



The IEP Process and IDEAL Support for Families of Children with IEPs



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Welcome!



ON THE A·G·E·N·D·A

Today's topic: The IEP Process and IDEAL Supports

- Requesting an evaluation
- Qualification process
- IEP Development and the Required Components
- IEPs at IDEAL = ILPs
- Additional Supports at IDEAL
- The CSE and Hearing Process
- Support Professionals at IDEAL



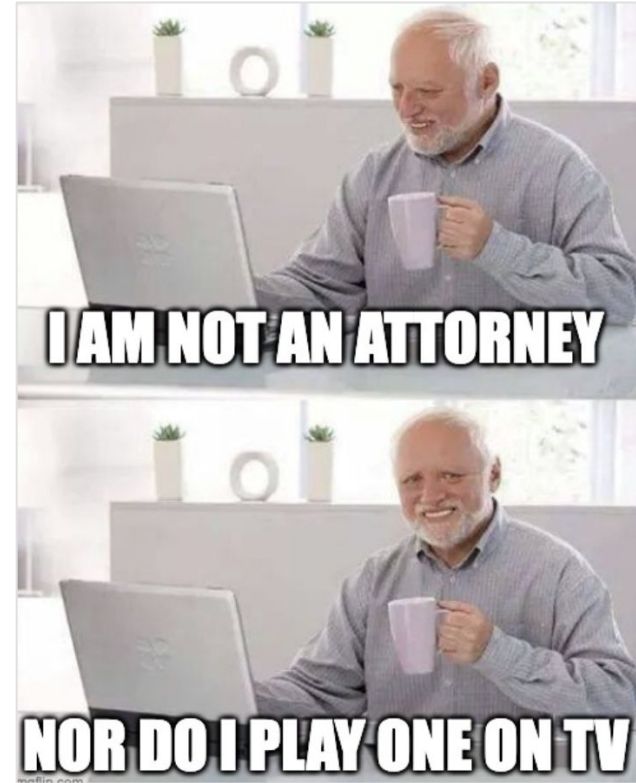
A Little About Me

- Undergraduate degree in Elementary Education and Special Education
- Master's degree in Special Education
- Administrator certificate in Special Education Program Administration
- Educator of 28 years – 11 years as a special education teacher, two years teaching as a general lead teacher, five years as a Curriculum & Instruction Specialist/Coach for a large district in the Seattle area, seven years as a Special Education Director also in Seattle area (public school system)
- College instructor for two years teaching students who were going into early childhood education
- Moved to New York to join the team at The IDEAL School in the summer of 2022 as the Director of Learning Support





The information provided today is for general knowledge and informational purposes only and does not constitute legal advice. I am not a lawyer. The content is provided 'as is,' and is based on my knowledge and experience as a special educator of the past 28 years. You should not act or refrain from acting on the basis of any information provided without first seeking the appropriate professional legal counsel from your attorney.



The IEP Process



Starts with a **referral** from either the parents or a teacher



The district makes a **determination** of whether or not to conduct the special education evaluation and notifies parents. If they decide to evaluate, they obtain **written parent consent** to start the process.

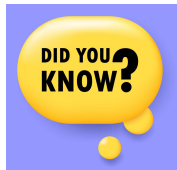
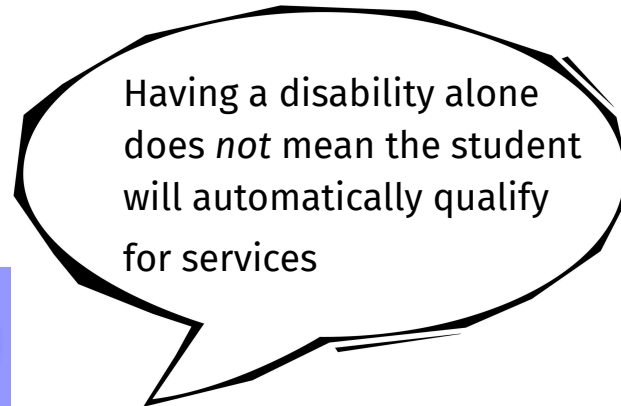


The district conducts a **comprehensive evaluation** in areas such as cognitive functioning, academics, behavior, social emotional functioning, executive functioning, language/communication, fine motor, gross motor, etc.

Once the Evaluation is Complete...



The district will schedule a meeting with the parents and other qualified professionals to review the results to **determine** if the student **qualifies** under one of the 13 qualification categories of a disability as defined by the Individuals with Disabilities Education Act (IDEA).

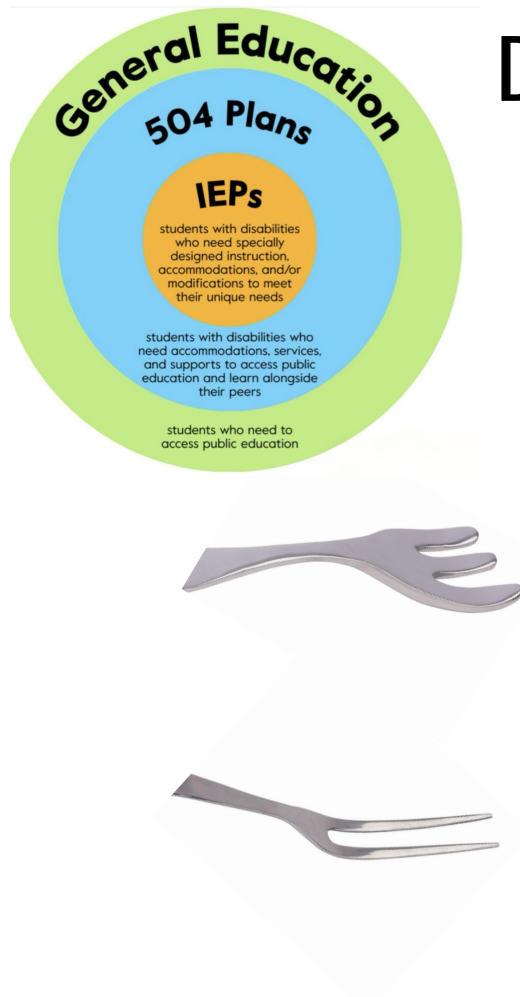


Do They Qualify for an IEP/Special Services?

In order to qualify for special education services, the student must meet **3 prongs**:

- 1) Must have a disability
- 2) Major life function must be adversely impacted by the disability
- 3) Requires specially designed instruction or special services and programs to meet their unique needs

If the student only has the first two prongs, they are then considered for a 504 plan. For example, if a student has cerebral palsy or autism but they only require accommodations in the classroom to be able to access the general education curriculum, then a 504 plan is written.



NYS 13 Disability Classifications



1. Autism
2. Deafness
3. Deaf-Blindness
4. Emotional Disability
5. Hearing Impairment
6. Learning Disability
7. Intellectual Disability
8. Multiple Disabilities
9. Orthopedic Impairment
10. Other Health Impairment
11. Speech or Language Impairment
12. Traumatic Brain Injury
13. Visual Impairment Including Blindness

**13 DISABILITY CLASSIFICATIONS
FOR IEPs IN NEW YORK STATE**
Students who meet the eligibility criteria for one or more of these disability classifications may be considered for special education services under IDEA.

My Child Qualified for Special Services - What's Next?



The CSE team will then develop an IEP - Individualized Education Plan (or Program). This is a written statement or plan to provide your child with a Free and Appropriate Public Education (FAPE)

The IEP team must also place your child in the Least Restrictive Environment (LRE). This generally means your child will be in schools and classrooms with students without disabilities for as much as the day as possible/appropriate. But LRE doesn't necessarily mean a general education classroom – it all depends on the individual needs of the student. LRE for one student can look very different from another student.

IEP Components



Your child's IEP must have:

1. **Present levels of performance** (PLOP or PLAAFP) and documented individual needs – they will include evaluation results (if those are current – evaluation info from three years ago – not present and shouldn't be in the PLOP). They include assessment results, narrative about how the child is doing in their classes, etc. Should also include how your child learns best.
 - a) Student strengths, interests, preferences
 - b) Concerns of the parent related to school functioning
 - c) Social emotional and academic functioning
 - d) Physical development including health, vision, hearing



- Provide instructions orally
- Provide text on audio tape
- Reduce the number of items per page
- Provide a designated reader
- Allow for verbal responses (could be talk-to-text or a scribe or a tape-recorded answer)
- Permit responses to be given via computer
- Frequent breaks during independent work (every 5 minutes, for example)
- Present work in chunks
- Block extraneous information on classwork
- Provide additional practice for core skills
- Provide a content area glossary or reading guide
- Repeat directions

2. **Management Needs:** These are classroom accommodations your child requires to be able to access the curriculum, and teaching strategies that would benefit your child based on their disability and how they learn best.

3. **Effect of student needs on involvement and progress in the general education curriculum:** This is worded a bit strange but essentially what has to go here is the adverse impact statement. One of the 3 prongs - it's a legal requirement that we have to enter in as to why the student requires special services and what the adverse effect is.

4. **Special Factors:** This is the space where the team must enter if the student needs a behavior plan or an assistive technology device or service, if the student is multilingual, needs Braille or Deaf and Hard of Hearing services, etc.



5. Measurable **annual goals** in the areas in which the student qualifies (reading, writing, math, speech, OT, PT, counseling, etc.)
6. **Postsecondary goals** if applicable (education/training, employment, independent living skills)
7. Statement of how **progress** will be measured and how frequently progress reports will go out
8. The **service** matrix – tells what service, the frequency, duration, location
9. Special **considerations** like a 12-month program or if compensatory services are owed

10. **Testing accommodations** and if alternative assessment is appropriate
11. Coordinated set of **transition activities** if students is 15 years old and up
12. An explanation of the extent to which the **child will participate with students without disabilities**
13. Whether your child requires **special education transportation** or not
14. **Placement/program recommendation** – districts must provide a continuum of services and consider those options
15. **Signature page** – signing just means you attended and participated in the meeting, not that you agree with any of it



- > Involve parents in the IEP process
- > Conduct a thorough, individualized evaluation
- > Adhere to required timelines
- > Ensure attendance at IEP meetings by all necessary team members
- > Include the necessary components and content in the IEP

Districts need to:



Common errors districts make:



- > Failure to involve parents in the IEP process
- > Predetermining a student's placement or services
- > Determining placement before programming
- > Failure to assemble an appropriate IEP team
- > Failure to include required components in a student's IEP

Procedural Safeguards

Under federal law, you and your child have legal protections during this process. They're called procedural safeguards and the DOE must provide you with a written explanation of your parents rights. This should be explained to you at every IEP meeting.

1. Procedural safeguards notice

2. Parent participation

3. Access to educational records

4. Confidentiality of information

5. Informed consent (or parental consent)

6. Prior written notice

7. Understandable language

8. Independent educational evaluation (IEE)

9. "Stay put" rights

10. Dispute resolution options

Services Matrix



RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING / SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM:					
RELATED SERVICES:					
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					
* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.					

Consent for Services



Just like providing written consent for the initial evaluation, you also have to provide written consent for initial services. The school cannot legally provide any special services to your child if you have not signed and returned the consent form.

You can revoke consent at any time. If you change your mind a year later, you can then request again an evaluation for special education services.

- *Note - they can't conduct certain evaluations more than once a year because of the validity protocols and limitations for most formal assessments, but if both you and the DOE agree to evaluate again in less than one year, then the school psychologist will look to alternative assessments and potentially use the results from the initial cognitive eval*

Reevaluate Every Three Years, IEP Annually (but you don't have to wait that long)



Annual Review Timeline: The annual review must occur within 12 months following the development of the previous IEP.	The student's progress toward meeting her IEP goals is to be evaluated annually, unless the IEP team and the student's parents agree otherwise. At this time, the student's current performance, progress, needs, and placement are revisited and her IEP updated accordingly.
Re-evaluation Timeline: The re-evaluation must occur at least once every three years.	The student must be re-evaluated every three years, unless the IEP team members and the student's parents agree otherwise. The purpose of the re-evaluation is to determine whether she is still eligible for and requires special education services. This usually entails another comprehensive, individualized evaluation (see Evaluation Step).

IEPs at IDEAL

Our process with new students:

- We look at the IEP and the neuropsych evaluation report, talk to families, then create our own Individual Learning Plan
- We use the IEP and evaluation as a guide or starting point, but we have flexibility in how we provide services



ILPs and Our Upcoming Student-Teacher Developed ILPs

NAME:
PROGRAM:
GRADE:
DOB: AGE:
CLASSIFICATION/DIAGNOSIS:

ACADEMICS:
STRENGTHS:
AREAS OF GROWTH:

TESTING ACCOMMODATIONS: •
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CLASSROOM MANAGEMENT/STRATEGIES: •

THERAPIES:
PRIOR RECOMMENDATION:
PROVIDED AT IDEAL:
SPEECH:
OT:
COUNSELING:
LEARNING CENTER:

LIKES/DISLIKES/MISC:



Learning Center



The Learning Center is a hub of academic life at The IDEAL School of Manhattan. It provides a comfortable space for one-to-one and small group work. Here, teachers and three dedicated learning specialists expand upon typical classroom instruction by providing additional academic support and resources.

PAF, an Orton-Gillingham based reading program, is used to provide intervention for students who need additional reading and phonics support.

Related Services at IDEAL



Unique to The IDEAL School of Manhattan is our elective program that includes enrichment classes and related services that are carefully chosen to meet the needs of our students. Related services include counseling, occupational therapy, physical therapy, and speech and language therapy. These services are provided during our elective periods in the Lower School, supporting our “no pullout” policy where students in the Zenith and Dylan Program are not separated from their peers or pulled out of whole class academic instruction in order to ensure the connection between all students.

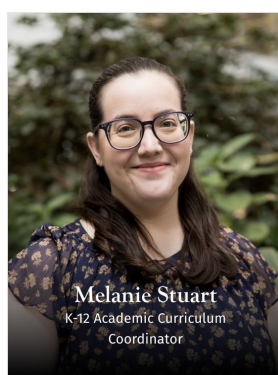
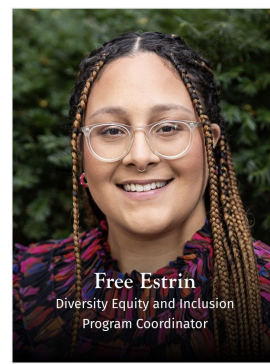
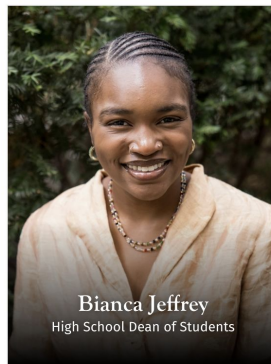
- Students in the Zenith Program receive up to 180 minutes of related services each week
- Students in the Dylan Program receive up to 270 minutes of related services each week and have the support of an associate teacher throughout the entire academic day and for all transitions

Hearing Process



How do we support our students and families in hearings?

Additional Support Faculty at IDEAL for You and Your Child



Questions?

