



Understanding the IEP Outline

The Goals for the Presentation are to Understand:

The IEP Process

The IEP Document

Placement

The IEP Meeting

The IEP Process:

1. **Who:** You, your child if appropriate, LEA, special education teacher, general education teacher, others who know or provide services to your child, and people to support you (like a TCFEF Parent Mentor)
2. **What:** will have an IEP meeting which decides what goes into the IEP document
3. **Where:** usually at school, maybe virtually, not by phone, but decided by the IEP team with your input
4. **When:** yearly, with a date determined by the IEP team with your input, but can also happen if anyone on the team requests an IEP meeting
5. **How:** Different members of the IEP team have different information and expertise regarding your child, including you! These members will share information and work together
6. **Why:** To determine the appropriate special education programs, supports, therapies, placement, etc.

The IEP Document:

1. Parent's Rights Handbook: You should always be offered a copy of your rights under IDEA before the IEP meeting.
2. Parent Input Statement: You are the EXPERT and give relevant information about your child including:
 - Child's Strengths and Weaknesses
 - Your Concerns and Goals
 - Child's Successes and Challenges
 - Supports and Services
 - Accommodations and Modifications
3. PLAAFP: **P**resent **L**evels of **A**cademic **A**chievement and **F**unctional **P**erformance
 - Academic
 - Daily Living
 - Social Skills
 - Behavior
 - Sensory
 - Communication
 - Mobility
 - Vocational
4. SMART IEP Goals: IEP Goals should be **S**pecific, **M**easurable, **A**ttainable, **R**esults-Oriented, and **T**ime-Bound
5. Progress Measurements and Reporting: How goals will be measured is determined at the IEP meeting and can include work samples, data collection, projects, grades, etc. Progress reports should be provided to you every 9 weeks. If progress is not being made, talk to the teacher, or call an IEP to discuss goals.
6. Services and Supports: These can include but are **NOT** limited to:
 - Speech Therapy
 - Modified Curriculum
 - School nursing
 - Assistive Technology
 - Adapted Equipment
 - Extended time and other accommodations
 - One-to-One Support
 - Transportation
 - Interpreting Services
 - Mental and Behavior Health
 - Occupational and Physical Therapy
 - Staff Training
 - Mobility Aids, Transportation, etc
7. Transition Services and Age of Majority: Transition to adulthood services must be provided to students aged 16 years and older. Be aware that unless guardianship is established, when students meet the age of majority (18), they have a right to participate in educational decisions.

Placement

Special education is a process **NOT** a place, but where services will be provided is decided by the IEP Team

- There are different settings where special education services can be provided including general education classrooms, special education classrooms, homebound, resource classrooms, virtually, special schools, etc. Students can also go to a combination of these or other settings.
- IDEA requires that children with disabilities get the support they need to be educated with their peers without disabilities to the “maximum extent possible,” called the **Least Restrictive Environment (LRE)**.
- Placement is determined yearly and IDEA requires children go to school in their home district unless there are special circumstances discussed in the IEP that require a change of placement.

Participating Effectively in the IEP Meeting

1. Before the meeting:

- Review info about your child
- Draft an agenda
- Talk with your child (if appropriate)
- Decide if your child will attend (if appropriate)
- Think about LRE
- Do a Positive Student Profile!
- Ask for a draft of the IEP
- Ask for any school testing/assessments

2. During the meeting:

- Use your agenda
- Ask for policies and procedures
- Be respectful, expect respect in return
- Ask questions
- Ask for data
- Stay objective
- Take breaks if needed

3. After the meeting:

- Get a new draft of the IEP
- Complete/sign any paperwork
- Plan a follow-up IEP if you ran out of time
- Get a final copy of the IEP
- Review Notice of Action
- Write and email or letter to follow-up
- Update your TCFEF Binder

4. Dispute Resolution Options:

- Try to communicate and compromise if possible with the IEP team
- Contact a [TCFEF Parent Mentor](#)
- Request Facilitation or Mediation through [Bowen School of Law](#) (free)
- [File Due Process](#) (must have a lawyer)
- [File a State Complaint](#) (no lawyer needed)

Resources:

- [About IDEA - Individuals with Disabilities Education Act](#)
- [Division of Elementary and Secondary Education - Offices - Special Education \(arkansas.gov\)](#)
- [Microsoft Word - Positive Student Profile.docx \(sharpschool.com\)](#)
- [CADRE | The Center for Appropriate Dispute Resolution in Special Education \(cadreworks.org\)](#)

Thank you for your participation!



PO Box 16125
Jonesboro, AR 72403

Website:
www.tcfef.org

Number:
1(888)360-9654