



Advocacy with heart.



UNDERSTANDING THE IEP



WHO ARE WE?

- Arkansas' Parent Training and Information Center
- A statewide organization with regional mentors
- Funded by The U.S. Office of Special Education Programs (OSEP), grants, and private donations.



PARENT TRAINING AND INFORMATION CENTERS (PTI)

Serve	Serve families of children from birth to age 26 with disabilities
Help	Help families and other agencies understand the benefits of IDEA and Section 504
Provide	Provide a variety of services free of charge including individual support, workshops, publications, community events, social media connections, etc
Work	Work together with stakeholders to improve outcomes for youth and adults with disabilities

Staff Members – The Center for Exceptional Families

Team work makes
the dream work!!





OVERVIEW

In this presentation you will learn about:

- A. The IEP Process
- B. The IEP Document
- C. Deciding Your Child's Placement
- D. Participating in the IEP Meeting



INTRODUCTION - IDEA

- **Individuals with Disabilities Education Act (IDEA)**
 - **Three Important Things to Know:**
 1. **Your child is entitled to a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE)**
 2. **Your school district must provide services to eligible children who have a disability with specifically designed instruction to meet their unique needs, known as special education**
 3. **IDEA includes a great deal of information, including regulations to protect you and your child's rights.**

[Sec. 300.101 Free appropriate public education \(FAPE\) - Individuals with Disabilities Education Act](#)

Get to Know IDEA and How It Can Ensure FAPE for Your Child



RESOURCES FOR MORE INFORMATION

Building the Legacy: IDEA 2004



Part B

(ages 3-21)

[Click Here to Enter](#)



Part C

(ages birth-2)

[Click Here to Enter](#)



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IDEA AND YOUR STATE AND LOCAL SCHOOL DISTRICT

IDEA

Section 504

ADE

SPED policies & procedures:
<https://dese.ade.arkansas.gov/offices/special-education>

Local School District

Policies & procedures: District
handbook/student handbook



In This Section We will Learn...

- 1. What's Involved in Developing My Child's IEP?**
- 2. How will I be informed about the IEP Meeting?**
- 3. Does the IEP Meeting Have to Be in Person?**
- 4. Who Attends the IEP Meeting?**
- 5. May a Member of the IEP Team Be Excused From Attending an IEP Meeting?**
- 6. What Do Different Team Members Bring to the IEP Process?**
- 7. What Happens at the IEP Meeting?**

A. THE IEP PROCESS



1. WHAT'S INVOLVED IN DEVELOPING MY CHILD'S IEP?

- Developing your child's IEP involves two main things:
 1. The IEP meeting(s), where you, your child (when applicable), and school staff members together decide on an educational program for your child AND
 2. The IEP document, which puts the decisions from that meeting in writing.



2. HOW WILL I BE INFORMED ABOUT THE IEP MEETING

- The school will inform you with a notice of conference:

1. What?
2. When/Where?
3. Who?

You may invite people with knowledge or expertise about your child to the meeting (like a TCFEF parent mentor!)

- IEP must be reviewed annually



3. DOES THE IEP MEETING HAVE TO BE IN PERSON?

YES.

**BUT, it can be
via electronic
conference
or phone.**



4. WHO ATTENDS THE IEP MEETING?

Main members of the team who need to attend:

1. You
2. Administrator (LEA, etc)
3. General Education Teacher (if applicable)
4. Special Education Teacher

Other Members of the Team who may attend:

5. Your child (when appropriate)
6. Translators or Interpreters
7. Transition Personnel
8. Related support service providers (SPT, OT, PT, etc.)
9. Others with knowledge or expertise about your child (TCFEF Parent Mentor!)



5. CAN AN IEP TEAM MEMBER BE EXCUSED FROM THE MEETING?

Yes

BUT parent must
give permission
for them to leave

6. WHAT DO DIFFERENT TEAM MEMBERS BRING TO THE IEP PROCESS?

The Special Education Teacher

- Has knowledge of disabilities and understanding of student needs

The General Education Teacher

- Knows the grade level expectations and content

The Parent

- Has knowledge of the child

The Administrator (LEA, etc)

- Knows the resources available in the school district



7. WHAT HAPPENS AT THE IEP MEETING?

Team will develop, review, and/or revise the IEP document

The discussion will include the following:

Your child's strengths and weaknesses;

Your concerns for enhancing your child's education;

The results of the most recent evaluation of your child; and

Your child's academic, developmental, and functional needs



7. WHAT HAPPENS AT THE IEP MEETING? (CONT.)

The team will also talk about Considerations of Special Factors:

Does your child have language needs related to his/her IEP because of **limited English Proficiency**?

Does your child **have a visual impairment** and need instruction in or the use of Braille?

Is your child **deaf or hard of hearing** and need language/communication support or instruction?

Does your child **need assistive technology** services and devices? Does your child have **communication needs**?

Does your child's **behavior interfere** with his/her learning or the learning of others?

Are there any other **factors** that need **consideration**?



FORM 1

Name:

Consideration of Special Factors Check yes or no whether the IEP team considers each special factor to be relevant to this child. For factors checked yes, explain any services and supports that are needed in the IEP.		
Language needs as related to the IEP for a child who is an English Learner	<input type="radio"/> Yes <input type="radio"/> No	If yes, explain <input type="text"/>
Instruction in Braille if the child is blind or visually impaired, unless determined inappropriate based on evaluation	<input type="radio"/> Yes <input type="radio"/> No	If yes, explain <input type="text"/>
Communication needs, and for the child who is deaf or hard of hearing, the language and communication needs and opportunities for communication and instruction in the child's native language and communication mode	<input type="radio"/> Yes <input type="radio"/> No	If yes, explain <input type="text"/>
Assistive technology devices and services	<input type="radio"/> Yes <input type="radio"/> No	If yes, explain <input type="text"/>
Positive behavioral interventions and supports and other strategies to address behavior	<input type="radio"/> Yes <input type="radio"/> No	If yes, explain <input type="text"/>
Supplementary aids and services, program modifications and accommodations and/or supports for personnel in general education or other education-related settings	<input type="radio"/> Yes <input type="radio"/> No	If yes, explain <input type="text"/>
Are there other factors that need consideration?	<input type="radio"/> Yes <input type="radio"/> No	If yes, explain <input type="text"/>



In This Section We will Learn about the IEP Document:

- 1. Parents Rights**
- 2. Parent Input Statement**
- 3. Present Levels of Academic Achievement and Functional Performance (PLAAFP)**
- 4. SMART Goals (Specific, measurable, attainable, results-oriented, time-bound)**
- 5. Measurements for your Child's Progress**

B. THE IEP DOCUMENT



Cont.:

- 6. Services and Supports**
 - 6. Special Education and Related Services, Supplementary Aids and Services, Accommodations and Modifications, Supports for School Staff**
- 7. Modifications to State or District-Wide Assessments**
- 8. Location and Duration of Services**
- 9. Reporting for Your Child's Progress**
- 10. Transition Services and Age of Majority**

B. THE IEP DOCUMENT CONT.



ARKANSAS IEP DOCUMENT

The following are IEP documents from the Arkansas Department of Education, Special Education website, some school districts' forms may differ.

Transition (EC): [SAIEP.pdf \(arkansas.gov\)](#)

School Age: [SAIEP.pdf \(arkansas.gov\)](#)

Transition (TA) : [STIEP.pdf \(arkansas.gov\)](#)

In this presentation, we will use parts of the school age IEP form as examples.



PARENTS RIGHTS



You should ALWAYS be offered a copy of the Parent's Rights under IDEA. It is usually in online or printed form.



You may receive this before the IEP or at the beginning of the IEP. You can ask for it before so you have time to review it.



It outlines key aspects of your rights and your child's rights under IDEA



It can be found here: [IDEA 2004 Model Forms: Guidance on Required Content of Forms Under Part B of The Idea \(MS Word\) \(arkansas.gov\)](#)

PARENT INPUT STATEMENT

- The Parent Input Statement is another place where YOU get to be the expert! The Parent Input Statement is where you give written input in your child's IEP. What can the statement include?
 1. Your child's strengths and weaknesses
 2. Your child's successes and challenges (can be academic, behavioral, emotional, social, etc).
 3. Your concerns for your child
 4. Your goals for your child's future
 5. The supports, services, accommodations, modifications, etc that you feel your child needs to be successful at school
 6. Any other important information that you feel is relevant to your child's IEP

EXAMPLE FORM

Individualized Education Program (IEP)

REQUIRED FORM
APRIL 2020

Name: ID#: Date of Birth:
Age: Grade: School/Site:
Duration of Services: From: To:
(Excluding summer months and school holidays unless otherwise indicated)

IEP Type: SCHOOL AGE - No Postsecondary Transition

Purpose of IEP:

<input type="checkbox"/> Annual Date: <input type="text"/>	<input type="checkbox"/> Temporary Date: <input type="text"/>	<input type="checkbox"/> Initial Date: <input type="text"/>	<input type="checkbox"/> Amended Date: <input type="text"/>
---	--	--	--

Most Recent Evaluation Date (Date of most recent EPC or EDR with no testing):

Parents Rights Under IDEA:

https://arksped.ade.arkansas.gov/rules_regs_08/RevisionstoRulesandRegulationjuly2010/YOUR%20RIGHTS%20UNDER%20THE%20IDEA.pdf

https://arksped.ade.arkansas.gov/rules_regs_08/RevisionstoRulesandRegulationjuly2010/Spanish

Parent Rights Provided:

- ☐ Personally Presented
- ☐ Mail
- ☐ E-Mail

Parent Method of Participation:

- ☐ In Person
- ☐ Through alternate means
- ☐ Parent did not participate

Excusal(s): ☐ Yes ☐ No

If yes, Name(s) of Team Member(s) Excused:

Parent Agreement to Excusal:

☐ Yes ☐ No Parent Initials

Is excused member's area of curriculum being discussed?

☐ Yes, written input was provided. ☐ No

Translation/Interpretation Needed:

- ☐ Yes
- ☐ No

If yes, specify:

☐ Parent/guardian input regarding enhancing the education of the child was considered.

Parent/guardian input:

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)

- **Present Levels of Performance**
 1. Academic skills – math, reading, writing
 2. Daily living or self-help skills – dressing, eating, using the bathroom
 3. Social skills – making friends
 4. Behavior
 5. Sensory skills – hearing, seeing
 6. Communication skills – talking
 7. Mobility – getting around in school and the community
 8. Vocational skills – working



PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (CONT.)

Where Does the Information Come From?

- **For new IEP, it will come from tests and observations done during your child's evaluation for eligibility**
- **Revised IEP, it will typically come from evaluations done during the year**
- **Teachers and others who work with your child may also give valuable information**

A clearly written and thorough PLAAFP is important, because it is the foundation for the IEP



EXAMPLE FORM

Name:

Present Level of Academic Achievement and Functional Performance

A statement of the child's present levels of academic achievement and functional performance including:

- Child's strengths and needs (include data used to determine strengths and needs)
 - Consider the academic, developmental, and functional needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.
- Effect of the child's disability on his/her involvement and progress in the general education curriculum
- Achievement of annual goals, performance in related service areas, and a description of any significant lack of progress.

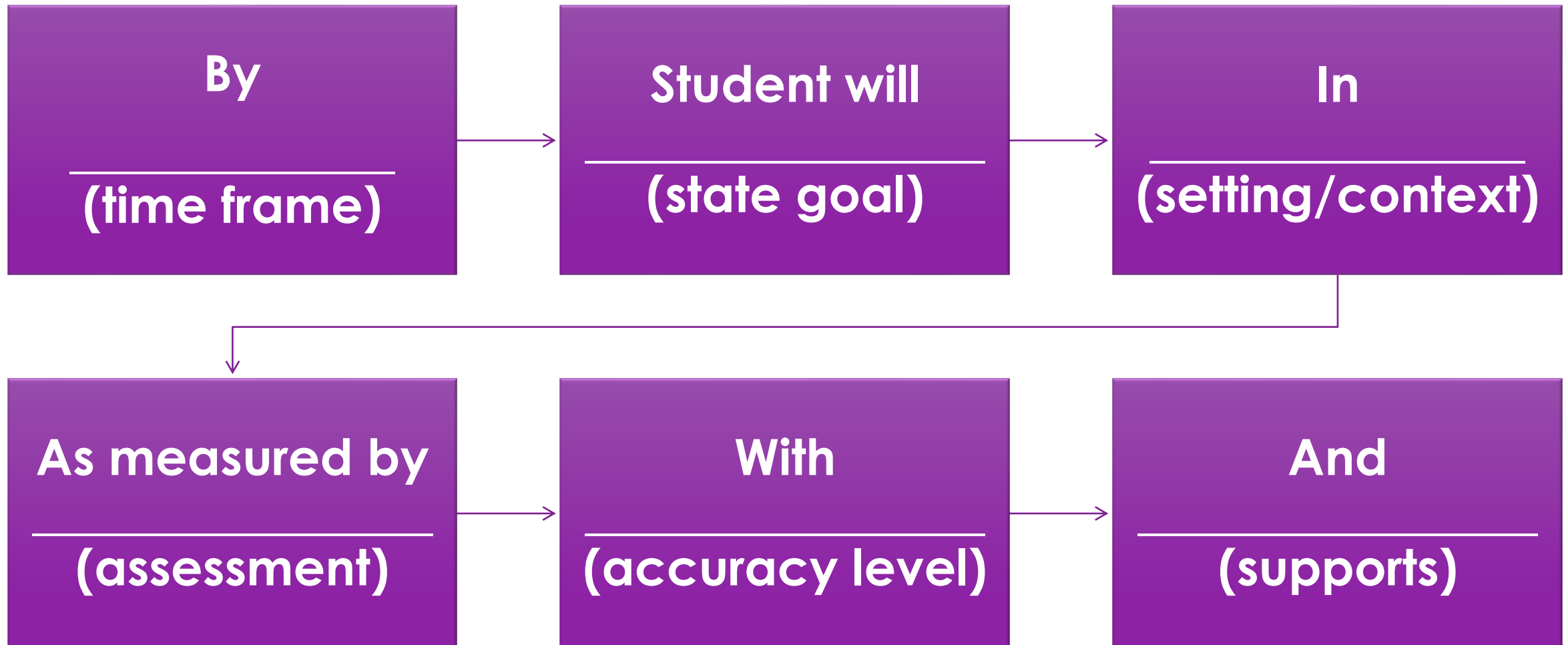


SMART GOALS

- IEP goals describes what your child can be expected to do or learn during the school year
- IEP goals should be SMART (Specific, Measurable, Attainable, Results-oriented, and Time-Bound)
 1. Specific – names the skill or subject area and targeted result
 2. Measurable – can be measured by testing, screening, etc.
 3. Attainable – is realistic for your child
 4. Results-oriented – lays out what your child will do to accomplish the goal
 5. Time-Bound – includes a time frame for your child to achieve the goal and how often progress will be measured



HOW SMART GOALS ARE WRITTEN



SMART GOAL EXAMPLES



By the end of the first nine weeks, the student will correctly use pronouns when retelling a story that was read aloud in the speech therapy room as measured by data collection with 80% accuracy and no more than 2 reminders in 4/5 opportunities.

By the end of the year, the student will add numbers from 1-10 with and without regrouping using manipulatives in math with 80% accuracy as measured by quizzes and tests.



MEASURING YOUR CHILD'S PROGRESS

IEP Team must decide:

- How and when your child's progress will be measured. Must include a statement of special education and related services provided to enable the child to progress towards achieving the goals
- Periodic reports on your child's progress will be provided to you and documented on the IEP. Review them to decide:
 1. Did the child meet or not meet the goals or objectives?
 2. Do any IEP goals or objectives need to be adjusted or removed?
 3. Should supports or accommodations be added in or taken out?



EXAMPLE FORM 1

Name:

IEP Goals

☐ IEP Goals without Objectives

☐ IEP Goals with Objectives

Annual Goals: provide measurable annual goals, including academic and functional goals to enable the child to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.

Goal #:

Goal Area:

Progress towards the Goal will be measured by :

☐ Curriculum-Based Assessment

☐ Teacher/Text Test

☐ Student Conferences

☐ Portfolios

☐ Scoring Rubrics

☐ Observation Charts

☐ Work Samples

☐ Grades

☐ Checklists

☐ Other (specify):

Progress Reports Completed Each Grading/Progress Period, as Scheduled by the District

Date	Progress	St.	Date	Progress	St.	Date	Progress	St.	Date	Progress	St.	Date	Progress	St.
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Key for Status of Goals C = Continued D = Discontinued M = Mastered N = Not Initiated



EXAMPLE FORM 2

Name:

IEP Goals with Objectives

Annual Goals: provide measurable annual goals, including academic and functional goals to enable the child to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.

Goal #: Goal Area:

Date Annual Goal Mastered:

Objectives: Required for students who take alternate assessments; optional for all other students

1.	<input type="text"/>
2.	<input type="text"/>
3.	<input type="text"/>
4.	<input type="text"/>
5.	<input type="text"/>

Progress towards the Goal will be measured by : ☐ Curriculum-Based Assessment ☐ Teacher/Text Test
☐ Student Conferences ☐ Portfolios ☐ Scoring Rubrics ☐ Observation Charts ☐ Work Samples
☐ Grades ☐ Checklists ☐ Other (specify):

Goal Progress

Date	Progress	St.	Date	Progress	St.	Date	Progress	St.	Date	Progress	St.	Date	Progress	St.
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Objective Progress (optional)

Number	Date	Progress	St.	Date	Progress	St.	Date	Progress	St.	Date	Progress	St.	Date	Progress	St.
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Key for Status of Goals C = Continued D = Discontinued M = Mastered N = Not Initiated Form:
IEP Type - SCHOOL AGE - No Postsecondary Transition



SERVICES AND SUPPORTS

IEPs list services and supports the team determines are necessary:

- Special education and related services (OT, Speech, PT, Mental Health, etc)
- Accommodations, modifications, supports and/or training for school staff, etc.

Services and supports are designed to help your child:

- Reach his/her annual goals
- Be included and make progress in the general education curriculum including extracurricular activities or nonacademic activities



SUPPORTS SERVICES, AIDS

Examples include but are not limited to:

- Occupational, Physical, Speech, and Mental Health Therapy
- Assistive Technology
- Interpreting Services
- Mobility Services around school
- Transportation
- Medical services like psychological, school nursing, or health services
- Medical or adapted equipment
- Training for staff
- A one-to-one aide if determined necessary
- Etc



ACCOMMODATIONS AND MODIFICATIONS



Accommodations are changes to **HOW** a student achieves a goal (support). Examples include:

- Presentation of material
- Student Response
- Setting
- Timing or Scheduling



Modifications are changes to **WHAT** a student is taught or expected to do. Examples include:

- Assignment
- Curriculum



ACCOMMODATIONS AND MODIFICATIONS EXAMPLES



- Jack is an 8th grade student who has learning disabilities in reading and writing. He is in a regular 8th grade class that is team-taught by a general education teacher and a special education teacher.
- **Identify which of the following are modifications or accommodations:**
 1. Jack will have shorter reading and writing assignments.
 2. Jack will give his answers to essay-type questions by speaking, rather than writing them down.

LOCATION AND DURATION OF SERVICES

Each of the services your child needs is written down in the IEP

The IEP must also include:

- How often your child will receive the service(s) number of times per day or week
- How long each session will last (number of minutes)
- Where services will be provided (in general education classroom or other settings)
- When services will begin and end



EXAMPLE FORM

Name:

Services (Schedule of Services)				
Special Education Services	Time/Amount	Frequency		Setting
<input type="checkbox"/> Co-taught services in <input type="text"/>	Number of	<input type="checkbox"/> 1X	<input type="checkbox"/> Day	<input type="checkbox"/> Regular Classroom
<input type="checkbox"/> Indirect Services in <input type="text"/>	Minutes: <input type="text"/>	<input type="checkbox"/> 2X	<input type="checkbox"/> Week	<input type="checkbox"/> Special Ed Classroom
<input type="checkbox"/> Direct instruction in <input type="text"/>	Hours: <input type="text"/>	<input type="checkbox"/> 3X	<input type="checkbox"/> Month	<input type="checkbox"/> Therapy Room
<input type="checkbox"/> Speech/Language services in <input type="text"/>	Periods: <input type="text"/>	<input type="checkbox"/> 4X	<input type="checkbox"/> Quarter	<input type="checkbox"/> Other (specify): <input type="text"/>
<input type="checkbox"/> Other: <input type="text"/>	Sessions: <input type="text"/>	<input type="checkbox"/> 5X		
		<input type="checkbox"/> 6X		
		<input type="checkbox"/> 7X		
		<input type="checkbox"/> 8X		
		<input type="checkbox"/> 9X		



STATE OR DISTRICT ASSESSMENTS

The IEP team will determine which allowable accommodations are appropriate for state-wide assessments



The IEP team will follow state guidelines while determining those allowable accommodations

Take the regular
assessment without
accommodations

Take the regular
assessment with
accommodations (list
them)

Take an alternative
assessment



EXAMPLE FORM 2

Assessment Decision

1. Can the child participate in regular statewide and districtwide required assessments?

☐ Yes ☐ No

A. List accommodations needed (if any) consistent with IEP and general test administration guidelines.

☐ None needed

☐ Accommodations needed:

2. If the child will participate in the Arkansas Alternate Assessment Program, has the IEP team considered the guidelines for participation in alternate assessment?

☐ Yes ☐ No

A. If the child will participate in the Arkansas Alternate Assessment Program, provide a statement of why the child cannot participate in regular assessment.

I understand that my child will be assessed with the statewide alternate assessment based on alternate achievement standards.

Parent Signature: _____





REPORTING YOUR CHILD'S PROGRESS

Under IDEA, you must be kept informed of your child's progress on IEP goals. Don't wait until the IEP Progress Report if your child is struggling. Call a meeting!



TRANSITION SERVICES

As outlined by IDEA, Transition Services must be provided for children who are 16 years or older

Best practice is to begin these services much earlier

At age 16, an Individual Transition Plan (ITP) must be in place, called transition planning

Possible postsecondary options might include:

- Postsecondary or vocational education
- Integrated employment
- Continuing adult education
- Adult services
- Independent living
- Participating in the community

Whenever the team is going to talk about transition, your child must be invited to the meeting.



AGE OF MAJORITY

- **Age of Majority is the legal age established under state law at which an individual is no longer a minor and, as a young adult, has the right and responsibility to make certain legal choices that adults make.**



TRANSITION SERVICES RESOURCES

- **TCFEF**

[Resources for Teen and Young Adults – The Center for Exceptional Families](#)

- **Arkansas Dept of Ed: Transition Services**

[Division of Elementary and Secondary Education - Offices - Special Education - Technical Assistance Providers - Arkansas Transition Services](#)

- **Independent Futures That Work**

[Independent Futures That Work](#)

- **RAISE – Transition Resources**

[Transition Resources Database | RAISE Center A SPAN Project](#)





BREAK

In This Section We will Learn...

- 1. How is placement decided?**
- 2. Participation with Children without Disabilities**
- 3. Least Restrictive Environment**
- 4. IDEA on Placement**

C. DECIDING YOUR CHILD'S PLACEMENT



REMEMBER!

- **Special Education is NOT a PLACE; it is a PROCESS with the GOAL of ensuring your child gets FAPE in the LRE!**



DECIDING PLACEMENT


Once the IEP team has decided what services your child needs, decisions must be made about where services will be provided.



Placement is where your child's IEP is carried out.



This can include general education, self-contained, resource, alternative learning environment, community-based instruction program, home, hospital, rehabilitation center, special school, or a combination of these.



As the parent, you have the right to be a part of the team that decides your child's placement.



PARTICIPATION WITH CHILDREN WITHOUT DISABILITIES

IDEA states all children with disabilities be educated in the general education class with children who do not have disabilities (Least Restrictive Environment)

Your child's Least Restrictive Environment for the school day will be addressed in the IEP document



LEAST RESTRICTIVE ENVIRONMENT (LRE)

- IDEA explains LRE as follows:
...To the maximum extent appropriate, children with disabilities...are educated with children who are nondisabled; and...special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily [Sec. 300.114 LRE requirements - Individuals with Disabilities Education Act](#)



PLACEMENT

IDEA also says:

The child's placement is determined at least annually. Unless the IEP requires some other arrangement, the child is educated in the school and home district that he/she would attend if the child had no disability

A child with a disability may not be removed from education in age-appropriate regular classrooms just because he/she needs modifications to the general education curriculum.

EXAMPLE FORM 1

Least Restrictive Environment Considerations	
Extent of Participation in General Education	
For K-12: The general education environment includes all academic instruction as well as meals, recess, assemblies, field trips, etc. Will this child participate 100% of the time with non-disabled peers in the general education environment? <div style="margin-left: 20px;"><input type="radio"/> Yes <input type="radio"/> No</div>	
Indicate the reasons why the IEP team determined that provision of services in the general education setting was not appropriate for the child. <div style="margin-left: 20px;"><input type="checkbox"/> The child's acquisition of academic/developmental skills cannot be addressed through modification/adaptation of the general curriculum. <input type="checkbox"/> Small group instruction is necessary for the child to acquire skills specified in the IEP. <input type="checkbox"/> Behavior intervention strategies established in the child's IEP require a degree of structure that cannot be implemented in a large group setting. <input type="checkbox"/> The child's needs cannot be achieved in the general education environment even when supplemental aids and supports are provided. <input type="checkbox"/> The child's behavior significantly impedes his or her learning and that of others. <input type="checkbox"/> Additional individualized instruction is needed to facilitate learning. <input type="checkbox"/> A more structured environment is needed than can be provided in the general education setting.</div>	
Is this placement in the school the child would normally attend if nondisabled? <input type="radio"/> Yes <input type="radio"/> No	
If no, is the placement as close as possible to the child's home? <input type="radio"/> Yes <input type="radio"/> No	
If no, explain why the IEP requires other arrangements: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
The continuum of placements for the least restrictive environment (LRE) includes regular classes with indirect service (RG), regular class 80% or more (RG), regular class 40% to 79% (RR), regular class less than 40% (SC), School-based Day Treatment, Special Day School, Residential School, Hospital Program, and Homebound Instruction.	
Continuum of Placement: <div style="display: flex; justify-content: space-between; margin-top: 10px;"><div style="width: 48%;"><input type="checkbox"/> Regular Class with Indirect Service (RG) <input type="checkbox"/> Regular Class 40% to 79% (RR) <input type="checkbox"/> School-based Day Treatment <input type="checkbox"/> Residential School <input type="checkbox"/> Homebound Instruction</div><div style="width: 48%;"><input type="checkbox"/> Regular Class 80% or more (RG) <input type="checkbox"/> Regular Class Less Than 40% (SC) <input type="checkbox"/> Special Day School <input type="checkbox"/> Hospital Program <input type="checkbox"/> Correctional Facility</div></div>	
Amount of time IN general education setting: <div style="border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></div> % of time per week	



In This Section We will Learn...

- 1. What do I do before, during, and after the IEP meeting?**
- 2. What can I do if we don't agree in the IEP meeting?**
- 3. What can I do if we can't resolve the disagreement?**
- 4. Am I supposed to sign the IEP document?**
- 5. Can the IEP document be changed without having an IEP meeting?**

D. PARTICIPATING IN THE IEP MEETING



WHAT DO I DO BEFORE THE MEETING?

Review/organize
your information
about your child

Talk with your child
about the upcoming
IEP and decide if
they will be attending
(if appropriate)


Think about your
child's involvement in
general education
classes

Ask for a draft of the
IEP and/or any
school assessments

Draft an agenda with
your input

Do a *Positive
Student Profile*





DOING A POSITIVE STUDENT PROFILE

Answer the following questions about your child as a way to prepare for the IEP meeting...

1. Who is _____?
2. What are _____'s strengths?
3. What are _____'s successes?
4. What are _____'s greatest challenges?
5. What are _____'s needs?
6. What are our dreams for _____?
7. Other helpful information

Link to free printable positive student profile and examples:

[Microsoft Word - Positive Student Profile.docx \(sharpschool.com\)](#)



WHAT DO I DO DURING THE MEETING?



Listen, take notes, share your goals and concerns



Ask questions, Where is the data?



Be thorough, ask for clarity on policies & procedures



Keep emotions in check, take breaks if needed



Be respectful of each other's opinions and time



WHAT CAN I DO IF WE DON'T AGREE?

Suggest

If the team cannot agree on a particular item after several minutes of discussion, suggest coming back to it later.

Avoid

Avoid getting stuck debating a particular point over and over, especially if it feels like you aren't getting anywhere.

Compromise?

Be clear in your mind on where you can and cannot compromise.

Communicate

Communicate in a reasonable, respectful, and calm way.



WHAT IF WE STILL DON'T AGREE?

- Written notice (notice of action) should include decisions discussed, whether in agreement or disagreement and how that decision was made.
- Contact a **parent mentor** at **The Center for Exceptional Families**
[The Center for Exceptional Families – Advocacy with heart.](#)
- You may request facilitation or mediation through **Bowen School of Law**
[Arkansas Special Education Mediation Project | William H. Bowen School of Law | University of Arkansas at Little Rock \(ualr.edu\)](#)
- You may file a state complaint or due process through the **Arkansas Department of Education**

[Division of Elementary and Secondary Education - Offices - Special Education - Dispute Resolution \(arkansas.gov\)](#)



WHEN THE IEP IS COMPLETELY WRITTEN, AM I SUPPOSED TO SIGN IT?

You will be asked to sign the IEP.

The only document you must sign, is the initial consent for evaluation for and placement in special education services.

In Arkansas, your signature on IEPs simply means you attended the IEP.

If you do not agree with the IEP, put that under parental concerns on the IEP or submit a letter stating you do not agree and why.

Also, there is no regulation that says you must sign the IEP immediately at the end of the meeting, or at all.



FINALIZING THE IEP

- Plan a follow up IEP meeting to finish discussing items that were not completed
- Complete any paperwork that needs to be signed including Permission to Evaluate Forms for assessments, etc.
- Leave with a draft copy of the IEP and Notice of Action
- Ask when you will receive a final copy of the IEP and any related paperwork
- Review the Notice of Action (second and following IEPs)
- Update your TCFEF binder with new IEP, forms, and other documents



FINAL WORDS

- Keep in mind that developing an IEP is a learning process. When parent(s) and school staff work together, the best results for your child can be realized.





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U.S. Department of Education

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