

Understanding the IEP Document & Process

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What is the Purpose of an IEP?

- It considers individual needs.
- It describes how the student learns and what may improve learning.
- It is a collaborative communication process between school district staff and parent(s).
- It shows management and level of resources.
- It is an accountability tool for implementation but NOT a performance guarantee.
- It reflects the IEP Committee's decisions.



IEP Simplified

- to establish measurable annual goals
- to state the special education, related services and supplementary aids and services that the public agency will provide



Individualized Education Program (IEP)

The IEP is a:

- legal document
- teaching instrument
- road map for students

The IEP must be:

- developed within 30 days of initial eligibility
- in effect before special education services are provided



The IEP Team Members

- Parent(s)/guardian
- General education teacher (at least one)
- Special education teacher(s)
- Agency representative (must have the authority to commit school district resources)
- Student (if appropriate)
- Related service personnel (if appropriate)
- Evaluation personnel – can interpret instructional implications of evaluation results
- Others with knowledge of child or special expertise



Foundational Rights

IDEA sets the stage for educational rights by providing that every child is eligible to receive:

- a *free and appropriate public education* (FAPE)
- learn in the *least restrictive environment* possible (LRE)

Your child's *individualized education plan* (IEP) forms the basis for entitlement to an individualized and appropriate education and contains the statement of special education and related services the school will provide to meet your child's unique needs.



Meeting with the Team

- Meet to review, revise or amend the IEP
- Annual Review of the IEP
- Amend the IEP
- Request by Parent or School Staff for IEP Meeting
- Written request, school has 14 days to respond



Be an Active Participant

- What placement does district recommend?
- What other services and supports are they willing to provide?
- Do you agree with recommendation?
- If not, what are your other options?



Notice of Meeting – 10 days

IDEA Says:

- Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate... [§300.322(a)]

This includes:

- (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- (2) Scheduling the meeting at a mutually agreed on time and place. [§300.322(a)(1) and (2)]

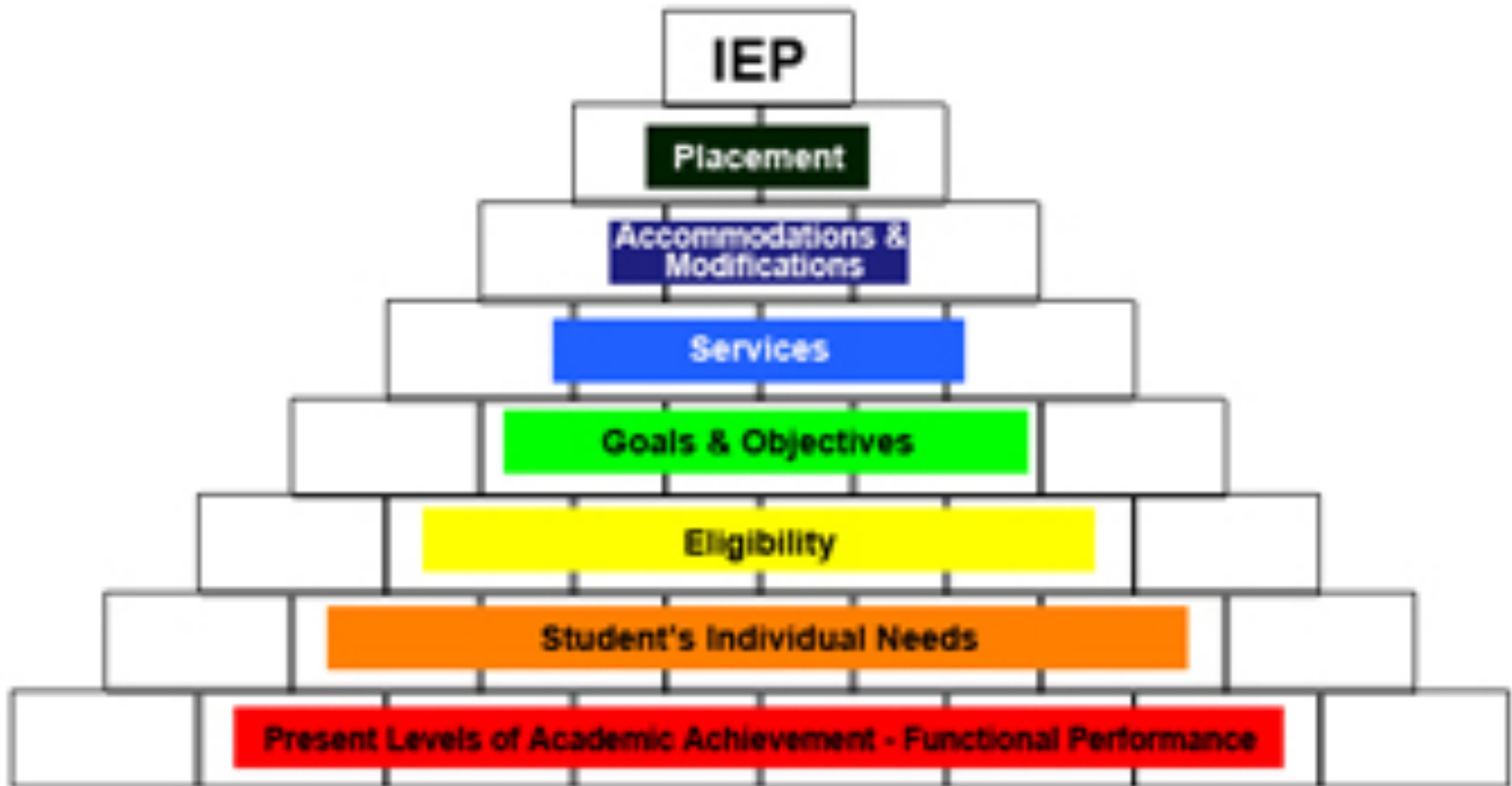


IEP Meeting Attendance

- IEP Team Attendance and Excusals
 - A required member of the IEP team, may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:
 - The parent, in writing, and the school consent to the excusal; and
 - The IEP team member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting (*K.S.A. 72-987(b)(2)(3); 34 C.F.R. 300.321(e)*).



IEP Process



Content or Parts of the IEP

1. Present Levels of Academic Achievement and Functional Performance
 - Current Academic Achievement and Functional Performance
 - Impact of Exceptionality
 - Baseline
2. Special Considerations
3. Measurable Annual Goals
 - Benchmarks or Short-Term Objectives
4. Measuring and Reporting Progress on Annual Goals



Content of the IEP

5. Service Summary

- Participation in State Assessments and District-Wide Assessments
- Secondary Transition
- Age of Majority (age 17)
- Statement of Special Education and Related Services

6. Transportation

7. Regular Education Participation

8. Placement Considerations

9. Accommodations & Modifications



Present Levels of Academic Achievement and Functional Performance (PLAAP)

IDEA Says: Each child's IEP must contain...

(1) A statement of the child's present levels of academic achievement and functional performance, including—

- (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
- (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities...



Present Levels of Academic Achievement and Functional Performance (PLAAP)

- These are roughly divided into the two areas of development: academic and functional.
 - ***“Academic achievement”*** generally refers to a child’s performance in academic areas (e.g., reading or language arts, math, science, and history).
 - ***Functional performance***. the term is generally understood as referring to “skills or activities that are not considered academic or related to a child’s academic achievement.”



Present Levels of Academic Achievement and Functional Performance (PLAAP)

- the child's strengths and weaknesses,
- what helps the child learn,
- what limits or interferes with the child's learning,
- objective data from current evaluations of the child, and
- how the child's disability affects his or her ability to be involved and progress in the general curriculum.

A fully developed, well-written “present levels” is the foundation upon which the rest of the IEP can be developed to specify appropriate goals, services, supports, accommodations, and placement for the child.



Special Considerations

- ***Consideration of special factors.***
 - behavior
 - limited English proficiency
 - blind or visually impaired
 - deaf or hard of hearing
 - communication needs
 - assistive technology

The IEP team must determine if any of these factors are relevant for the child and, if so, address the factor in the child's IEP.



Annual Goals

- **IDEA says:**

- (i) A statement of measurable annual goals, including academic and functional goals designed to—
 - (A) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and
 - (B) Meet each of the child’s other educational needs that result from the child’s disability...
[§300.320(a)(2)(i)(A) and (B)]



Annual Goals

- **annual goals are like a road map.** Where's the child heading this year?
 - **Who?** . . . will achieve?
 - **What?** . . . skill or behavior?
 - **How?** . . . in what manner or at what level?
 - **Where?** . . . in what setting or under what conditions?
 - **When?** . . . by what time? an ending date?
(Anderson, Chitwood, & Hayden, 1997)



Measuring and Reporting Progress

- IDEA says:

- A description of

- (i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and
- (ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided...[§300.320(a)(3)]



Measuring and Reporting Progress

- **How** will the child's progress be measured?
- **When** will the child's progress be measured?
- **How well** will the child need to perform in order to achieve his or her stated IEP goals (and, for some children, benchmarks or objectives)?

Other ways of checking progress may include:

- reviewing class work and homework assignments;
- giving quizzes, tests, or teacher-made assessments; and
- giving informal and/or formal assessments (the QRI or Woodcock-Johnson, for example).



Service Summary

IDEA says:

(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—

(i) To advance appropriately toward attaining the annual goals;

(ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and

(iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section... [§300.320(a)(4)]

In its entirety, this provision is the heart and soul, meat and potatoes, bricks and mortar (choose your analogy!) of the IEP. When taken off paper and operationalized in school, it becomes the education that a child with a disability receives. The part we've put in bold is the focus of this article, but you'll want to read the next two articles as well, so you can integrate the information here about special education with what's presented separately about related services and supplementary aids and services.



Service Summary

- Special education is instruction that is specially designed to meet the unique needs of a child with a disability.
- The IEP only addresses those educational needs resulting from the child's disability.
 - **when** the service will begin;
 - **how often** it will be provided and for what amount of time; and
 - **where** it will be provided. [§300.320(a)(7)]



Service Summary

Related Services:

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical and occupational therapy
- recreation, including therapeutic recreation
- early identification and assessment of disabilities in children
- counseling services, including rehabilitation counseling
- orientation and mobility services
- medical services for diagnostic or evaluation purposes
- school health services and school nurse services
- social work services in schools
- parent counseling and training



Service Summary

Supplementary Aides and Services:

- means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

They can be:

- direct services and supports to the child, and
- support and training for staff who work with that child.



Service Delivery

- **how often** the child will receive the service(s) (number of times per day or week);
- **how long** each “session” will last (number of minutes)
- **where** services will be provided (in the general education classroom or another setting such as a special education resource room); and
- **when** services will begin and end (starting and ending dates).

Service, Aid, Modification	Frequency	Location	Beginning Date	Duration



Transportation

IDEA says:

- travel to and from school and between schools;
- travel in and around school buildings; and
- specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability. [§300.34(c)(17)]



Regular Education Participation

IDEA Says: “extent of nonparticipation.” The language at §300.320(a)(5) states the IEP must include:

- (5) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities

LRE stands for **least restrictive environment**, one of several vital concepts that guide development of a child’s IEP, influencing:

- **where** a child spends his or her time at school,
- **how** services are provided, and
- **the relationships** the child develops within the school and community.



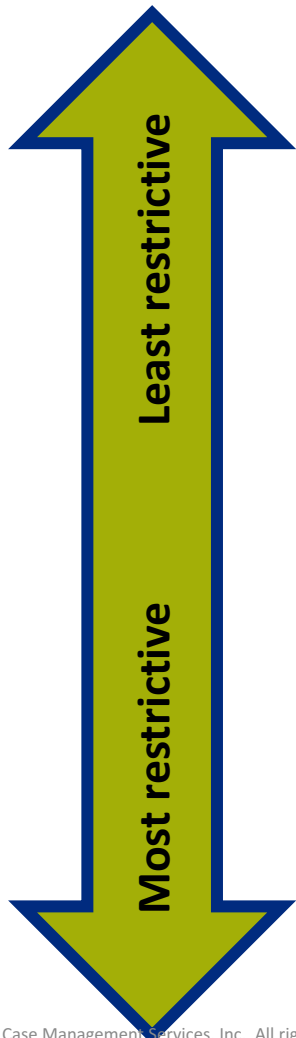
Least Restrictive Environment (LRE)

IDEA emphasizes and requires that educational programs for students with disabilities be designed to ensure, to the maximum extent appropriate, their involvement in the general educational environment.

No student with a disability can be removed from the general education environment unless the nature of severity of the disability is such that education in regular classes with supplementary aids and services cannot be satisfactorily achieved.



Placement Options – Public School



- General Education
- Designated Instruction and Services
- Resource Services (consult/collaborative)
- Resource Specialist Program (Lifeskills, Community Based, etc...)
- Special Day Class
- Non-public School
- State Special School Referral
- Home/Hospital
- Instruction in non-classroom setting
- Alternative Education



Accommodations & Modifications

- **Scheduling.** For example:
 - giving the student extra time to complete assignments or tests
 - breaking up testing over several days
- **Setting.** For example:
 - working in a small group
 - working one-on-one with the teacher
- **Materials.** For example:
 - providing audiotaped lectures or books
 - giving copies of teacher's lecture notes
 - using large print books, Braille, or books on CD (digital text)
- **Instruction.** For example:
 - reducing the difficulty of assignments
 - reducing the reading level
 - using a student/peer tutor
- **Student Response.** For example:
 - allowing answers to be given orally or dictated
 - using a word processor for written work
 - using sign language, a communication device, Braille, or native language if it is not English.



Transition Planning

IDEA says:

- ***Transition services.*** 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, and updated annually, thereafter, the IEP must include—
 - (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - (2) The transition services (including courses of study) needed to assist the child in reaching those goals. [§300.320(b)]



Age of Majority

IDEA says:

- ***Transfer of rights at age of majority.*** Beginning not later than one year before the child reaches the age of majority under State law.
- “Age of majority is the legal age established under State law at which an individual is no longer a minor and, as a young adult, has the right and responsibility to make certain legal choices that adults make” Depending upon your state law, this usually happens at some point between 18 and 21.



At the IEP Meeting

- Accept
- Negotiate
- Mediate/due process
- Reject/seek alternative setting

www2.ed.gov/parents/needs/speced/iepguide/index.html#disagree

District has 10 days to implement the new IEP.



3 Year Re-Evaluation

- Does your child continue to need special education related services?
- Does your child continue to have a disability?
- Review of Existing Data (RED)
- Test in all, some or none of the following areas:
 - cognitive, social/emotional/behavioral, speech & language, fine motor, gross motor, vision, hearing, academic,
- Need parent permission to evaluate.
 - 60 days to complete.



IEP Binder

- Tab 1 – IEP (most recent)
- Tab 2 – Progress Reports
- Tab 3 – Evaluation Report
- Tab 4 – Communication Record with School
 - Notice of meeting
 - Notes home/school
 - Phone calls
- Tab 5 – Behavior, Medical and/or Other



Resources

- Kansas State Department of Education
<http://www.ksde.org/Portals/0/SES/PH/PH-Ch04.pdf>
- Department of Elementary and Secondary Education
<http://dese.mo.gov/special-education/compliance/individualized-education-program-iep>
- Center for Parent Information & Resource
<http://www.parentcenterhub.org/repository/iep/> (in Spanish)



Questions?

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