

Strengthening IEPs through Family & School Partnerships

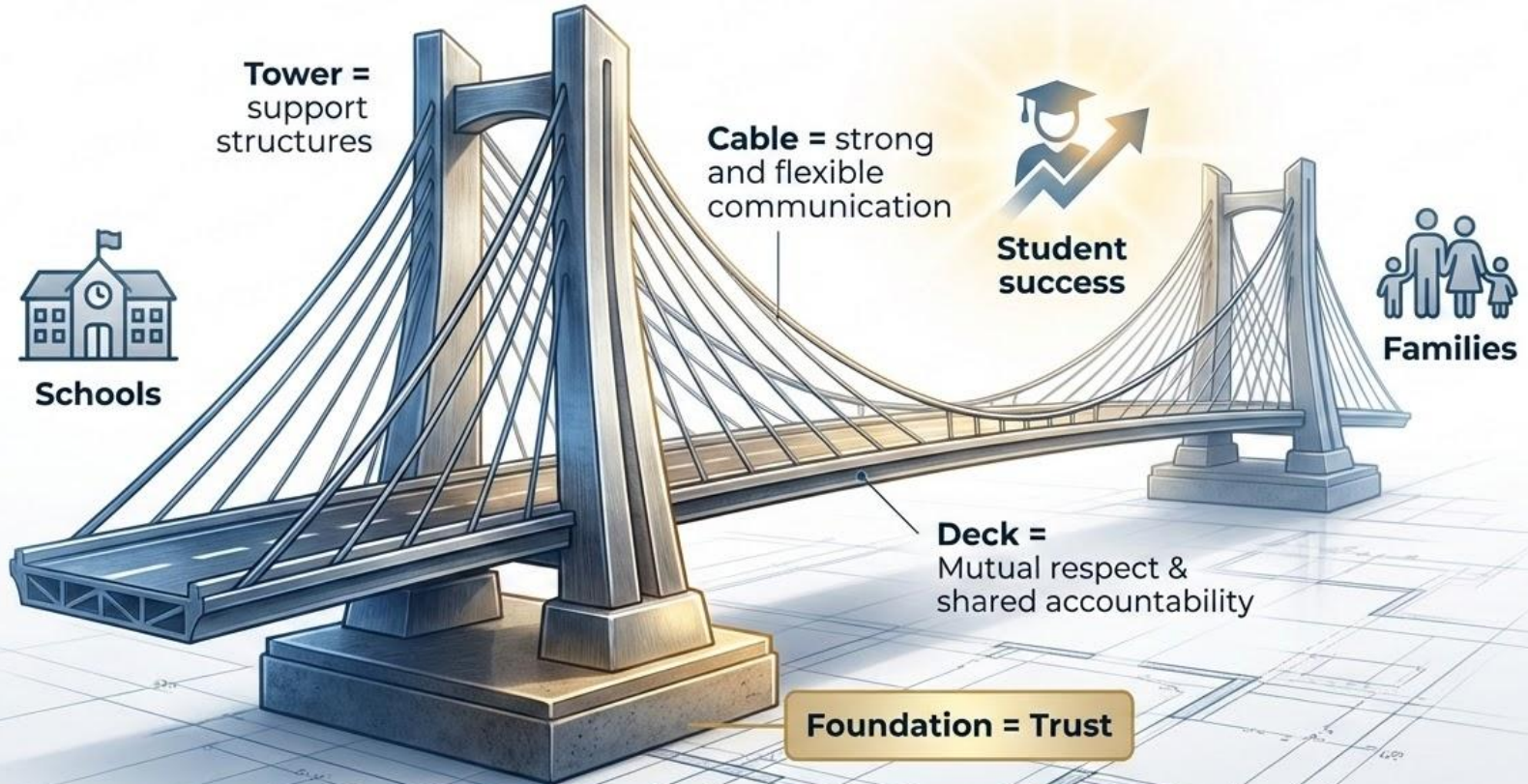


D62 SEPAC
January 22, 2025

Agenda

- IEP meetings: What to Expect
 - Components of IEP
 - Student Participation
 - Parental Rights in the IEP process
 - What to Expect Before, During and After the IEP
 - How to Maximize Collaboration
-

Building Bridges



Types of IEP Meetings

Domain Meetings

- Identify areas for assessment.
- Parents must give written consent before testing.
- School team has 60 school days for evaluation.

Initial Eligibility

- Review assessment results.
- Determine eligibility under IDEA.

Annual Reviews

- Review student's progress on goals.
- Develop new goals.
- Discuss accommodations, services, and placement for the next calendar year.

Re-evaluations

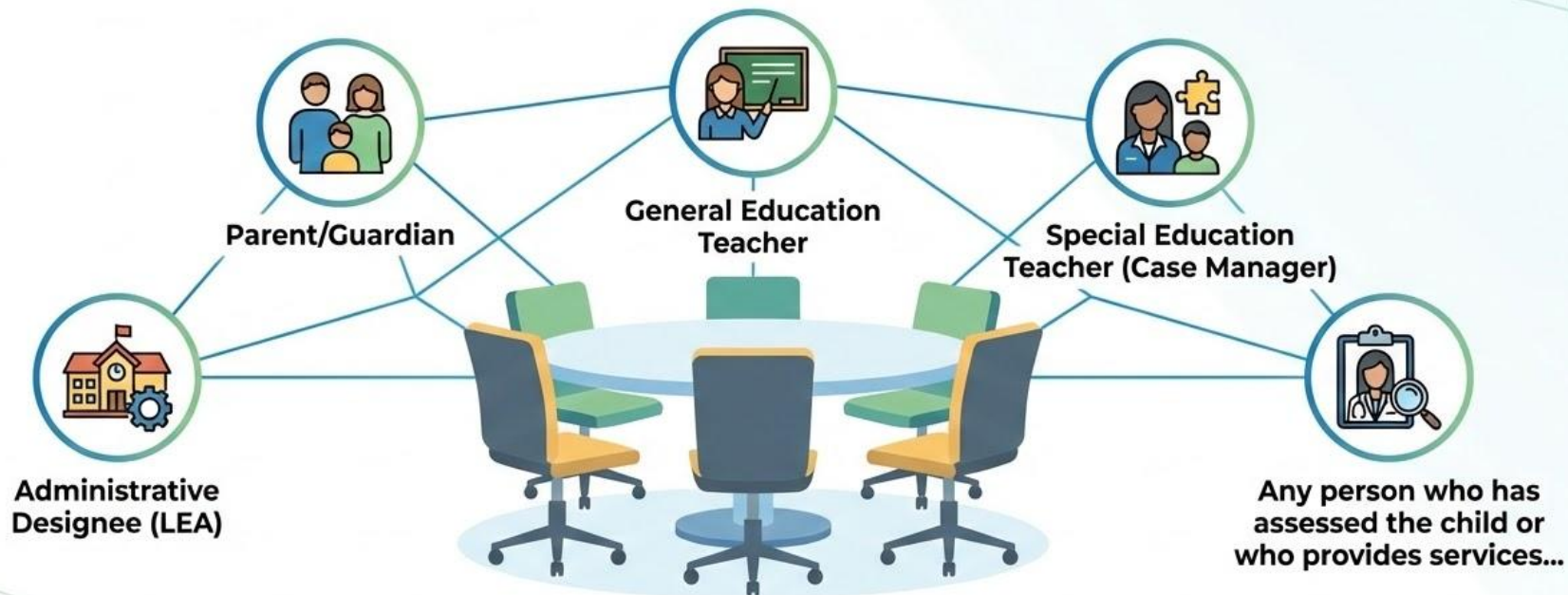
- Every 3 years to determine eligibility.
- Domain Meeting followed by Eligibility Meeting.
- School team has 60 school days for evaluation.

IEP Check-ins and Amendments

- The school and the parents have the right to ask for an IEP meeting at any time.

Who should attend the IEP meeting?

Required Members



Parents have the right to invite others to the IEP meeting. This may include family members, advocates, private specialists and attorneys.



Family



Advocate



Specialist



Attorney

Special Education Process and the Individualized Education Program



Least Restrictive Environment (LRE)

A Continuum of Equally Valid Placement Options to Meet Individualized Needs

The Least Restrictive Environment is based on the student's individual needs.



General Education

General Ed with Support

Special Education

Therapeutic & Specialized Settings

Student placement decisions are individualized based on the student's unique needs, readiness, and well-being.



Readiness



Progress



Well-Being



Support Needs

Decisions are thoughtful, student-centered, and regularly revisited.

Right to Meaningful Participation

- Parents are by law, equal members of the IEP team.
 - IEP documents should be provided in parent's native language.
 - Parent input is valuable as they have intimate knowledge of their child's strengths, struggles, and development.
 - Parents create continuity - schools and teams change
 - The school needs parent consent for an evaluation and initiation of special education services.
 - Parental rights when there are disagreements
- School teams must send home draft paperwork 3 school days in advance of the scheduled meeting.
- Parent Input is a required section of the IEP and staff response to concern is needed.
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Student Participation

Participation in the IEP process can help students develop many of the skills needed to be successful in school and in life:

- Increases self-awareness, self-advocacy and self-determination
- Empowers communication and leadership skills
- Fosters collaboration among student, family and school team
- Gives student voice and agency into their education, and this increased motivation
- Positive way to start an IEP meeting!



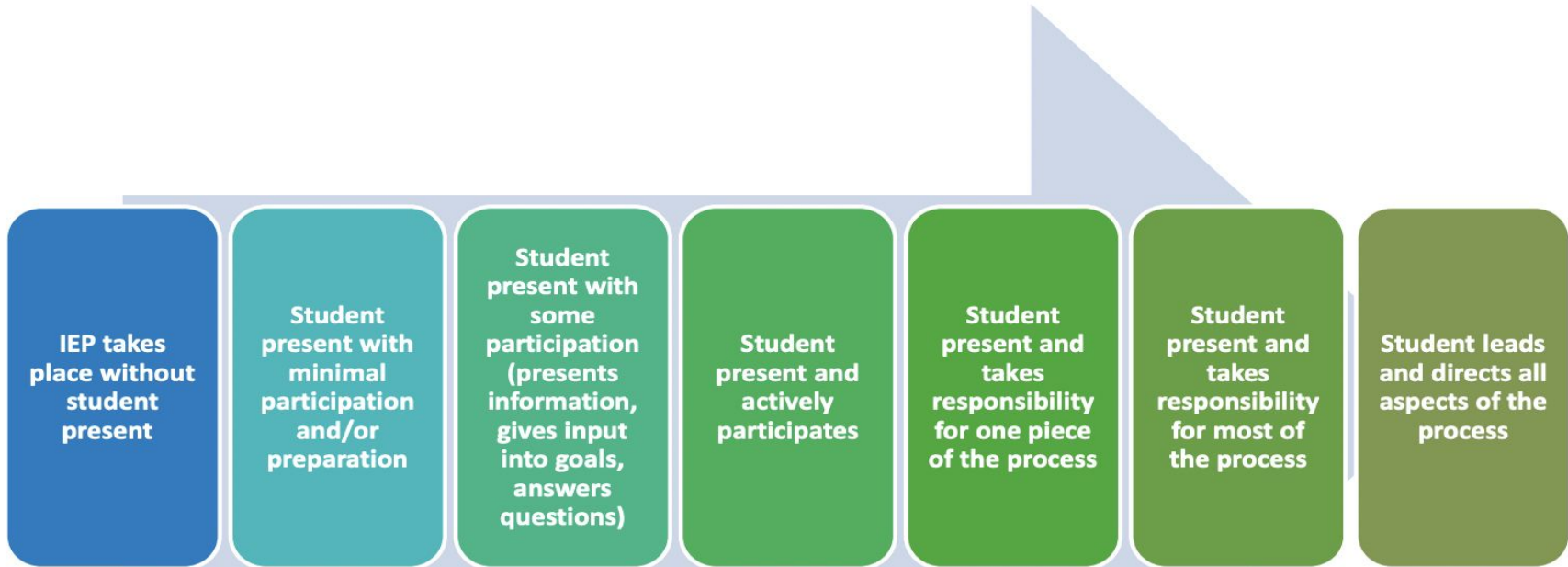


Inclusive Learning for the 21st Century

Preparing Students to Lead Individualized Education Program (IEP) Meetings



Student-Directed IEP Continuum



“Student participation throughout the IEP process should be individualized and based on the age, needs, and abilities of the student. “

- OSSE Secondary Transition Website

Examples of Student Participation



Read from an Outline

- Attend meeting and read from an outline prepared ahead of time.



Present PowerPoint

- Attend meeting and present PowerPoint prepared ahead of time.



Play Pre-recorded Video

- Play PowerPoint/video that has been pre-recorded with the student's voice.



Present Work Samples

- Attend meeting and present work samples.



Provide a Handout





- Provide a handout for the meeting attendees that includes key information about strengths, interests, goals and learning needs.





Answer Questions

- Answer questions from other IEP team members.

Before the IEP - School

- **Collect data to inform Present Levels and Goals.**
- **Seek parental input to inform planning.** 
- **Identify mutually agreeable time for IEP meeting.** 
- **Send Notification of Conference at least 10 days prior to scheduled IEP.**
- **Provide parents/guardians with DRAFT paperwork 3 school days in advance of meeting** 
- **Create agenda and ask parents for input** 

Before the IEP - Family

- You are the expert on your child and this is your opportunity to help the team by sharing what you know. 
 - What are your child's strengths? What makes them light up? What frustrates them? What has worked? What doesn't? Hopes and Dreams
 - What are your priorities? What are you hoping to see this coming year?
 - What worked really well this past year? What changes are you hoping to work together on to change? 
 - Write down questions you know you want to ask.
 - Think about who you will bring to the IEP meeting to support you (partner, friend, family member, advocate, private specialist, attorney etc.)
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Before the IEP - Family

- **Review the Notification of Conference**
 - **Make sure it reflects the agreed upon date and time of the meeting**
 - **Understand why the listed team members are invited to the meeting**
 - **Is there a team member not listed that you would like to invite or do not understand why someone has been invited? Reach out to your case manager and ask.**



Before the IEP - Family

- **Review the Draft IEP**
 - **Read the present levels and make sure it feels like an accurate reflection of your child**
 - **Review the proposed goals**
 - **Do they align with what you are hoping your child works on in the coming year?**
 - **Are they rigorous enough? Do they feel attainable in a years time?**
 - **Are the benchmarks or objectives (typically 3) broken down into stepping stones to achieve the year long goal and marked with their own anticipate achievement date?**
 - **Is there a goal/benchmark or accommodation to address every area that was identified as a need?**
 - **Do the goals proposed align with the identified area/s of need?**
 - **Share the draft with private providers**
- **If you have questions about the present levels or proposed goals, reach out to your case manager or related service provider to ask clarifying questions. Collaborate with your case manager and/or related service provider on the proposed goals.**





During the IEP - School

- Follow agenda and facilitate meeting
- Ensure parents/guardians have opportunities to ask questions and provide input
- Provide information about current performance and proposed goals/services
- If there is disagreement, seek to understand and collaborate. Ultimately, the school is responsible for FAPE and making a decision
- Take meeting notes that capture important aspects of the meeting discussion




During the IEP - Family

- **Share your child's strengths and your 'Hopes and Dreams' with the team**
 - **Listen to the team describe the progress your child has made and the proposed goals.**
 - **Ask your team members any clarifying questions (present levels, proposed goals, rapport, how do they work on goals, etc.)** 
 - **Collaborate on adjusting/tweaking goals, accommodations, modifications and supplementary aids if needed.** 
 - **Understand the recommended minutes and placement**
 - **Decide if you are in agreement and comfortable waiving the 10 days to begin the IEP immediately or if you would like to take the 10 days to review the IEP and collaborate on making any further adjustments as needed.**
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After the IEP - School

- **At the conclusion of the meeting, provide copy of IEP and Conference Recommendations.**
- **Implement new IEP no later than 10 school days after meeting,**

After the IEP - Family

- Review the IEP and Notes section in the IEP and ensure it reflects the meeting you attended.
- If interested, ask for and review your child's new schedule (if minutes have changed) and ensure it reflects the minutes agreed upon in the IEP.
- Reach out to your team if you have any questions. 

Resources and Contact Information

IEP Tip Sheet for Parents

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Questions?
