Understanding the IEP Process

Schuylkill Intermediate Unit 29
Special Education Consultants
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The Value of Parents

- You are a vital force in your child's life,
- You are experts on your child,
- You have provided and will continue to provide long-term support,
- You deal with multiple issues,
- You are advocates for services and benefits,
- You vary in their capacity to support their child,

You are essential to the team!

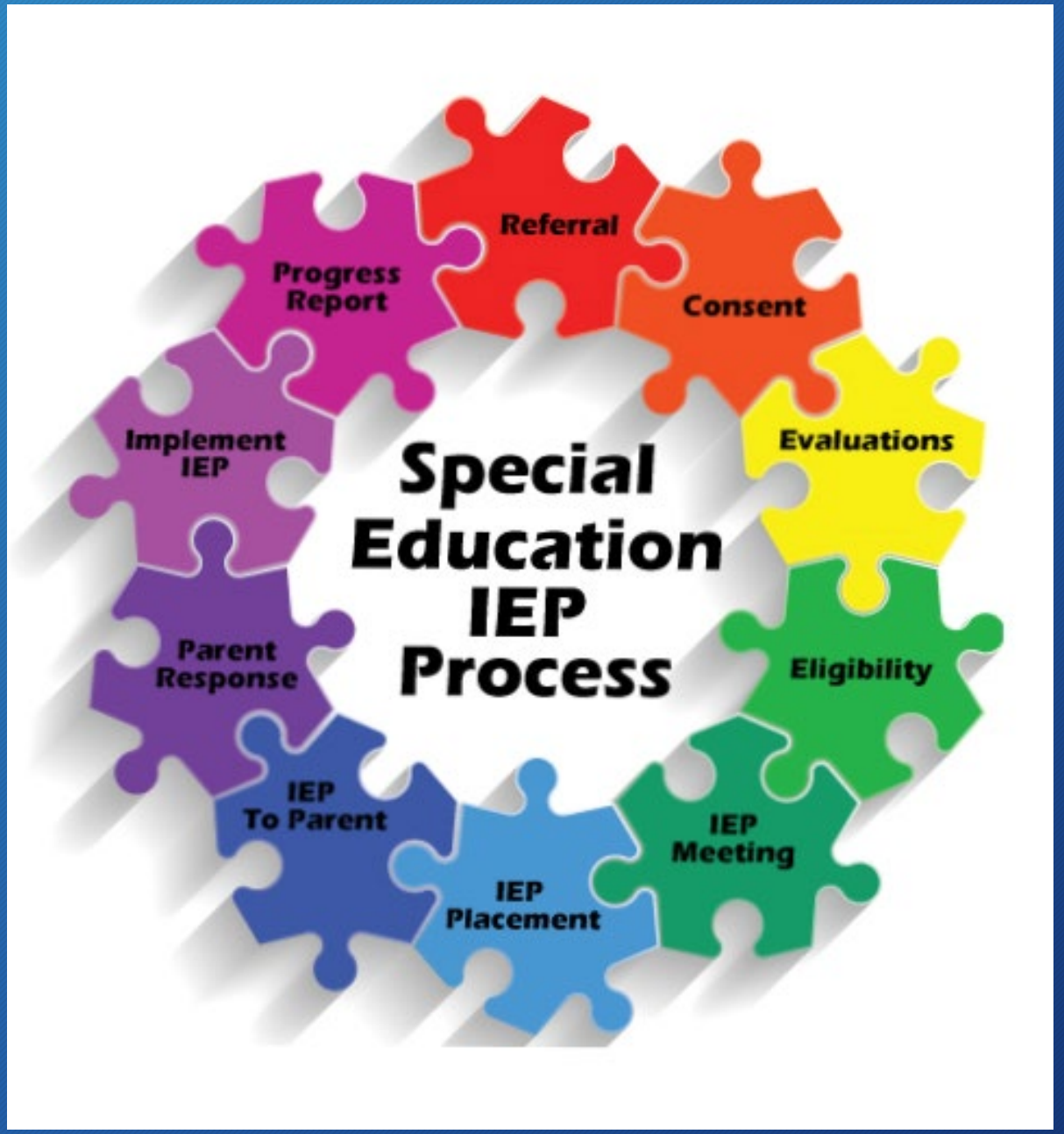
Individuals with Disabilities Education Act IDEA 2004

Primary Purpose

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. H.R.1350 (IDEA 2004)

IEP PROCESS & TIMELINES

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Special Education IEP Process
Referral
Consent
Evaluations
Eligibility
IEP Meeting
IEP Placement
IEP To Parent
Parent Response
Implement IEP
Progress Report

The IEP Process

1. Pre-Referral
2. Referral
3. Identification
4. Eligibility
5. Development of the IEP
6. Implementation of the IEP
7. Evaluation and Reviews

Step 1: Pre-Referral

- Document and explain students' difficulties and challenges
- Test the effectiveness of classroom accommodations
- Assess the power of various instructional interventions
- Monitor students' progress

Step 2: Referral

- Suspicion of a disability or additional services - teachers or parents
- Referred to the school district for an evaluation
- Parental consent required

Step 3 & 4: Identification and Eligibility

Special Education?

Disability?

Services?

Step 5: Development of the IEP

Required IEP Team Members:

- Parent(s) of the student
- At least 1 regular education teacher
- At least 1 special education teacher
- LEA Representative
- Someone who can interpret the instructional implications of the evaluation results
- Other individuals who have knowledge or special expertise regarding the student
- Student (age 13 turning 14 and older) must be *invited*, but is not a required member

- The IEP team uses information that is contained in the Evaluation Report (ER), or Reevaluations (RR), to write the IEP.
- The IEP will include a description of all the programs and services necessary to help your child make progress in school.

What to do before an IEP

1. Pull and review your records
2. Invite and prepare guests
3. Prepare your questions and recommendations
4. Tell school about any requests and/or special guests
5. Relax and reflect on your child

Step 6: Implementation of the IEP

- IEP will be shared with your child's teachers.
- IEP meetings are conducted annually.
- Progress reports are shared quarterly.
- Parent and student input is important to the implementation.

Step 7: Evaluation and Reviews

- At least once a year, the IEP will be reviewed. At the meeting you can request changes or make suggestions.
- Reevaluation
  - Students with IEPs have to be reevaluated every three years to determine whether they're still eligible for services.

Navigating the Individualized Education Plan (IEP) Process

Pre-Referral

During the pre-referral phase, parents work together with teachers to try and resolve concerns informally within the classroom.

Referral

If informal measures are not solving the concern, you can request an evaluation to see if child qualifies for special services. Referrals can be made by parents, teachers, or other staff.

Informed Consent

After receiving a written referral, the school district has 10 calendar days to provide you with a plan for evaluating your child's needs. After reviewing and agreeing with it, sign and return to begin the evaluation process.



Send a Letter → **Within 10 calendar Days** → **Provide Consent**

Evaluation

Qualified school district personnel will assess your child to determine whether he/she needs special education services. Evaluations may be conducted by the school psychologist, speech/language pathologists, occupational and physical therapists, and others as needed

Note

Parent receives an evaluation report 10 school days prior to the IEP meeting. (unless waiver was signed)

Be Evaluated ← **60 Calendar Days**

IEP Development

After the evaluation is complete, you will meet with involved school personnel to review results and discuss your child's needs. If your child qualifies, you will discuss what services may benefit your child. As a team member, you will be a part of establishing what your child will receive and goals for the next year.

Attend IEP Meeting ← **Within 30 Days**

Implementation

Once you have signed the IEP, it will be implemented ASAP or no later than 10 school days after you sign. As part of the team, you can seek further discussion of your concerns. If you disagree with the plan, you can review the Procedural Safeguards containing dispute resolution procedures.

Implement Plan → **Attend Annual Review Meetings**

Revisions

The IEP is reviewed annually or whenever you or the school requests a review meeting. Every 3 years (or 2 for exceptionality ID), your child will be re-assessed to make sure the services are the best fit for his/her needs.



School Success!

Secondary Transition

- An IEP must address Transition services when a student is 14 years of age or will turn 14 during an IEP
- Video

What is Secondary Transition?

"a coordinated set of activities for a child with a disability that is designed within a result-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation." (IDEA 2004)

What does it mean?

- For students with special needs, we must plan for that time when they will no longer be in school.
- We must consider the supports and skills students will need to become independent members of the community.
- We must make the “transition” as seamless as possible as students move to post school settings.

Guiding Principles

- Transition efforts should start early
- Planning should be comprehensive and include all necessary team members
- The planning process must balance what is ideal with what is possible
- Student participation is essential
- Family involvement is crucial
- Timing is crucial if certain linkages are to be made

The IEP

- **Goal Areas related to Transition**
  - Postsecondary Education and Training
  - Employment
  - Independent Living



Postsecondary Education and Training

- *What further education or training does my child need?*
  - Two or four year college/university
  - Technical/trade School
  - Military training
  - On-the-Job Training
  - Licensing Program
  - Adult education/training

Employment

- *What type of work does my child want to do?*
  - Competitive, Integrated Employment
  - Competitive, Integrated Employment with support (long or short term)
  - Adult Training Facility
  - Military
  - Self

Independent Living

- *Where does my child want to live after high school & how will my child be involved in the community?*
  - Independent
  - Family Support
  - Agency Support
  - Group Support

Agency Linkages

- As students leave the education setting, they may still require support in their post school setting.
- Adult service agencies can provide this support.
- Eligibility vs. Entitlement

Self Awareness

- An individual's ability to understand their disability.
- Being able to explain the impact of the disability on their learning.

Self Advocacy

- An individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs and rights.
- Making informed decisions and taking responsibility for those decisions.

Self Determination

- An individual's ability to accept, respect, and value themselves
- Being able to set goals
- Learning skills to achieve those goals

COMMUNITY RESOURCES & AGENCIES

Community Resources



Agencies

- Office of Vocational Rehabilitation
- County Mental Health
- County Office of Developmental Programs/Intellectual Disabilities
- Department of Human Services
- Bureau of Autism Services
- Blindness and Visual Services
- Children and Youth Services
- Juvenile Justice System
- Social Security Administration
- The ARC
- Centers for Independent Living
- Disability Specific Agencies

Online Resources

- www.understood.org
- www.pbisworld.com
- www.behaviordoctor.org
- www.parenttoolkit.com
- www.pattan.net
- 100 Practical Strategies for Achieving Greatness http://becky-millspaugh.wikispaces.com/ADHD+-+Exec+Func+Needs

Q & A

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