services & Programming



Participation in General Education



Assessment Participation and Accommodations




Other Considerations



Transition

Roles and Responsibilities of the IEP Team Members





There are
really only
five types of
IEP meetings:

Initial

Annual Review

*Re-evaluation/
Triennial*

*Manifestation
Determination*

Addendum/Special



Who must attend

- The parents of the child;
- Not less than one regular education teacher of the child
- Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- A representative of the district who
 - *Is qualified to provide, or supervise the provision of, specially designed instruction*
 - *Is knowledgeable about the general education curriculum; and*
 - *Is knowledgeable about the availability of resources.*

Who must attend

- An individual who can interpret the instructional implications of evaluation results,
- At the discretion of the parent or the district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate
- Whenever appropriate, the child with a disability.



Increasing Opportunities for a Successful IEP Meeting



Preparing for the IEP Meeting

School Staff:

- *Set meeting date well in advance*
- *Send home draft goals before the meeting*
- *Provide an explanation of why the goals were chosen*
- *Send home reports and evaluations prior to the meeting to let parent digest the information*
- *Be available via phone or email to answer questions regarding reports and evaluations prior to the meeting*

Preparing for the IEP Meeting

School Staff:

- *Present and explain in advance what questions will be asked of the parents at the meeting*
 - Parental Concerns
 - Strengths and Challenges
- *Provide information/explanation of what topics will be discussed and the decisions that will need to be made at the meeting*

Preparing for the IEP Meeting

School Staff:

- *Know what might be controversial and give the parents opportunities to have preliminary discussions*
- *Avoid jargon in documents and conversation*
- *Offer a way a parent can be mentored or supported through the IEP process*

Preparing for the IEP Meeting

Parents:

- *Set meeting date well in advance*
- *Review draft goals and ask for needed explanations before the meeting*
- *Send private reports and evaluations prior to the meeting*

Preparing for the IEP Meeting

Parents:

- *Be available via phone or email to answer questions regarding reports and evaluations prior to the meeting*
- *Present any expectations for specific topics you want to be discussed at the meeting*
- *Know what might be controversial and give the school opportunities to have preliminary discussions*

During the IEP Meeting

- *Place staff and family next to each other.*
- *Have team members start by sharing a story or picture*
- *Make sure there is an agenda and refer to it as needed*
- *Check in with the parent throughout the meeting for understanding and a general satisfaction level*

During the IEP Meeting

- *Allow teaching assistants to participate in meetings*
- *Offer child care during the IEP meeting*
- *Explain the chain of communication- who do I go to with my concerns?*
- *Create an action plan at the end of the meeting*

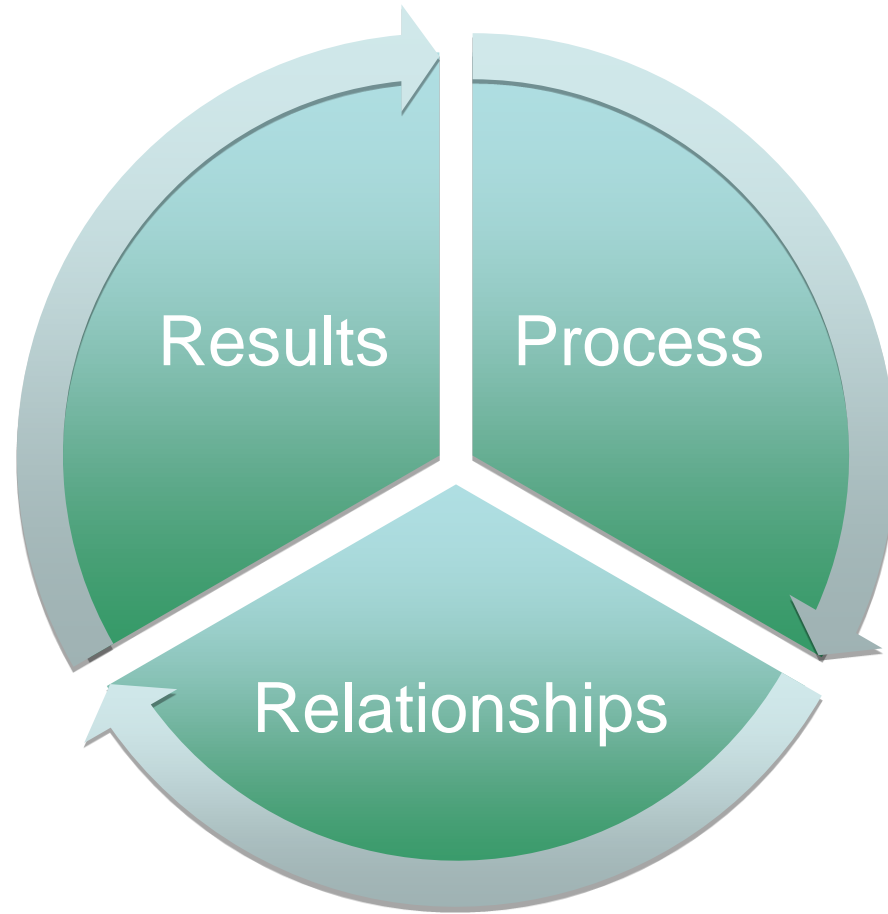
Beyond the IEP meeting

- *Send more in-depth progress reports (i.e., work examples, notes and details. Not just “making progress”)*
- *Both parents and schools can ask for informal conferences held during the year (might not be the full IEP team)*
- *Develop an effective ongoing communication method between families and staff (i.e., notebook)*

Beyond the IEP meeting

- *Ask parents for “progress report” or feedback of their child’s goals during the school year*
- *Co-develop a plan for home if needed*
- *Suggest resources and support for families for recreational programming during summer, respite care, and in home supports*

Dimensions of Success



Key2Ed

Resources

- **General Questions,**
www.wrightslaw.com/info/iep.index.htm
- **IEPs & IEP Meetings**
www.wrightslaw.com/idea/art/iep.roadmap.htm
- ***Developing Your Child's IEP***
<http://www.parentcenterhub.org/repository/pa12/>



Resources

The Center for Parent Information and Resources (CPIR) serves as a central resource of information and products to the community of Parent Training Information (PTI) Centers and the Community Parent Resource Centers (CPRCs), so that they can focus their efforts on serving families of children with disabilities.

Resources

- **Find Your Parent Center**

Every State has at least one **Parent Training and Information Center** (PTI) to offer families information. Many States also have a **Community Parent Resource Center** (CPRC), which offers the same type of support and training to parents of children with disabilities. For a quick read on what PTIs and CPRCs do, and how they can help parents and families of children with disabilities:

http://www.parentcenterhub.org/wp-content/uploads/repo_items/bp3.pdf



Thank You!!

QUESTIONS?

Please feel free to follow-up on any of the material discussed. I can be reached at
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