



# IEP University: The Basics

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Berrien Regional Education Service Agency

Eric Hoppstock

Shari Lidgard-Pullins

Heidi Cuthbert



# Group Expectations

Take Care of Self

**R**espect Others

**E**ngage the Material

**A**ccept Responsibility to Learn

**T**ime Management

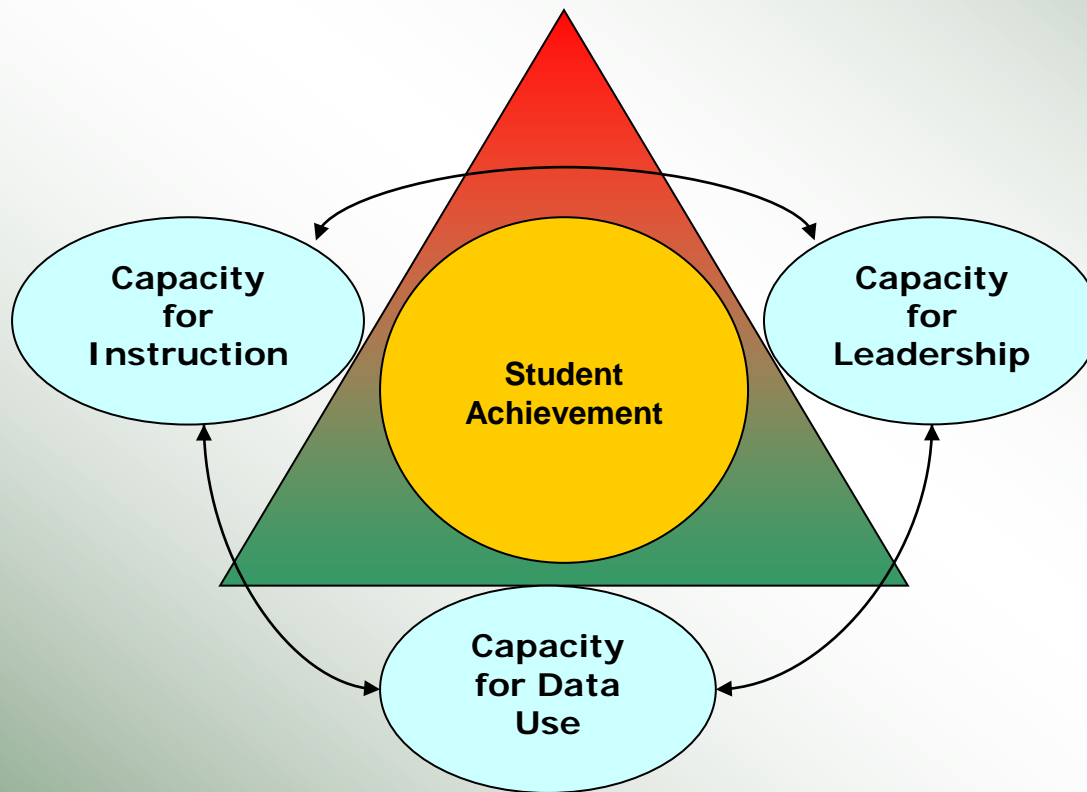


## Goal for the Day

- Understand basic assumptions of IEP
- Understand IEP Process
- Plan an Evaluation with Informed Consent
- Develop an Effective IEP



# Student Achievement Framework





## **Student Achievement Framework**

The Student Achievement Framework is about identifying and implementing educational practices in instruction, supported by leadership, and analytic data use that when systemically applied result in improved student outcomes. It is about working toward simple educational elegance. Simple is finding the smallest number of high-leverage, easy to understand actions that unleash stunningly powerful consequences. Elegance is subtracting the weight so that you end up with the essence of an issue.



## Our Mission...

To assure high levels of learning for  
**ALL** students



## "Current Formula for Learning"

$$TI + T = L$$

(Targeted Instruction + Time = Learning)



## “What If: Formula for Learning”

$$L = TI + T$$

(Learning = Targeted Instruction + Time)







# **Special Education Overall Considerations – Key Concepts**



Special Education means specifically designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

§ 300.39



Child with a disability –

(a)...means a child evaluated in accordance with § 300.304 through § 300.311 as having a disability, and who, by reason thereof, needs special education and related services.

§ 300.8



Consent means that-

- (a) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her nature language, or other mode of communication
- (b) The parent understands and agrees in writing...
- (c) ...granting of consent is voluntary and may be revoked at any time.
- (d) Revocation of consent, is not retroactive.

§ 300.9



# Parent Participation

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



## Evaluation

Evaluation means procedures used in accordance with §§300.304 through 300.311 to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

§ 300.15



## **Consensus -**

Working together to explore all options toward a general agreement. It is not a voting system but a decision making process.





## **Written Notice**

The school district must give notice, whenever the school district: (1) proposes to begin or change the identification, evaluation, or educational placement or provision of a free appropriate public education; or (2) refuses to begin or change the identification, evaluation, or educational placement of a student or the provision of FAPE.



## **Parent Handbook/Procedural Safeguards:**

- Must be printed copy and given once per school year
  - Send with IEP Notice or
  - Give to parent at IEP Team Meeting

### **Also**

- At time of initial referral or parent request for evaluation
- Upon parent request for "rights"
- Upon first complaint or hearing in a school year
- On/before date of decision for a disciplinary action which results in a change of placement



## Four Critical Concepts:

1. General Education is BEST – even when difficult.
2. Data determines NEED.
3. Address needs through Programs and Services.
4. Is it good enough for your child?



## **Steps to the IEP Process:**

1. Assemble the IEP Team
2. Review Existing Evaluation Data (REED)
3. Determine Eligibility
4. Develop IEP
5. Communicate and Monitor





# IEP Team



Individualized education program team or IEP Teams means a group of individuals described in § 300.321 that is responsible for developing, reviewing, or revising an IEP for a child with a disability.

§ 300.23



## IEP Team Members:

1. Parents
2. Not less than one regular education teacher of child (if child is, or may be, participating in regular education)
3. Not less than one special education teacher or provider
4. School representative
5. Individual that can interpret instructional implications of evaluation results
6. Others at district or parent request that have expertise





## Advance Preparation

- Review student information
- Exchange information in advance:
  - Evaluation reports
  - Draft of goals/objectives
  - Parent concerns
  - Potential considerations
- Prepare, but **don't predetermine**



## Advance Preparation (continued)

- Give all invitees adequate notice of the meeting.
- Confirm that all invited participants are able to attend.
- Meet with related service personnel (if unable to attend) and collect information
- Gather all required information
- Arrange meeting room to accommodate the expected size of the group



# Review Existing Evaluation Data REED



## REED

### **IEP Team must review:**

1. Evaluations and information provided by the parents
2. Current classroom-based, local, or State assessments, and classroom-based observations
3. Observations by teachers and related service providers



## REED Review

On basis of review and input from parents, identify what additional data, if any, are needed to determine:

1. Whether child has disability (for reevaluations whether student continued to have disability)
2. Educational needs of child (do they need services, if so, what services are needed)

§ 300.305



# Consent & Notice



# Determination of Eligibility



## Determination of eligibility-

Upon completion of the administration of assessments and other evaluation measures – a group of qualified professionals and the parent of the child determines whether the child is a child with a disability.

§ 300.306





Special rule for eligibility determination. A child must not be determined to be a child with a disability – if the determinant factor is

1. Lack of appropriate instruction in reading
2. Lack of appropriate instruction in math
3. Limited English proficiency
4. Child does not meet eligibility criteria

§ 300.306



If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child.

§ 300.306



# Consent & Notice





# The Individualized Education Program (IEP)



## What Is an IEP?

- A contract between the district, the student, and student's parents
- An instructional tool
- A communication tool
- A management device
- An accountability device
- A monitoring tool
- An evaluation device



## IEP Elements:

1. Statement of Present Levels of Academic Achievement and Functional Performance
2. Measurable Annual Goals
3. Statement of Progress Reporting
4. Special Education and Related Services and Supplementary Aids/Services (to advance and be involved)
5. Explanation of why student will not participate with peers
6. Necessary accommodations to take State and district assessments
7. Start date, frequency, location, and duration of plan



## 4 Elements of a PLAAFP

1. Baseline data (for each area of need)
2. Description of the Starting Point for Instruction
3. Areas of Educational Need
4. Impact Statement – How the disability affects the student's involvement and progress in the general education curriculum





# Benchmarking (SMART)

1. Specific
2. Measurable
3. Attainable
4. Realistic
5. Time Bond



## Benchmarking

- Allow the reader to tell how progress will be measured
- Realistically be achieved during the duration of the IEP
- Be stated so it is meaningful to the student and parent



# Benchmarking – Evaluation Procedures

Use evaluation strategies that are consistent with regular education collection procedures



## Progress Reports

- Recommend reporting on benchmarks with same frequency as regular education report cards.
- Must report on all benchmarks on the current IEP
- Assure that reporting is accessible upon demand



# Supplementary Aids and Services

- First consider what is needed to address the special factors
- Record supplementary aids, programs modification and support and training for school personnel needed to address special factors



## Supplementary Aids (continued)

- Accommodations are not what the student would benefit from, but what he/she **requires** to progress in the general education curriculum and work toward the attainment of the benchmarks of the IEP.
- Accommodations should **level the playing field**, but not give the student an unfair advantage.



## Who Determines Supplementary Aids?

- General education teachers should recommend the accommodations the student will need in their content classes applicable to their classroom instruction and assessment
- The special education teacher and/or related services providers may recommend other accommodations required for the student to receive FAPE.



## Documentation of Accommodations

- When applicable, general education and special education staff must document the accommodations, date provided, and results of all accommodations provided.
- Each general education teacher and special education provider must be able to show examples of the accommodations that are used on an ongoing basis
- Teacher documentation of the provision of accommodations and modifications should be reviewed periodically.





## **Programs and Services**

In determining educational placements, the decision should be made by a group of persons, including parents. To the maximum extent child is educated with children who are nondisabled, age appropriate, and in the environment the child would attend if nondisabled.

Each public agency must ensure a continuum of alternative placements, make provision for supplementary services in conjunction with regular classes, and consider potential harmful effects of decisions.

§§300.114-116



## Programs and Services

- Determine based on student needs and benchmarks
- Determine frequency of contact
- Determine the provider associated with programs and services
- Address the setting or location
- When start and end



## State and District Assessments

- Needed accommodations must be specific on IEPs and align with instructional accommodations and student need
- Student with disabilities must be included in state and district-wide assessment programs, with appropriate accommodations, if necessary.
- Simply put – accommodations **do not change what is being measure to level the playing field.**
- “Michigan Statewide Assessment Selection” (see RESA website)



## Other Considerations

- Transportation Provisions
- Anticipated Needs
- [Extended School Year](#) (see RESA website)
- Other comments
- Medicaid Release



# Consent & Notice



[www.madeyoulaugh.com](http://www.madeyoulaugh.com)



# Other ISSUES



## IEP Amendment

- Explain the IEP Amendment option to parent
- Explain that IEP Amendments must be mutually agreeable between school and parent
- Inform parent of purpose of Amendment request





## **Guidelines for IEP Amendment**

- Requirements
  - Notice requirements same as for other IEP meetings
  - IEP Amendment does not reset the Annual Review date.
- May be used for
  - Adding, deleting or modifying IEP benchmarks
  - Changing time or frequency of program or service
  - Adding or deleting a related service
  - Adding, deleting, or modifying supplementary aid/service or other support
  - Changing a transportation provision



## Guidelines for IEP Amendment (continued)

- May be used for
  - Modifying language related to state or district-wide assessment
  - Addressing the need for Extended School Year (ESY) services
  - Making short-term changes to an IEP (such as when a student needs Homebound services)
  - Making changes to a transfer student's IEP



## Guidelines for IEP Amendment (continued)

- May NOT be used for
  - Changing the student's special education eligibility
  - Changing the type of program for the student
  - Exiting the student from special education



## What IDEA rights do parents have when students reach 18?

- Parent limited to notice of IEP meetings (as distinguished from participation and decision making role)
- Student or district invites parent to attend IEP Team meeting as person with knowledge or special expertise (does not give decision making authority)
  - Unless
    - Appointed as guardian
    - Student gives power of attorney



## IDEA Parent Rights

- Refer (when suspect)
- Request (evaluation, reevaluation, IEE, IEP Team meeting, IEP amendment)
- Be invited/invite
- Participate meaningfully
- Consent/revoke consent
- Agree (attendance at IEP, extend evaluation timelines)
- Be Notified
- Access educational records
- File



## Child Find and Initial Evaluation

- District must engage in ongoing efforts to identify children with disability
- Michigan rule requires district to seek consent to evaluate within 10 calendar days of receipt of referral
- Only one parent needs to give consent
- 30 school days from receipt of consent to concluding IEP team meeting and providing notice



## Initial Evaluation Complications

- Parent does not make child accessible for evaluation
- Parent wants district to use private evaluation information only
- Suspected disability changes during evaluation
  - Seek amendment of the evaluation plan, and extension of timelines if necessary, as soon as you realize this
- Any evaluation after the initial IEP (except interstate transfer) is a reevaluation. Initial timelines don't apply even if looking at a new disability.



*Worth* 1000.com





# Communication and Monitoring



## Post IEP Meeting Activities

- Do all parties have copy of IEP or elements of IEP that are needed to implement IEP?
- Does parent have copy of IEP?
- Has written notice been provided to the parent?
- Any additional questions have been answered?
- Transportation?
- Any follow up discussed in IEP completed?



## Monitoring

- If you promise, you must deliver.
- If you promise to provide program/service, and then you find cannot deliver, hold an IEP team meeting.
- Random checks of accommodations? Who? When?
- Student learning checks? Formative assessment data is being reviewed?
- Program and service delivery evaluated once per year to determine effectiveness?
- Ongoing communication with parents reviewed?
- Data reports?



## Contact Information:

Shari Lidgard-Pullins, Supervisor of Ancillary Services and Compliance

[Shari.lidgard@berrienresa.org](mailto:Shari.lidgard@berrienresa.org)

269-471-7725 x 1358

Eric Hoppstock, Assistant Superintendent

[Eric.hoppstock@berrienresa.org](mailto:Eric.hoppstock@berrienresa.org)

269-471-7725 x 1342

Heidi Cuthbert, Coordinator of Illuminate

[Heidi.cuthbert@berrienresa.org](mailto:Heidi.cuthbert@berrienresa.org)

269-471-7725 x 1308

