

## IEP Basics

# Overview

Would you like a clearer picture of what it feels like to sit in an Individual Education Plan (IEP) meeting?

Want to learn more about Matrix Parent Network and Resource Center and how we can help?



## IEP Basics

# Training Sections:

- ✧ Who is Matrix?
- ✧ Special Education and IEPs
- ✧ IEP Timelines
- ✧ IEP Meetings



## IEP Basics

# A Brief History of Matrix

Matrix was founded in 1983 by three mothers gathered around a kitchen table to share the challenges, heartbreak, frustrations, and joys of raising a child with special needs.

We have continued in this tradition for over 32 years.

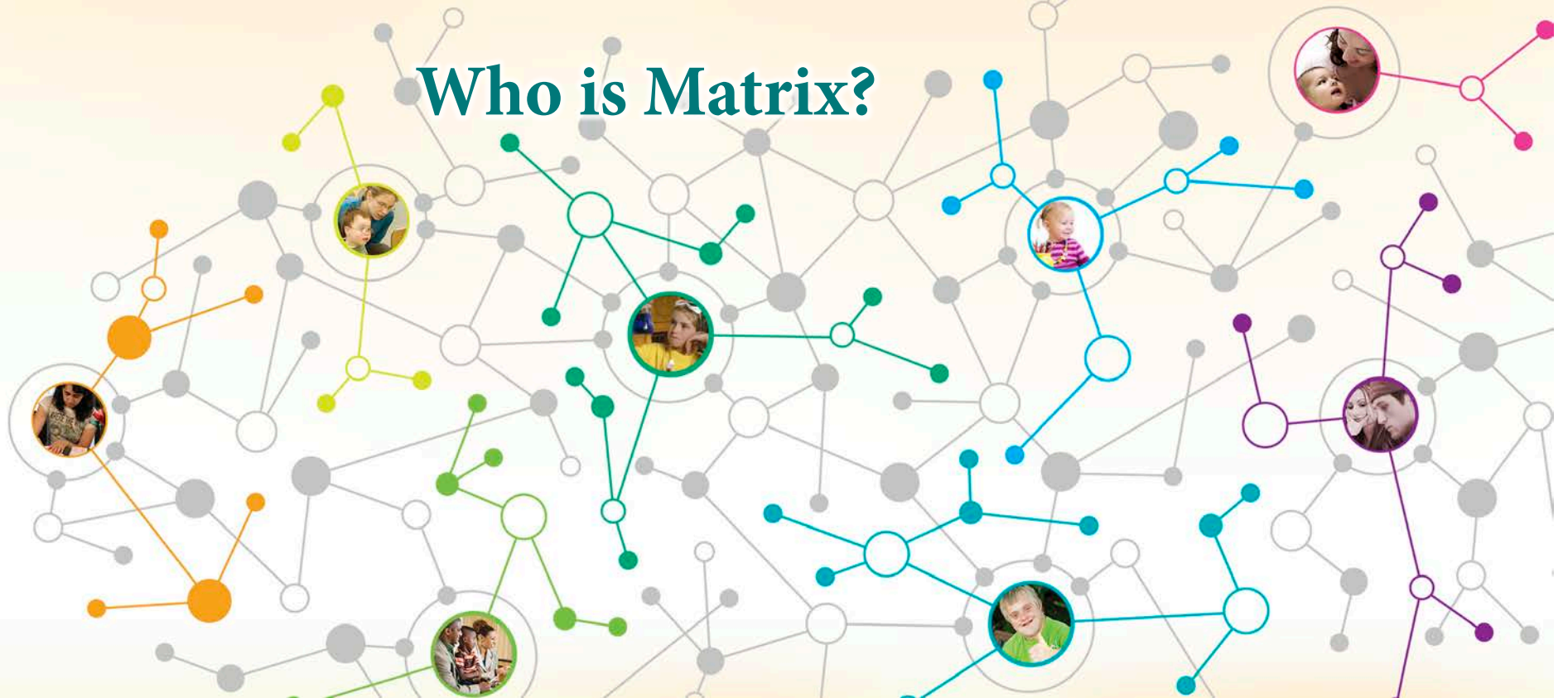


**MATRIX**

parent network

+ resource center

# Who is Matrix?



## IEP Basics

# Who is Matrix?

A Federally Funded Parent Training & Information Center serving families of children birth through 26  
H328M150030-15

A California Family Resource Center serving families of infants and toddlers  
H181A140037

A California Family Empowerment Center serving the underserved in Napa, Solano, and Sonoma Counties  
H027A150116



## IEP Basics

# Who is Matrix?

Our Mission Statement:

*Empowering families* of children with special needs to successfully understand and access the systems that serve them.

## IEP Basics

# Who is Matrix?

Matrix serves four California counties:

- ✧ Marin
- ✧ Napa
- ✧ Solano
- ✧ Sonoma



## IEP Basics

# Who is Matrix?

Matrix Parent Advisors are parents of children with special needs or have experience working in the special education world providing parent-to-parent support and information.

**CALL: 800-578-2592**

## IEP Basics

# Who is Matrix?

## Matrix Parent Advisors:

- ✧ Support and inform families.
- ✧ Assist families in finding referrals.
- ✧ Empower families to become their child's best advocate.

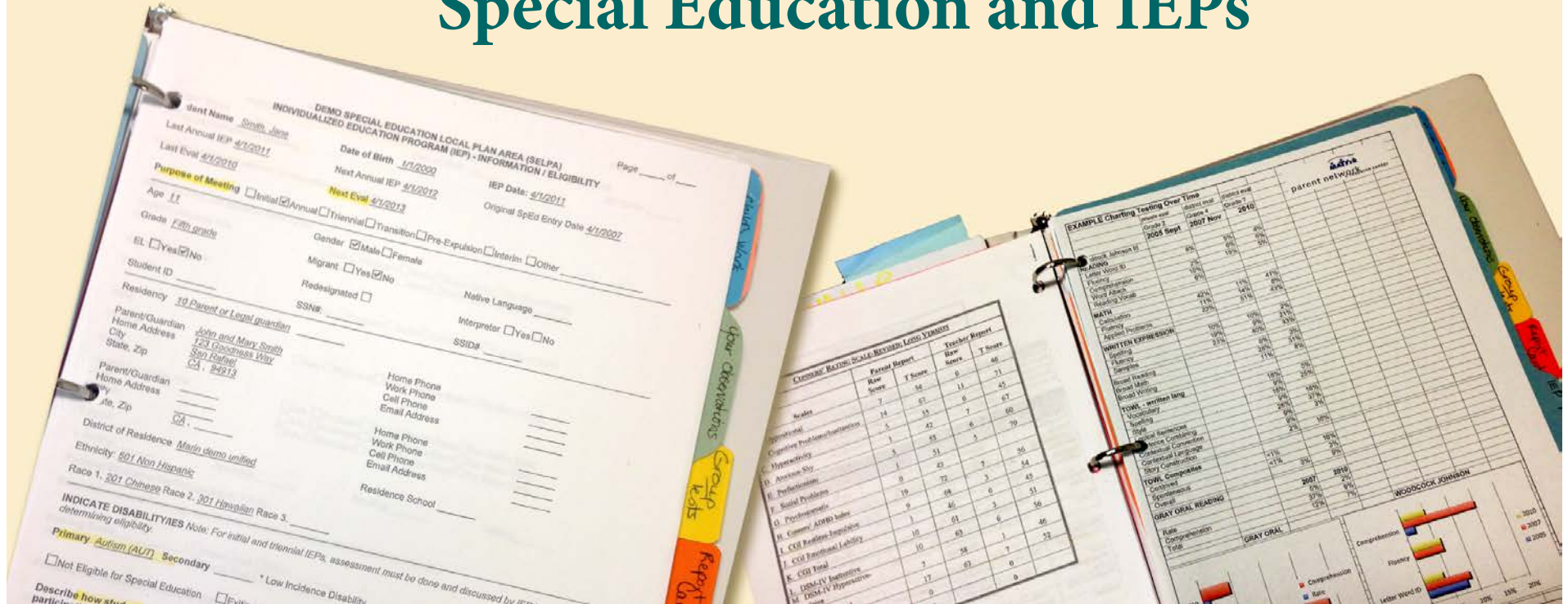
## IEP Basics

# Who is Matrix?

Matrix Parent Advisors do not provide legal advice or advocate a course of action.

*We are not attorneys.*

# Special Education and IEPs



**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY**

Student Name: Smith, Jane Page \_\_\_\_ of \_\_\_\_

Last Annual IEP: 4/1/2011 Date of Birth: 1/1/2000

Last Eval: 4/1/2010 Next Annual IEP: 4/1/2012 IEP Date: 4/1/2011

Purpose of Meeting:  Initial  Annual  Triennial  Transition  Pre-Expulsion  Interim  Other

Age: 11 Gender:  Male  Female

Grade: 5th grade Migrant:  Yes  No

EL:  Yes  No Redesignated:  Native Language: \_\_\_\_\_

Student ID: \_\_\_\_\_ Interpreter:  Yes  No

Residency: 10 Parent or Legal guardian SSN#: \_\_\_\_\_

Parent/Guardian Home Address: John and Mary Smith City: San Rafael State: CA Zip: 94913

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

District of Residence: Marin district unified Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

Ethnicity: 601 Non Hispanic Residence School: \_\_\_\_\_

Race 1: 201 Chinese Race 2: 301 Hawaiian Race 3: \_\_\_\_\_

INDICATE DISABILITIES (YES/NO): Note: For initial and triennial IEPs, assessment must be done and discussed by the team determining eligibility.

Primary: Autism (AUT) Secondary: \_\_\_\_\_ \* Low Incidence Disability

Describe how the disability affects participation in the general education program: \_\_\_\_\_

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**COMMUNITY READING SCALE-BEYOND LEVEL YAMMIS**

Spikes	Patrol Report Raw Score	T Score	Teacher Report Raw Score	T Score
Operational	7	34	0	71
Comprehension	14	57	11	45
Fluency	5	27	0	67
Accuracy	1	15	7	60
Oral Reading Fluency	5	27	6	79
Comprehension	1	15	2	36
Accuracy	1	15	2	34
Oral Reading Fluency	0	72	3	45
Comprehension	19	68	0	51
Accuracy	9	46	3	56
Oral Reading Fluency	1	61	6	66
Comprehension	10	63	1	66
Accuracy	7	58	7	52
Oral Reading Fluency	17	67	0	6
Comprehension	0	67	0	0

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**EXAMPLE Charting Testing Over Time**

Grade	2005	2006	2007	2008	2009	2010	2011
Grade 2	8%	8%	8%	8%	8%	8%	8%
Grade 3	10%	10%	10%	10%	10%	10%	10%
Grade 4	12%	12%	12%	12%	12%	12%	12%
Grade 5	14%	14%	14%	14%	14%	14%	14%
Grade 6	16%	16%	16%	16%	16%	16%	16%
Grade 7	18%	18%	18%	18%	18%	18%	18%
Grade 8	20%	20%	20%	20%	20%	20%	20%
Grade 9	22%	22%	22%	22%	22%	22%	22%
Grade 10	24%	24%	24%	24%	24%	24%	24%
Grade 11	26%	26%	26%	26%	26%	26%	26%
Grade 12	28%	28%	28%	28%	28%	28%	28%

**WODDOCK KWISON**

Rate: \_\_\_\_\_

Comprehension: \_\_\_\_\_

Fluency: \_\_\_\_\_

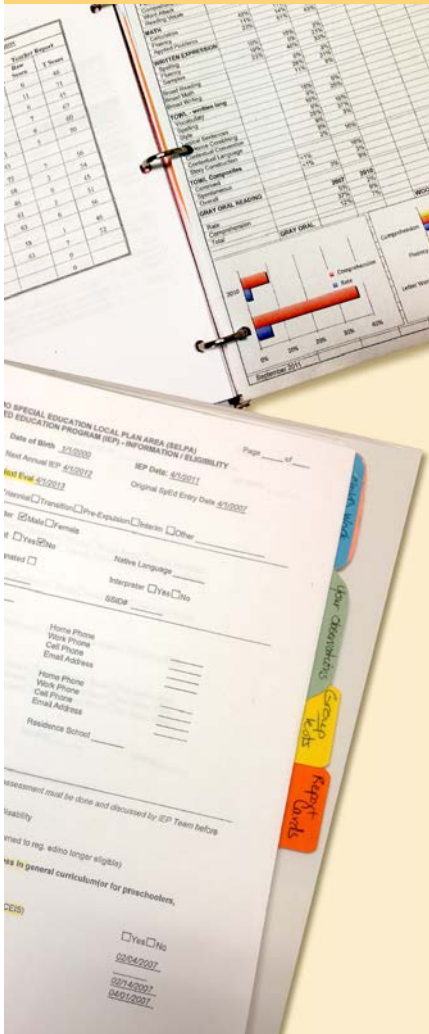
Letter Word ID: \_\_\_\_\_

## IEP Basics

# Special Education and IEPs

The Individual Education Plan (IEP) is a part of Special Education.

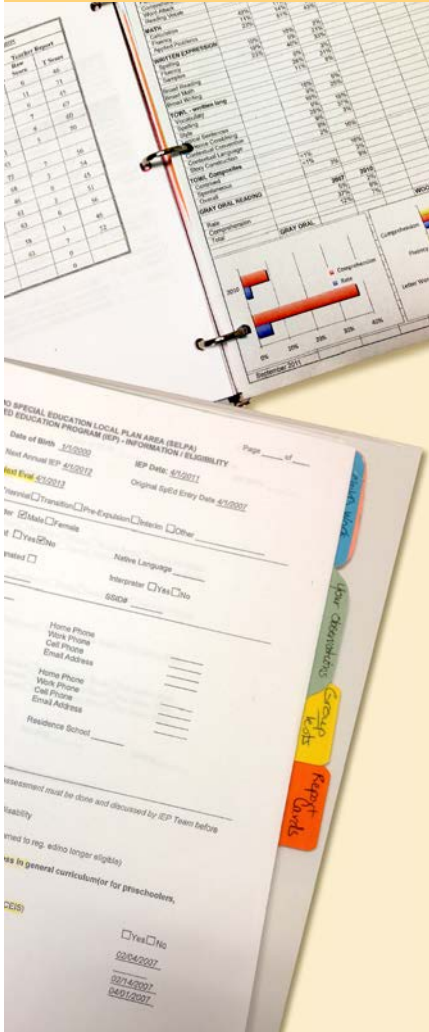
Students use this plan to make progress in ways that work for their specific learning needs.



## IEP Basics

# Special Education and IEPs

Special Education refers to specialized instruction services that help individual students to better access the general education curriculum to benefit from their education.



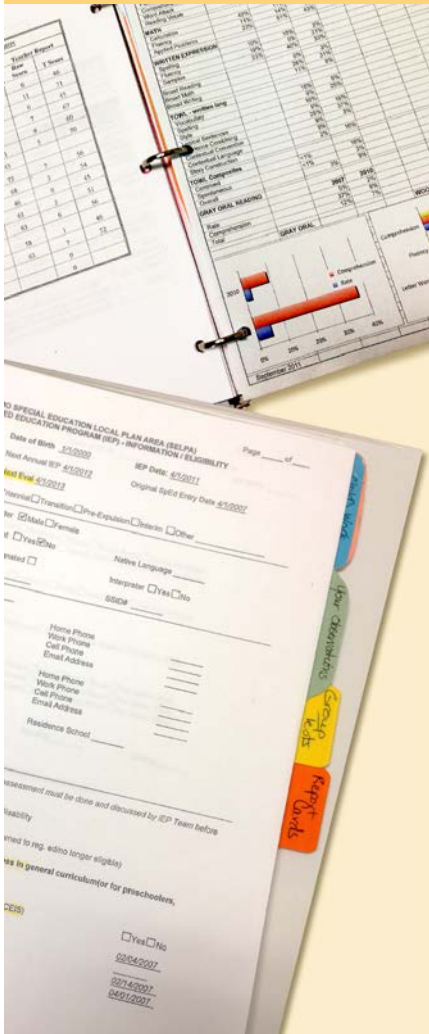


## IEP Basics

# Special Education and IEPs

A student is eligible for a Special Education IEP from age 3 until age 22 unless:

- ✧ Exited due to ineligibility (parent or guardian must sign in consent).
- ✧ Graduated with a diploma.

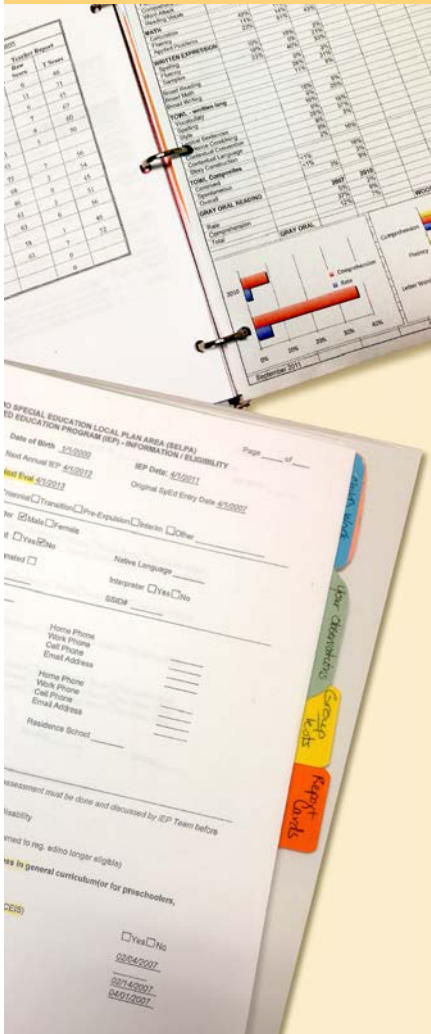


## IEP Basics

# Special Education and IEPs

Little ones from birth up to age 3 may be eligible for early intervention services through California's Early Start Program.

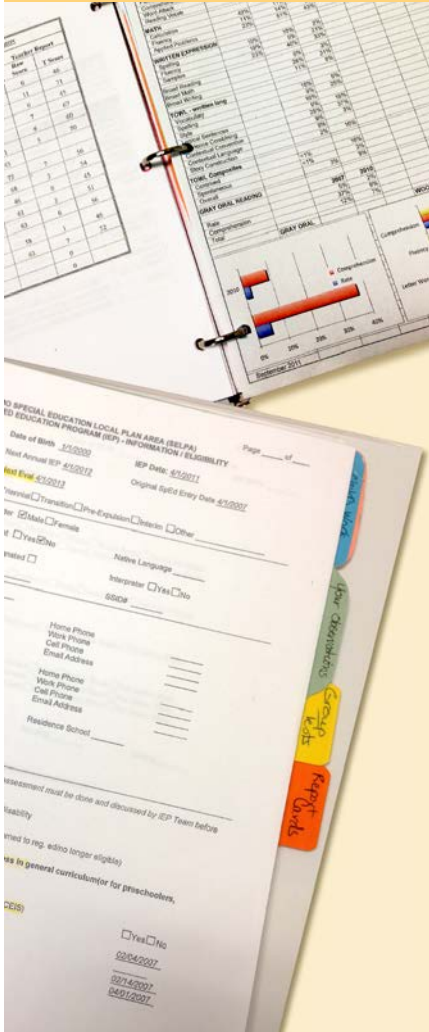
Each child in Early Start has an Individual Family Service Plan (IFSP).



## IEP Basics

# Special Education and IEPs

There are six principles of the federal law known as IDEA, the Individuals with Disabilities Education Act.

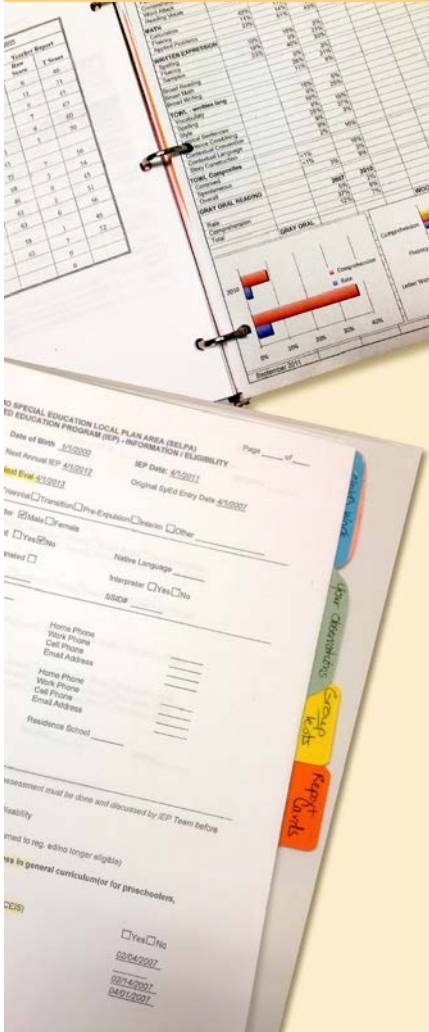


## IEP Basics

# Special Education and IEPs

## Six principles of IDEA:

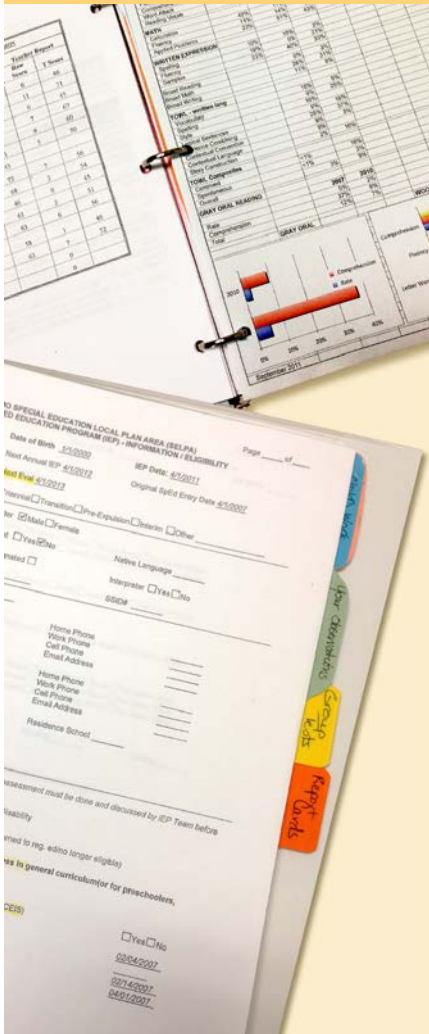
- 1) Free and Appropriate Public Education (FAPE)
- 2) Appropriate Evaluation
- 3) Individualized Education Plan (IEP)
- 4) Least Restrictive Environment (LRE)
- 5) Parent/Student Participation in Decisions
- 6) Procedural Safeguards



## IEP Basics

# Special Education and IEPs

Special education is not a “place” or a “classroom” but a set of educational services designed to meet the unique needs of an eligible student.

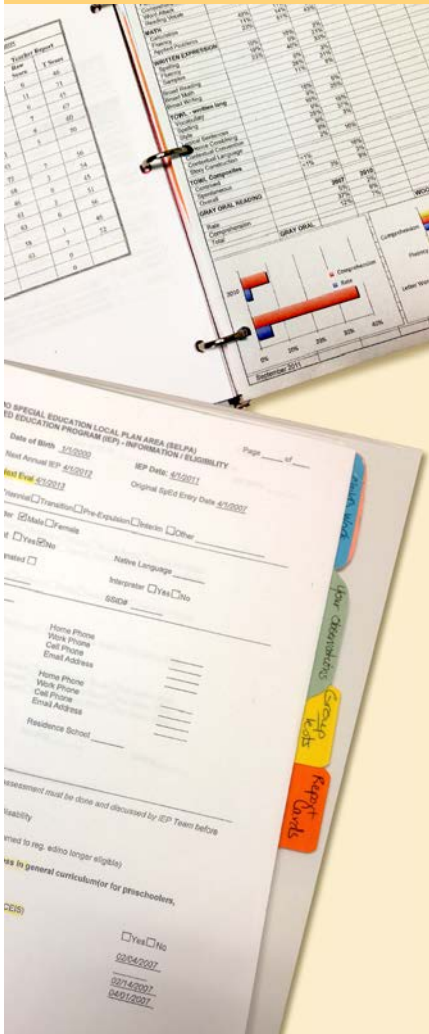


## IEP Basics

# Special Education and IEPs

To be eligible for Special Education:

- ❖ Students must meet the criteria of **one of thirteen** eligibility categories.
- ❖ Student disability must adversely affect educational performance.
- ❖ Student requires special education/related services to benefit from education.



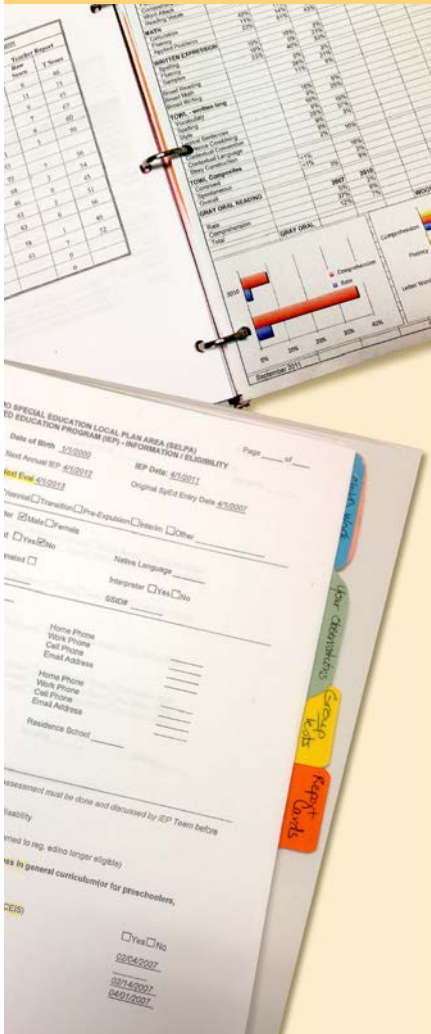


## IEP Basics

# Special Education and IEPs

## Thirteen categories for Eligibility

- 1) Specific learning disability (Dyslexia, dysgraphia, etc.)
- 2) Speech & language (Speech production or comprehension disorders like Apraxia, speech delay)
- 3) Other health Impairment (ADHD can fall under this category)
- 4) Emotional disturbance (Depression, Anxiety)

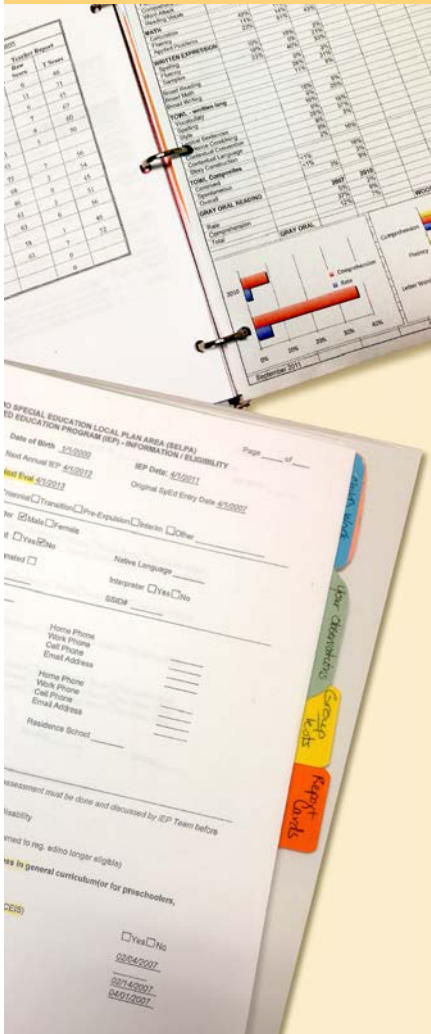


## IEP Basics

# Special Education and IEPs

## Thirteen categories for Eligibility (continued)

- |  |                            |
|--|----------------------------|
| 5) Autism                              | 10) Traumatic Brain Injury |
| 6) Intellectual Disability             | 11) Visual Impairment      |
| 7) Hearing Impairment                  | 12) Multiple Disabilities  |
| 8) Deaf/Blindness                      | 13) Deaf                   |
| 9) Orthopedic Impairment<br>(physical) |                            |

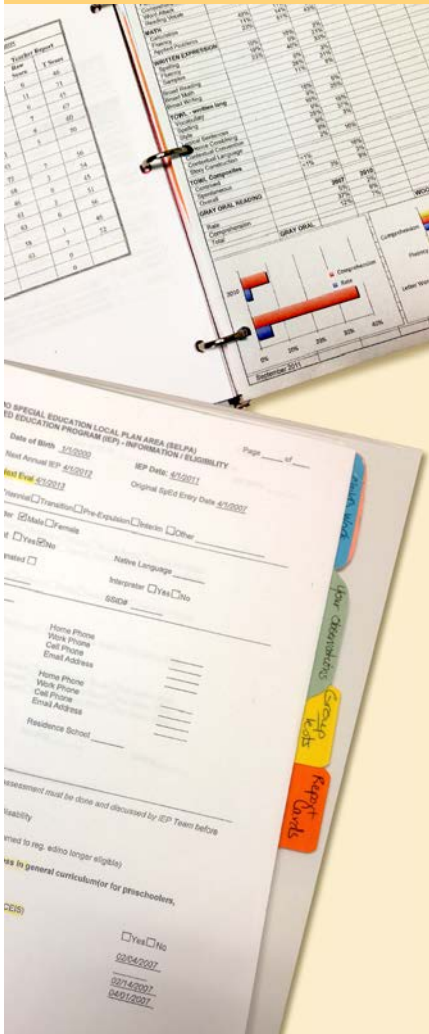


## IEP Basics

# Special Education and IEPs

An IEP is a legal written document that includes:

- ❖ Present level of performance.
- ❖ Assessments.
- ❖ Specialized Instruction goals.
- ❖ Related services such as Speech and Language (SLP), Occupational Therapy (OT), others...

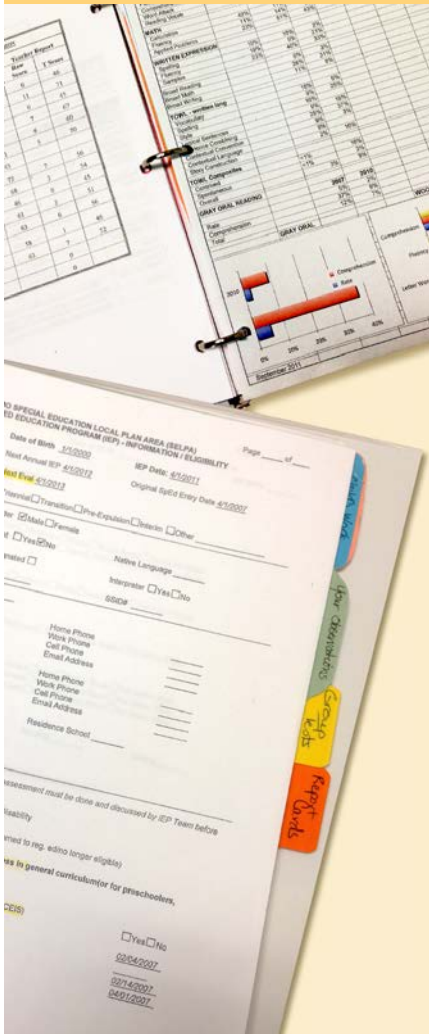


## IEP Basics

# Special Education and IEPs

An IEP also documents:

- ❖ Duration and Frequency of Related Service(s).
- ❖ Placement: where services are to be delivered.
- ❖ Parent/Guardian Consent: your signature.

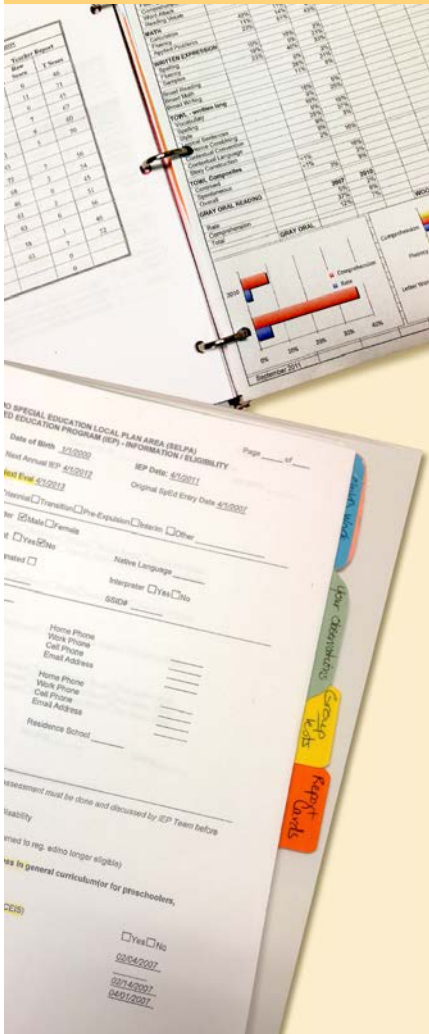


## IEP Basics

# Special Education and IEPs

IEPs are developed in IEP Meetings. The team:

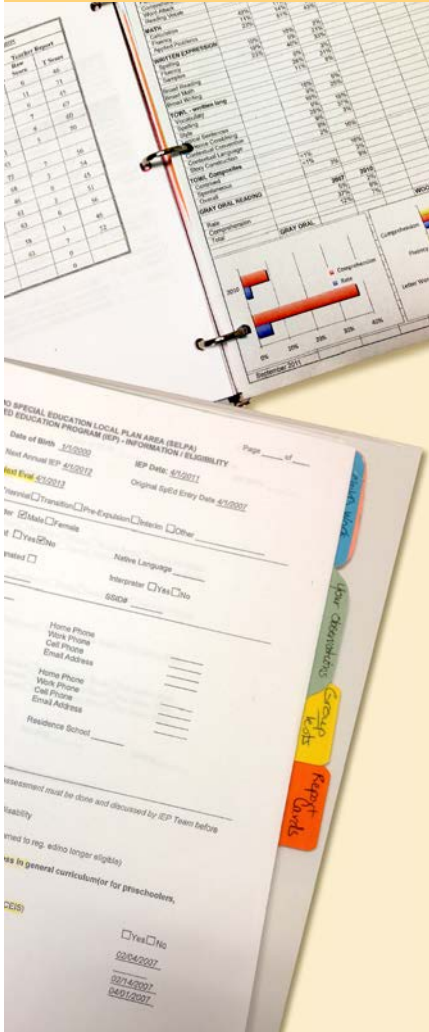
- ❖ Reviews the school's assessment.
- ❖ Considers independent assessments, doctors' reports or other pertinent information in order to determine eligibility or appropriate services.
- ❖ Listens to and values your knowledge of your child's strengths and challenges. *Share this with the IEP team.*



## IEP Basics

# Special Education and IEPs

A Behavior Intervention Plan (BIP) is required if behavior “impedes” the learning of self or others.



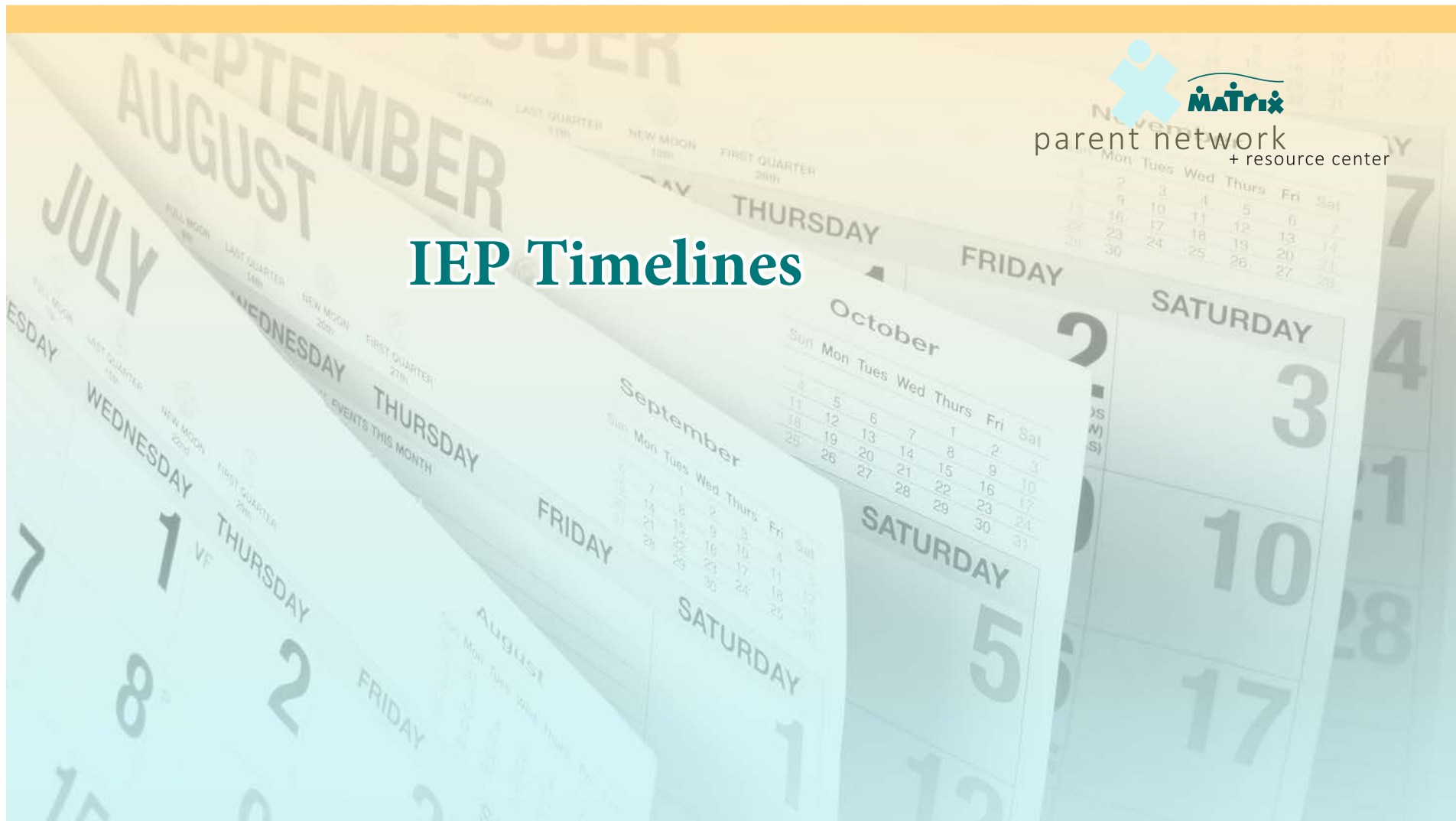




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# IEP Timelines



## IEP Basics

# IEP Timelines

To qualify for an IEP, your child will need an assessment. Getting an assessment requires:

- ✧ Written request by parent/guardian, teacher. Letter should state specific concerns (Matrix has a sample).
- ✧ School response, in writing, **within 15 days** with assessment plan or written denial called “Prior Written Notice”.
- ✧ Parent/guardian consent for the assessment plan.

## IEP Basics

# IEP Timelines

## Assessment Timelines:

- ✧ District response to a request for assessment: **15 days**
- ✧ After signing in agreement to the assessment plan: **60 days to have an IEP meeting** and review results

## IEP Basics

# IEP Timelines

## Transition Times:

Every transition can be a time of stress...fear of the unknown. You'll learn about tools and strategies along the way that will help you.

## IEP Basics

# IEP Timelines

## Transition Times:

If you're soon to arrive at one of these key transition points, call the Matrix Helpline at **800-578-2592**.

## IEP Basics

# IEP Timelines

## Transition Times:

Under IDEA (the Individuals with Disabilities Education Act), Transition to Preschool from Early Intervention and Transition to Adult Services have specific timelines that must be met.

Knowing what is ahead is a good first step.



## IEP Basics

# IEP Timelines

## Transition Times:

- 1) Early Start to Preschool (has a specific timeline)
- 2) Preschool to Kindergarten
- 3) Elementary to Middle School
- 4) Middle School to High School
- 5) Transition to Adult Services (has a specific timeline)

## IEP Basics

# IEP Timelines

## Transition to Adulthood Planning:

- ✧ Must begin no later than age 16.
- ✧ Is a coordinated set of results-based activities written into the Individual Transition Plan (ITP), which is part of the IEP.
- ✧ Is based on student needs, preferences, interests.
- ✧ Includes Education, Employment, and Independent Living Goals.
- ✧ Includes a summary of achievement required at exit.

# IEP Meetings





## IEP Basics

# IEP Meetings

The IEP is developed by a team of which you are an important member:

- ✧ IEP meetings are held annually.
- ✧ Parents may request a meeting anytime.
- ✧ The district must hold the meeting within 30 days of request.



## IEP Basics

# IEP Meetings

Best Practice — all required members of the team attend:

- ✧ Parent(s) or Guardian
- ✧ District Representative
- ✧ Classroom teacher, Special Ed Teacher
- ✧ Other specialists: SLP, OT, Psychologist
- ✧ Student as part of the team



## IEP Basics

# IEP Meetings

*Be Prepared!* Check out our online materials.

- ✧ Go to our website, [www.matrixparents.org](http://www.matrixparents.org)
- ✧ Click on “Information by Topic”
- ✧ Select the “School Issues” link





## IEP Basics

# IEP Meetings

Your role as an informed part of the team is to:

- ✧ Collaborate and communicate.
- ✧ Be organized — review records and assessments, keep work samples and teacher notes, etc.





## IEP Basics

# IEP Meetings

### At the meeting:

- ✧ Keep an open mind.
- ✧ Remember the ***child's interest***, rather than your position.



## IEP Basics

# IEP Meetings

### At the meeting:

- ✧ Ask for introductions.
- ✧ Find out how much time is allotted.
- ✧ Take notes and breaks if needed.
- ✧ Ask questions and acknowledge good effort.
- ✧ Always ask for specifics.



## IEP Basics

# IEP Meetings

When signing the IEP, *know what you are signing* and keep in mind that:

- ✧ This is a legal document.
- ✧ Some signatures are for attendance only.
- ✧ You can consent to part, all, or nothing.
- ✧ You can take it home to read/think about it.



## IEP Basics

# IEP Meetings

Always remember to:

- ✧ ASK QUESTIONS NOW, NOT LATER
- ✧ GET IT IN WRITING
- ✧ PUT IT IN WRITING



## IEP Basics

# IEP Meetings

## Resolving Problems:

- ✧ Solve as close to source as possible
- ✧ Communicate your concerns
- ✧ Be clear and calm
- ✧ Document your process
- ✧ Utilize administrative hierarchy
- ✧ Work to preserve relationships



## IEP Basics

# Training Take Aways:

- ❖ Ask questions now, not later.
- ❖ Request assessments in writing.
- ❖ Document your process.
- ❖ As Parent/Guardian, you are an equal member of the IEP Team.
- ❖ Your signature and consent are required on the IEP document.