

Understanding an IEP



December 10, 2020

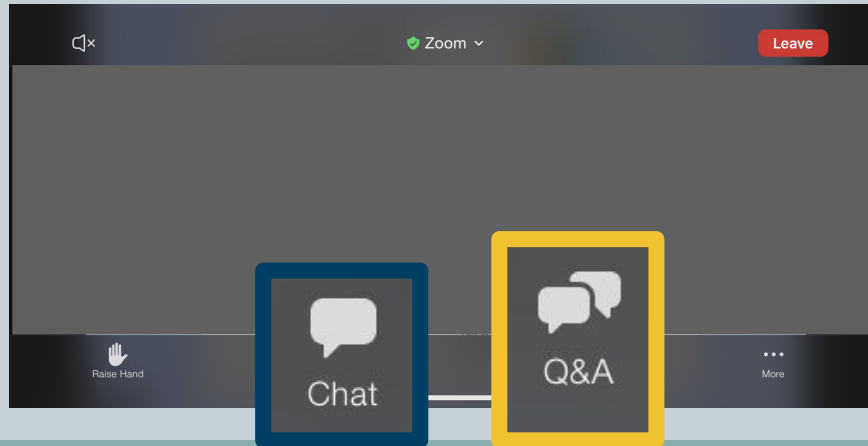
**U-46 Specialized Student Services
Department**



Welcome



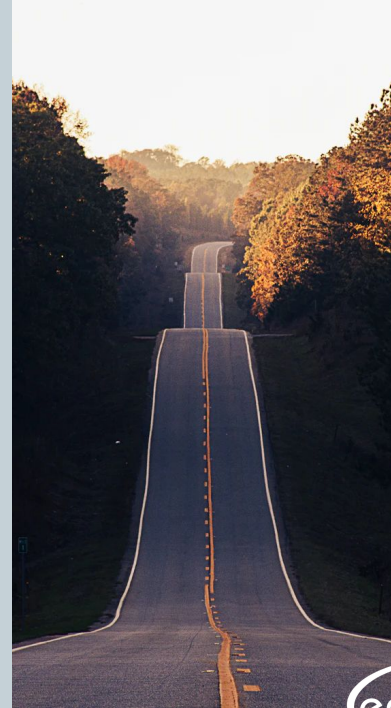
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Our Topics for Today



- The definition of an IEP
- How can a student obtain an IEP
- Available support for students with an IEP
- Next steps when a student exits an IEP



Definition of an IEP?



Individualized Education Program

“a written statement for each child with a disability that is developed, reviewed and revised.”

The IEP Process



IEP = Individualized Education Plan

IDEA = Individuals with Disabilities Education Act

FAPE = Free and Appropriate Public Education

Process of the IEP-Let's watch



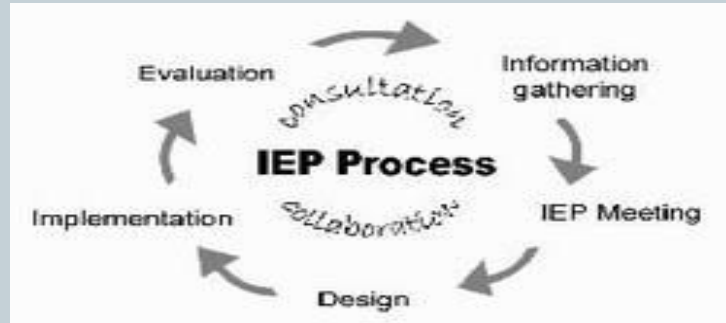
[IEP Process](#) ← *CLICK HERE TO VIEW SHORT VIDEO*

IEP Process Overview

1. Child is identified as possibly needing special education and related services
2. Child is evaluated
3. Eligibility is decided
4. Child is found eligible for services
5. IEP meeting is scheduled
6. IEP meeting is held and the IEP is written
7. Services are provided
8. Progress is measured and reported to parents
9. IEP is reviewed annually
10. Child is reevaluated

IEP Referral Process

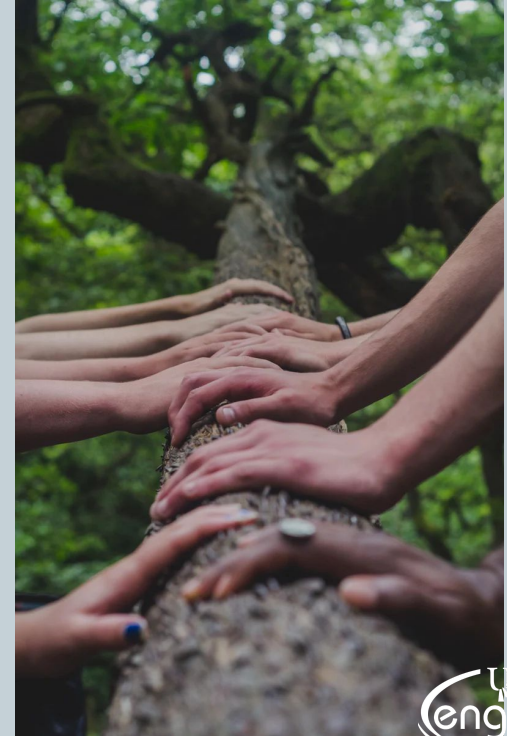
- Written request for an evaluation of a student who is suspected of having a disability and who may require special education or related services.
- Referral can be made by parent or guardian, school personnel, professional or agency personnel with parent permission, or the student (if 18 years or older).



IEP Team Members



- Parent
- Student
- General Education Teacher
- Special Education Teacher
- LEA (Local Education Agency) Representative
- Appropriate Evaluation Personnel
- Relevant Related Service Providers



IEP Eligibilities

- Autism
- Intellectual Disability
- Deaf Blindness
- Deafness
- Developmental Delay
(ages 3-9)
- Emotional Disability
- Hearing Impairment
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech/Language
Impairment
- Traumatic Brain Injury
- Visual Impairment

Related Services



A child may require any of the following related services in order to benefit from special education. Related services, as listed under IDEA, include (but are not limited to):

- Audiology services
- Counseling services
- Early identification and assessment of disabilities in children
- Occupational therapy
- Orientation and mobility services
- Physical therapy
- School health services
- Social work services in schools
- Speech-language pathology services
- Transportation

My Child has an IEP...Now What?



- Push-in Services
- Pull-out Services
- Resource/Instructional vs. Co-Taught
- Related Services
- Self-contained programs
- Private Placement

Transition Services



Transition refers to activities meant to prepare students with disabilities for adult life. This can include developing postsecondary education and career goals, getting work experience while still in school, setting up linkages with adult service providers given student interests, preferences, skills, and needs.



Transition Services

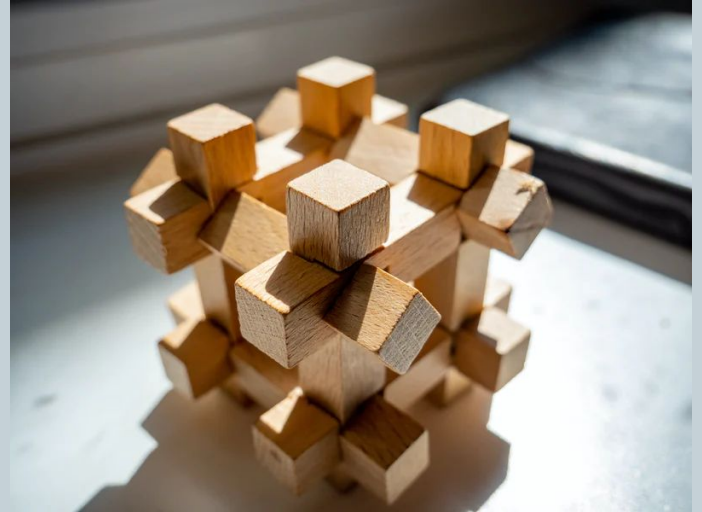


Statements about the student's transition needs must be included in the IEP after the student reaches a certain age:

- ***Transition planning***, for students beginning at age 14 (and sometimes younger)--involves helping the student plan his or her courses of study (such as advanced placement or vocational education) so that the classes the student takes will lead to his or her post-school goals.
- ***Transition services***, for students beginning at age 16 (and sometimes younger)--involves providing the student with a coordinated set of services to help the student move from school to adult life. Services focus upon the student's needs or interest in such areas as: higher education or training, employment, adult services, independent living, or taking part in the community.

Important Parts of an IEP

- Present Levels of Performance
- Measurable annual goals to address areas of concerns/challenges
- Modifications/Accommodations
- Transition Plan (beginning at 14.5)
- Related Services
- Extended School Year (ESY)
- Placement in Least Restrictive Environment (LRE)



Tips for Parents/Guardians



- The IEP document is written specifically for your child
- You have the right to invite anyone to the meeting
- A parent can always request an IEP if there are concerns/changes to consider
- You have a voice in creating the IEP
- List your concerns and ask that they be documented

Critical Timelines



- School district must respond to the request for an evaluation within 14 days of receiving a written request for an evaluation
- The evaluation must be completed, and for children who are determined eligible for special education, within 60 school days from the date of consent for an evaluation
- Parent/Guardian receives a draft copy
- Review of IEP – at least once a year
- Re-Evaluation – at least every three years

Written Consent



- Before the child is evaluated for the first time to determine eligibility for special education
- Before the child's initial placement in special education
- Before the child is re-evaluated



What if you *don't* agree?



What if parents/guardians don't agree with the IEP?

There are times when parents may not agree with the school's recommendations about their child's education. Under the law, parents/guardians have the right to challenge decisions about their child's eligibility, evaluation, placement, and the services that the school provides to the child. If parents/guardian disagree with the school's actions-or refusal to take action-in these matters, they have the right to pursue a number of options. They may do the following:

- ***Try to reach an agreement.*** Parents/Guardian can talk with school officials about their concerns and try to reach an agreement. Sometimes the agreement can be temporary. For example, the parents and school can agree to try a plan of instruction or a placement for a certain period of time and see how the student does.

What if you *don't* agree?



continued...

- ***Ask for mediation with ISBE.*** During mediation, the parents/guardian and school sit down with someone who is not involved in the disagreement and try to reach an agreement. The school may offer mediation, if it is available as an option for resolving disputes prior to due process.
- ***Ask for due process with ISBE.*** During a due process hearing, the parents/guardian and school personnel appear before an impartial hearing officer and present their sides of the story. The hearing officer decides how to solve the problem. *(Note: Mediation must be available at least at the time a due process hearing is requested.)*
- ***File a complaint with ISBE.*** To file a complaint, generally parents/guardians write directly to the SEA and say what part of IDEA they believe the school has violated. The agency must resolve the complaint within 60 calendar days. An extension of that time limit is permitted only if exceptional circumstances exist with respect to the complaint.

My Child no longer has an IEP...Now What?



- Determine why they are no longer eligible.
- Make sure the parent/guardian understands and agrees and this is documented.
- If parent/guardian disagrees for exiting, they have their procedural safeguards (rights). The Special Education Admin or Assistant Principal for Student Services will also review these rights with you at the meeting.
- If parent/guardian requests another evaluation-this must be requested in writing to the Principal or the District's Director of Specialized Student Services.

Parent/Guardian Agrees with Team to Dismiss



- If parent/guardian agrees, document and work with school for appropriate transitioning to general education and supports.
- Work with school to determine appropriate classes and teachers have an understanding of the student's previous needs.
- Make sure the student understands what supports the school can provide.

I've Exited in Elementary...Now What?



Same information applies but there maybe interventions that the student still needs but not enough to warrant continuing in an IEP (IE CICO)

Work with the Elementary Team to determine needed supports, if any are needed and ALWAYS.....

MONITOR THE CHILD'S SUCCESS



I've Exited in Secondary...Now What?



- Middle and High School supports
- Transition Services 18-22 year olds
- Going to College after I graduate



Thank you!



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- Questions?
 - www.u-46.org/SpecializedServices
 - High School - Assistant Principal of Student Services
 - Middle and Elementary School - Special Education Admin
 - Let's Talk

