



IEP Lunch Time Series

- -Today Part 1 (Preparing for the IEP)
- -Tuesday, March 1, 2011 (Content of the IEP)
- Tuesday, March 15, 2011 (Implementation and follow up of the IEP)

Webinar Overview

1. Understand the basics of IDEA 2004 specifically related to IEPs



- 2. Evaluation/Consent for Services
- 3. Eligibility
- 4. Communication before the IEP
- 5. Tips for preparing for the IEP

Purpose of the Law

disabled peers.

- Ensure children with disabilities receive educational benefit so they can progress grade to grade, having access to the general education curriculum and be educated with their non-
- Provide services and supports needed for children with disabilities to become a productive adult, contributing to the community.
- Ensure parents are equal partners



FAPE and LRE

The IDEA includes two fundamental requirements: That the child will receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

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Evaluation

- School must notify parents and describe procedures
- Must use variety of assessment tools to determine:
 - if child has a disability under IDEA
 - contents of the IEP
- · Not discriminatory or have racial or cultural biases
- Parents given copy of any evaluation reports



- Before a child enters the special education system
- Not more than once a year, unless school and parent agree otherwise
- Once every 3 years, unless parent and school agree it is not needed



Reevaluation

- Review existing data
- Determine what else is needed to determine:
 - if child has a disability & child's needs
 - · present levels of achievement
 - if child needs special education
 - if changes are needed to meet IEP goals and participate in the general curricula



Consent for Services

- Parents' permission is needed before initial special education and related services are given.
- If parents refuse services the district can not use due process to get consent.
- New regulations: Parents can revoke consent for special education and related services.

Independent Educational Evaluation (IEE)

- IEE is at public expense if parents disagree with school's evaluation.
- School district can request a hearing to show that its evaluation is appropriate and not pay for IEE.
- Parents can only request one IEE for each evaluation they disagree with.

Functional Behavioral Assessment (FBA)

- Looks at why child behaves as he or she does, given what is happening in environment.
- Learning about the behaviors and knowing when and where they are likely to happen helps plan positive strategies to teach new behaviors.
- · Behavior is communication.



Eligibility

- Parents and school staff decide if there is a need for special education and related services
- Child cannot be determined to have a disability because of a lack of appropriate instruction or limited English proficiency



The IEP Process

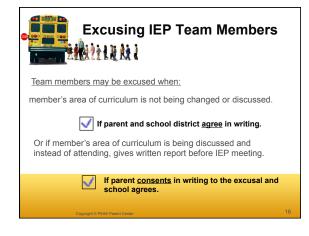
- Within 30 days of completing the evaluation, an IEP meeting occurs and within that meeting the IEP is written determining the child needs and eligibility
- Initial, Annual, and Triennial Meetings
- Required IEP team members
- · Excusing members from meetings
- Amending IEPs



- 1. Parents
- 2. Not less than one regular education teacher
- 3. Not less than one special education teacher
- 4. School district representative
- 5. Person to explain evaluation results



- 1. Related services staff
- 2. Others who know student
- 3. Student himself or herself





Carefully consider before agreeing to excuse IEP team members!

• Communication, Communication, Communication



- Monitor Emotions
- · Building Relationships



"First seek to understand, then to be understood."

Stephen Covey Author of Seven Habits Of Highly Effective People

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Communicate effectively

- -Clear, calm, direct
- -Listen, take time to think
- -Come prepared
- -Be persistent



Monitor Emotions

Before the Meeting: Know your emotions!

It's ok to feel emotions- they are a natural part of the human experience

If you are really angry or sad vent before the IEP meeting to a trusted friend



- Thank school staff, offer to help your child's teacher, respond to notes, home visits
- Give feedback on school's efforts to welcome and engage parents
- Suggest ways that work to keep in touch with younotebook, email, phone
- · Share how you help your child at home
- · Admit mistakes
- Ask for help
- Listen



Use the IEP preparation packet

Keep records

Call PEAK with any questions



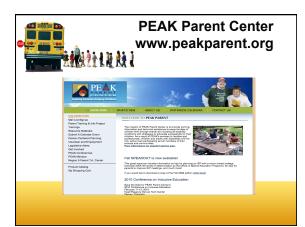
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Resources

- Resources included with the PowerPoint
- http://www.nichcy.org/EducateChildren/IEP/Pages/default.aspx
- http://idea.ed.gov/explore/home





- Webinars
- Parent Advisors (Spanish & English)
- · Regional Parent Mentors
- Workshops Across the State
- SPEAKout e-newsletter
- Book Catalog
- PEAK's statewide conference

February 10-12, 2011

