



Utah Parent Center
Special needs, extraordinary potential



PARENTS AS PARTNERS IN THE IEP PROCESS OVERVIEW



Utah Parent Center
Special needs, extraordinary potential

Introducing....

Esperanza Reyes, MS

UPC Parent Consultant

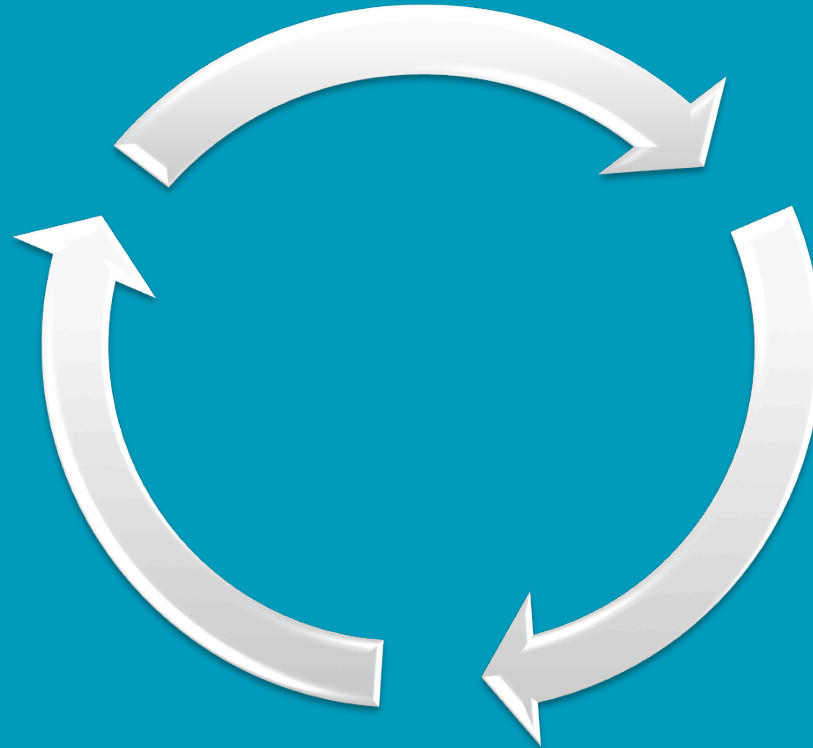
Phone: 801.272.1051 or 1.800.468.1160

Email: esperanza@utahparentcenter.org

Website: www.utahparentcenter.org

Utah Parent Center ▫ 230 West 200 South ▫ Suite 1101
Salt Lake City ▫ Utah ▫ 84101

TEAM



PARTNERS

Topics Covered During This Workshop

Individuals with Disabilities Education Act 2004 (IDEA 2004)

- Free Appropriate Public Education (FAPE)
- Appropriate Evaluation
- Individualized Education program (IEP)
- Least Restrictive Environment (LRE)
- Parent/student participation in decision making
- Procedural Safeguards.

Free Appropriate Public Education

Ages 3 through 21

- Beginning no later than the child's 3rd birthday
- Special education & related services
 - Public expense and supervision
 - No cost to parents
 - Meets the standards of the SEA
 - Include preschool, elementary, or secondary education
 - Provided in conformity with the IEP



FAPE also applies to suspended or expelled children.

Special Education

...is specifically designed instruction at no cost to parents, to meet the unique needs of a child with a disability, including:

- instruction in the classroom, home, hospital or institution, and in other settings, and
- instruction in physical education.



Special Education Process





EVALUATION

Initial Evaluation

A full and individual initial evaluation to determine:

- If child is a “child with a disability” under IDEA, and
- The Educational needs of the child.

The initial evaluation must be completed within 45 school days or parent consent or within State timeline.

Special Education Categories

Ages 3-21

- Intellectual disability
- Hearing impairment, including deafness
- Speech or language impairment
- Visual impairment, including blindness
- Emotional disturbance
- Developmental Delay
- Orthopedic impairment
- Autism
- Traumatic Brain Injury
- Other health impairment
- Specific learning disability
- Deafblindness
- Multiple disabilities

who, because of the disability, needs special education and related services.



ELIGIBILITY

Eligibility

A child cannot be determined to have a disability based on the lack of appropriate instruction in reading (including essential components), lack of instruction in math, or limited English proficiency.

A team of **qualified professionals and the parent** determine the need for special education and related services.

Parents must be given a copy of the evaluation report and eligibility determination.

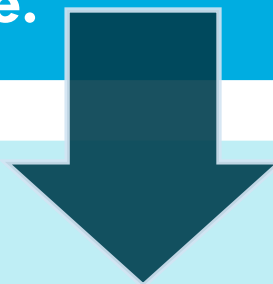
Three-Pronged Test

- 1. Does the child have a disability?
- 2. Does the disability cause an adverse educational impact?
- 3. Does the student require specialized instruction to benefit from FAPE?

Needs Determine IEP Goals

Assessed Needs

From present levels of academic and functional performance.



IEP Goals



DEVELOPING THE IEP

What is an IEP?

The IEP is your child's written **Individualized Educational Program** that is developed, reviewed and revised in a team meeting.

Individualized Education Programs

- In effect at the start of each school year,
- IEP for preschool children ages 3-5,
- IEP for school age children ages 5-21,
- Initial IEP

Meeting to develop IEP is held within 30 days of determining that child needs services, and
Provide services, as soon as possible after IEP is developed.

Members of the IEP Team...

Required members include...

- Student for transition IEP
- Parent(s)
- Special Education Teacher
- General Education Teacher(s)
- LEA Representative* – Local Education Agency
- An individual that can interpret evaluation results, if evaluation is being discussed

Others that can be invited include...

- Student of any age
- **Others with knowledge or expertise of the student.**
- Related service providers.

** The LEA representative is qualified to supervise special education, knows about general curriculum and can allocate funds.*

IEP Development

During IEP development, the team shall consider:

- The child's strengths
- The concerns of parents for the child's education
- Results of initial or most recent evaluation
- Academic, developmental and functional needs



Individualized Education Program

IEP Components

written statements of...

- 1. Present levels of academic achievement and functional performance:**
 - How disability affects involvement and progress in the general curriculum
 - For preschool age children, how disability affects participation in appropriate activities.
 - For children taking alternate assessments, benchmarks or objectives

IEP Components

written statements of...

2. Measurable annual goals, including academic and functional goals to meet:

- Needs so the child can be involved and make progress in the general education curriculum
- Other educational needs that result from disability

IEP Components

written statements of...

- 3. For children taking alternate assessments, a description of benchmarks or short term objectives.**

IEP Components

written statements of...

4. **How progress will be measured and when reports will be issued, including a description of:**
 - **How** the student's progress toward meeting the annual goals will be measured; and
 - **When** periodic reports to the parents on the progress the student is making toward meeting the annual goals will be provided.

IEP Components

written statements of...

5. Special education and related services and other supports and services for the child to:

- Advance toward annual goals.
- Progress in the general curriculum.
- Participate in extracurricular and non-academic activities.
- Be educated and participate with all children.

IEP Components

written statements of...

- 6. Extent the child will not participate with non-disabled children in regular classes or activities**
 - Least Restrictive Environment – LRE

IEP Components

written statements of...

7. Any individual accommodations needed to measure academic achievement and functional performance on state and district-wide assessments.

- If the IEP team determines the Utah Alternate Assessment (UAA) is needed, a statement of why:
 - The child cannot take regular assessment.
 - The alternate assessment is appropriate.

IEP Components

written statements of...

- 8. Date services and modifications begin and their frequency, location and duration.**

Tip:

Parents must always receive a copy of the IEP.

Related Services...

- PL 108-446 (2004) :The Individuals with Disabilities Education Improvement Act (IDEA) entitles students who are eligible for Special Education to receive services that are necessary to access or benefit from their educational program.

Related Services include:

- Transportation
- Speech-language pathology and audiology
- Interpreting services
- Psychological services
- Physical and occupational therapy
- Recreation, including therapeutic recreation
- Social work services
- School nurse services
- Counseling including rehabilitation counseling
- Orientation and mobility services
- Medical services for diagnostic or evaluation purposes

Individual Health Plan

- Special healthcare services are outlined in the Individual Education Plan (IEP).
- For special education students, the IHP (Individual Health Plan) *may be included as an attachment* to the IEP.



TRANSITION

Transition IEP Components

Components to be included annually, beginning at age 16 or younger as needed. Goals based on age appropriate transition assessments related to:

- Training
- Education
- Employment
- Independent Living Skills (when appropriate)
- Transition services needed to reach the goal

Must be in place on the last IEP before the student's 16th birthday, for example, the IEP meeting





PLACEMENT

Placement

Least Restrictive Environment (LRE)

'...To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled.'

Placement

Placement is made by team including parents.

Placement is determined annually:

- based on the IEP,
- as close to home as possible,
- same placement as if nondisabled, unless IEP says otherwise, and
- consider harmful effects.

A child should not be removed from general education based solely on modifications needed.

Placements Include

Continuum of alternative placements must include:

- regular classes
- special classes
- special schools
- home instruction
- instruction in hospitals and institutions

Supplementary services are to be provided in conjunction with regular class placement.

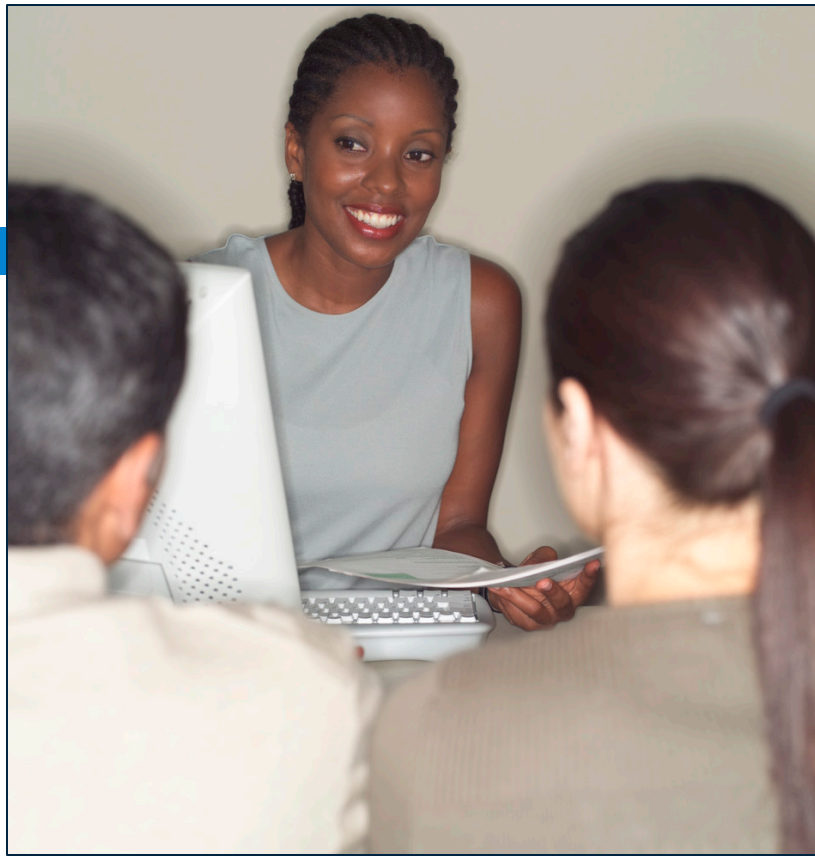


PROCEDURAL SAFEGUARDS

Procedural Safeguards Notice

Notice is given once per year, except upon:

- ❑ initial referral or request for evaluation
- ❑ first occurrence of the filing of a complaint
- ❑ request by parent.



Problem Solving

When It Just Doesn't Work



Tip

- Communicate with your school team.
- Follow the chain of command.
 - ▣ Teacher
 - ▣ Principal
 - ▣ LEA
 - ▣ District

Early Dispute Resolution

Early dispute resolution should always be tried **FIRST!**

Have you tried?

- ❑ UPC Parent Consultant
- ❑ UPC District Consultant
- ❑ UPC IEP Coach
- ❑ LEA IEP Facilitator or
- ❑ State IEP Facilitator

Formal Dispute Resolution Options

- Mediation
- State Complaint
- Due Process Hearing
 - Resolution Meeting
- Civil Action



THE IEP IS NOT ETCHED IN STONE...

IT CAN BE CHANGED!

Contact us...



Utah
Parent
Center

Special needs,
extraordinary potential

**...so we can help
you apply what
you've learned to
your situation.**

**801.272.1051
1.800.468.1160**



Thank you...



Utah
Parent
Center

Special needs,
extraordinary potential

**...for attending.
Please hand in
your workshop
evaluation.**

**Additional resources on
this topic available at:**

www.utahparentcenter.org/resources/