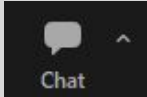

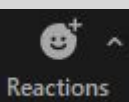
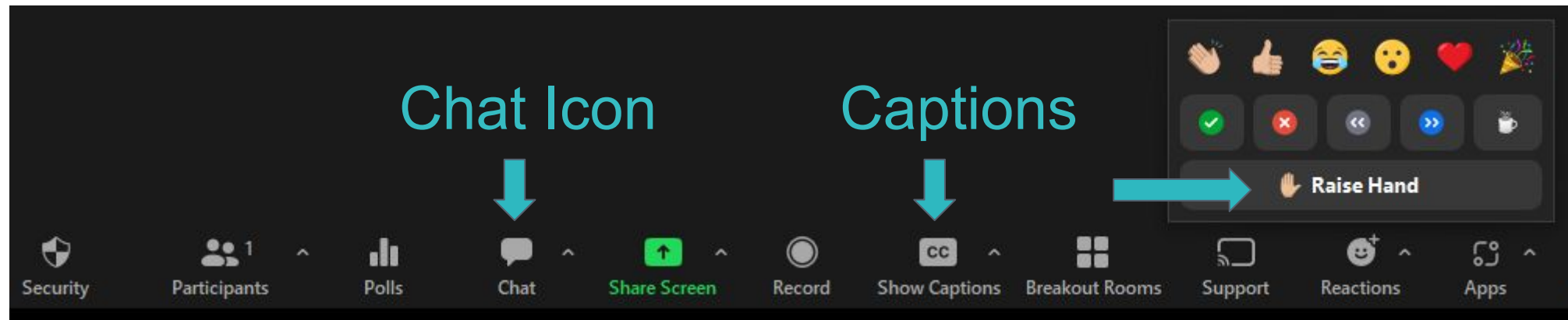


# Welcome!

All participants have been **muted**

Turning on your video is optional

If you have a question, use the **Chat**  feature or **Raise Hand**  by clicking **Reactions**  icon





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# MY FIRST IEP

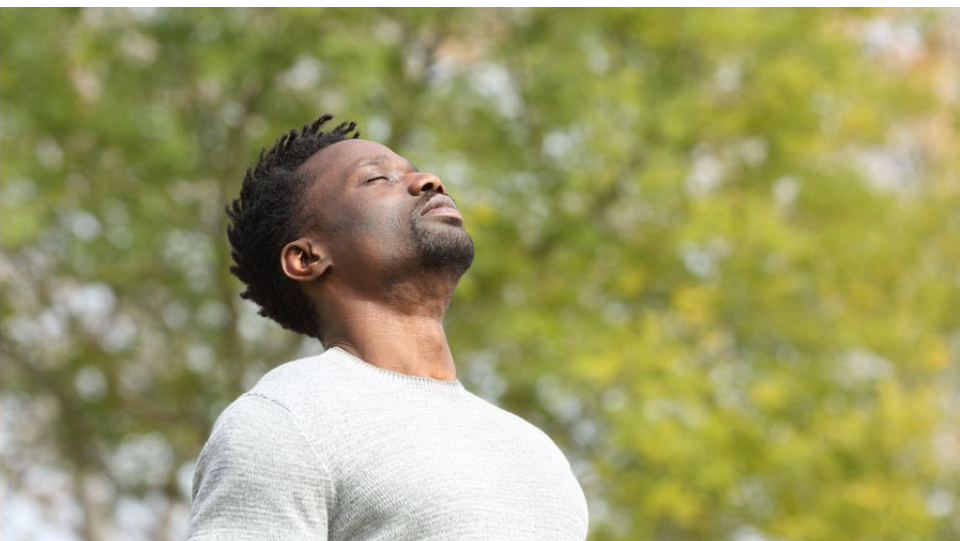
INDIVIDUALIZED EDUCATION PLAN

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years



IT IS JUST A  
MEETING...





- **Increase your knowledge** about the special education, or Individualized Education Plan (IEP) process. What it IS and HOW it works.
- Provide you with **RESOURCES and IDEAS** to help with the IEP process.



# OVERVIEW

## W



- What is an IEP?
- How does the IEP process work?
- What are special education services?
- How can I help get my child what they need at school?

# WHAT IS AN INDIVIDUALIZED EDUCATION PLAN?

---

The IEP is a document, and the IEP process is the steps laid out in the Individuals with Disabilities Education Act (IDEA) to figure out appropriate services for eligible children. Individual Education Plans (IEPs) are an agreement on:

- What a child's special educational needs are;
- What special education services a child will receive;
- How often and how much services;
- and how/where services they will be delivered.

# WHAT IS AN INDIVIDUALIZED EDUCATION PLAN?

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The logo for FAPE (Free and Appropriate Public Education) is displayed in a large, bold, purple font. The letters are lowercase and set against a light gray rectangular background with a subtle gradient. The background is centered on the slide and is partially overlaid by a horizontal bar at the top.

fape

- The IEP is decided at a meeting (or meetings) between school district staff and a family.
- The purpose of an IEP is to provide **a free and appropriate public education (FAPE) to an eligible child in the least restrictive environment (LRE).**

# IEP TEAM



IDEA specifies which school staff in addition to the parent (and student, when appropriate) should be on the IEP team:

- **Administrator** who is knowledgeable about the resources of the district, and has decision making power;
- A **general education teacher** (if the child is to be included in a regular classroom);
- A **special education teacher**;
- **Therapists or specialists** who can interpret the results of the evaluations;
- Others with specialized knowledge of the child;
- And an **interpreter** if the parent's primary language is not English.

## Did you know?

*Only the parent (or youth over 18 years of age) can excuse IEP Team members from the IEP meeting.*



---

## THE IEP IS A PARTNERSHIP BETWEEN FAMILIES AND SCHOOLS

- The school district has the responsibility of proposing a plan for the child.
- The family and the school district *should* work together on the plan, because **parents are the experts on their children.**



# HOW DOES THE IEP PROCESS WORK?

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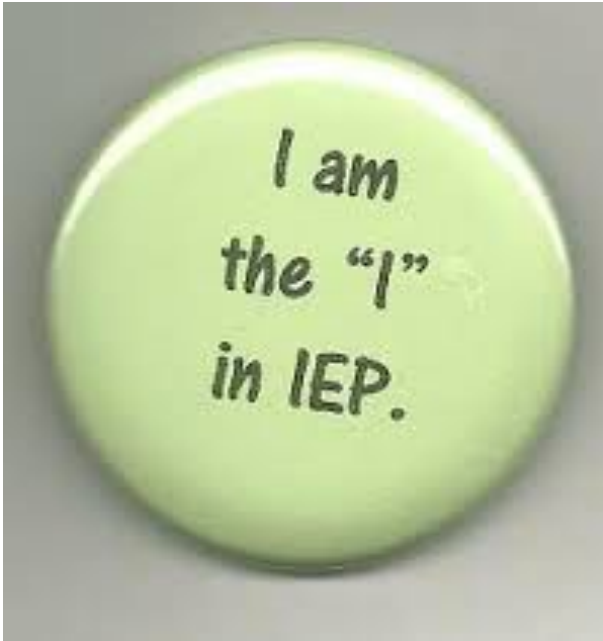
The school district is obligated under law to identify and serve children with eligible disabilities under IDEA. This is called their **'Child Find'** obligation.

This means a district may contact a parent to initiate an evaluation for a disability.

More commonly, a parent writes a letter to the school district asking for their child to be evaluated **'in all areas of suspected disability'**.

# HOW DOES THE IEP PROCESS WORK?

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At the IEP meeting, the IEP team members:

- Present assessments
- Discuss student's needs
- Decide upon a plan which is individualized to the student's needs.

# BASIC RULES OF THE IEP PROCESS

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**Assessments** establish a child's need and must be as complete and accurate as possible.

---

**Goals** establish reasonable expectations on what areas a child will get help with and how much a child is expected to progress.

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**Placement** (which includes all services and supports) are what is necessary for a child to have a reasonable chance of achieving his or her IEP goals.

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## **Things to think about:**

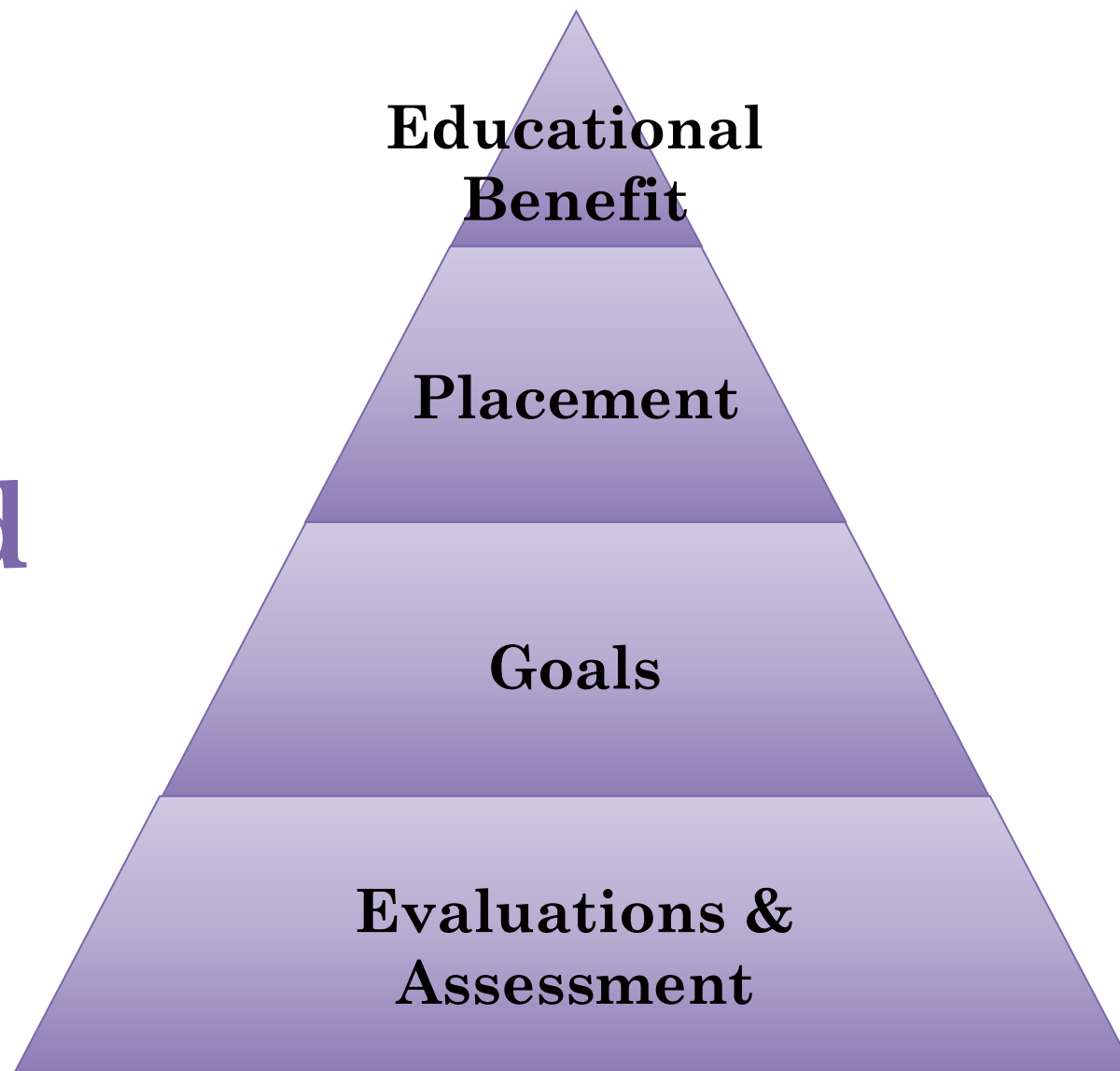
*What is the student's present levels of performance?*

*Are the student's goals achievable?*

*Has parent information and input been included?*



# IEP Pyramid



# SPECIAL EDUCATION TIMELINES

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- Request an Evaluation: 15 days for an assessment plan\*
- Evaluation completed with a scheduled IEP Meeting: 60 days\*
- Schedule an IEP: 30 days\*

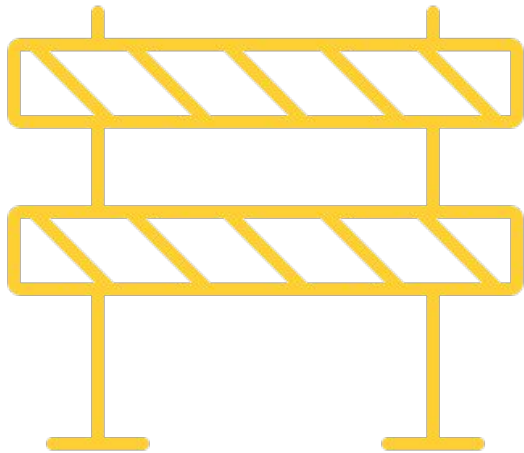
*\*Timeline exception – when school holidays exceed 5 days*

## **Did you know?**

*Requesting an evaluation well before summer vacation gives the school district time to assess and schedule a meeting.*

# CHALLENGES AND ROADBLOCKS

Parents and guardians have encountered these issues:



- School registration
- Systemic inequities
- Response to intervention (RTI) or Student Study Team (SST)

## **Did you know?**

*Regional Center eligibility is not the same as Special Education (IEP) eligibility.*

QUESTIONS?





# WHAT ARE SPECIAL EDUCATION SERVICES?



Special Education is education specially targeted to eligible children with special needs, who **require** services and supports in order to make progress at school.

Special education usually includes some or all of the following (often referred together as a **PLACEMENT** or the Offer of FAPE).

- A classroom
- Services and supports
- Accommodations and modifications

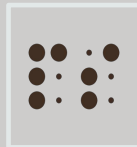
## WHAT ARE SPECIAL EDUCATION SERVICES?



In the IEP, the type of classroom is specified:



This can be in a regular classroom called a [General Education](#) (GE) classroom, or an Inclusion Classroom



A [Resource Class](#) - may also be called a RSP, Communicatively Impaired, or Learning Disabled classroom,



A [Special Day Class](#) (SDC) - these may also be called mild to moderate, moderate to severe, or multiply handicapped classroom.

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## LEAST RESTRICTIVE ENVIRONMENT

IDEA calls for children to be placed in the **least restrictive environment** (LRE).

As with all things in the IEP process, **LRE** depends on the child and their needs.

**LRE** may be the class to which he/she would have otherwise gone, if that person did not have a disability. For example, a child in General Education classroom may need supports and services in the class to be successful there – and those should be listed as part of the placement.

## SERVICES AND SUPPORTS



**Services and supports** are services needed to help your child to achieve their IEP goals.

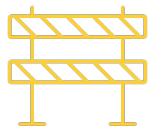
There is a large variety of services, but they will **only be offered if they are required for a child – not if a child merely benefits from getting this service.**

### **Did You Know?**

*For a child to actually receive services they need to be listed on the **Designated Instructional Services (DIS)** page of the IEP.*



## ACCOMMODATIONS AND MODIFICATIONS



### **Roadblock:**

*Lack of language accommodations for non-English speaking students*

- **Accommodations** are things that are adapted for a disability. For example:
  - Extended time on tests
  - A quiet room (or area) for testing
  - Preferential seating
  - Use of a computer
  - Closed captioning on videos
  - Processing time before responding
- **Modifications** means making class or homework easier - such as by giving a child an individualized parallel curriculum.
  - Reworded assignments in a way a child understands
  - Modified length of assignment

# ADVOCACY TIPS

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## Communicate

Always communicate with the school **in writing**.  
If something is **not in writing**, it does not exist.

## Ask

Ask for **written copies or rules and policies** when you are told that 'we don't do that'.

## Read over

**Read over the notes** taken at the meeting and make sure you agree with them before leaving the meeting.

# ADVOCACY TIPS

## PREPARING FOR THE IEP MEETING

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You can bring someone with you as support, only you can decide (of your supporters) who should be at the meeting,

Get evaluations and assessments from the district to read over before the meeting. Request this in writing.

Write your own 'family agenda' and give it to the district of things you want to discuss.

You have the right to audio record the meeting, but you need to notify the district one (1) business day in advance.

ADVOCACY TIPS...  
THINGS TO KNOW



Services and supports must appear on the IEP or your child will not receive them.



You can let the team know at the beginning of the meeting that you do not plan to give consent to the new IEP today, but you will bring it home and read it over. *(The district will ask you to sign-in for attendance).*



You can agree with part of an IEP and write next to your name the things that still have to be resolved.

# MORE SPECIAL EDUCATION TIMELINES

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- Student records request: 5 business days\*
- State compliance complaint: 1 year
- Office of Civil Rights (OCR) Complaint: 6 months
- Initiate Due Process: 2 years
- Prior Written Notice (PWN): “reasonable amount of time”

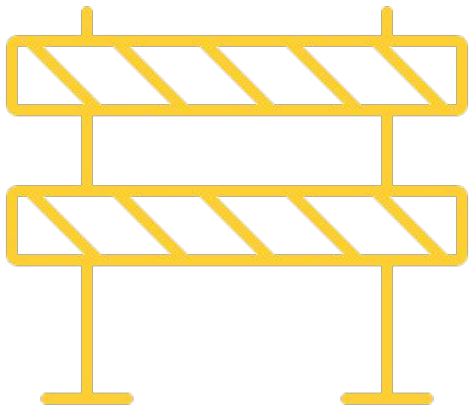
*\*Timeline exception – when school holidays exceed 5 days*



# CHALLENGES AND ROADBLOCKS

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Commonly  
used phrases  
or comments:



- “You didn’t specifically tell me that...”
- “We provide that for all students...”
- “All children are working on this...”
- “Let’s wait and see...”
- “This is our school policy...”

QUESTIONS?





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# Thank You for Participating!

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