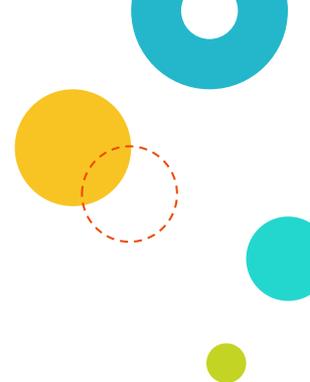
A decorative graphic featuring a large, light blue dashed circle that frames the central text. Various solid-colored circles in shades of teal, lime green, orange, and pink are scattered around the perimeter. Some circles are solid, while others are dashed outlines. A large teal ring is in the top left, and a large yellow ring is in the bottom right.

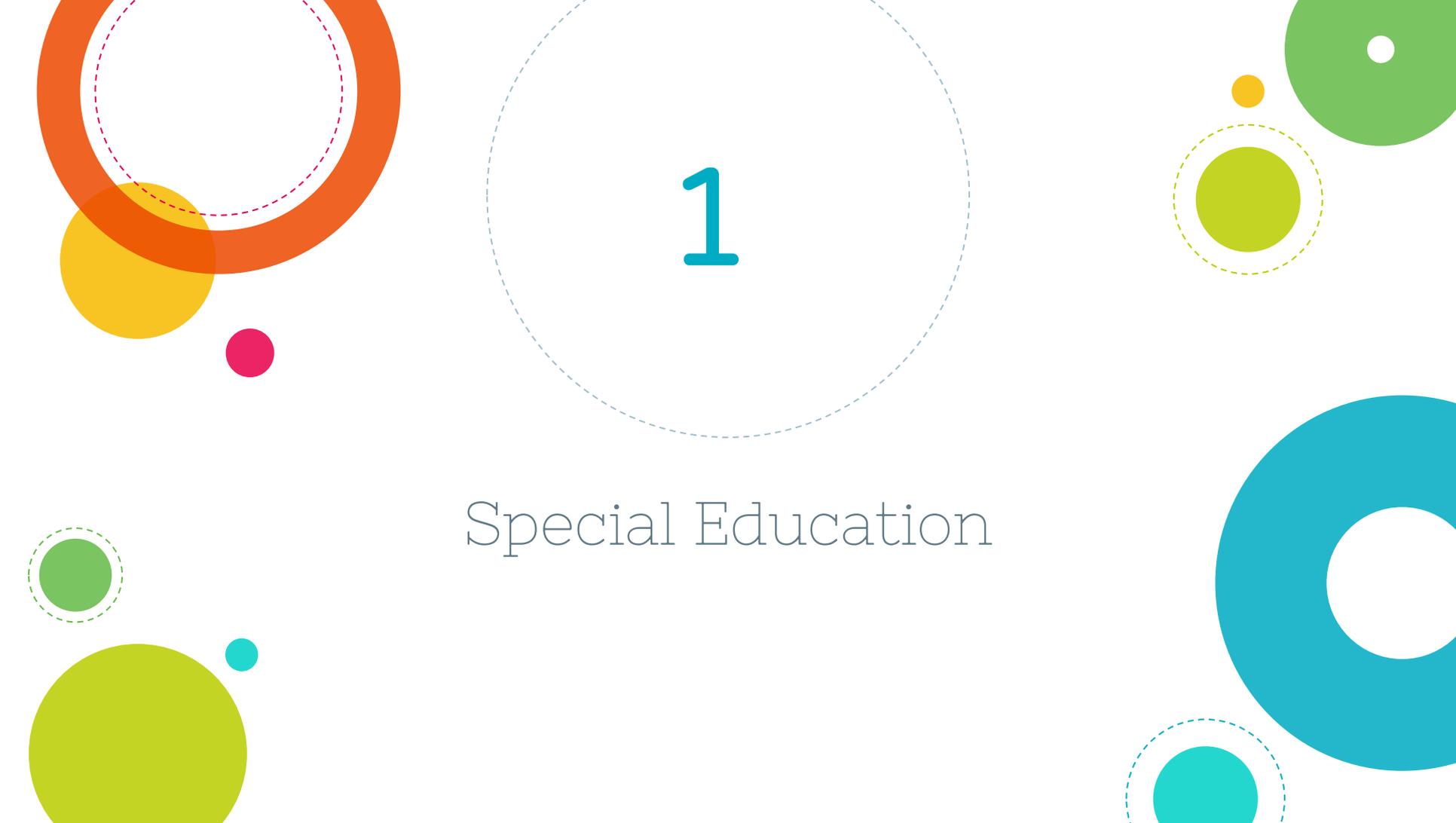
Special Education and Individualized Education Programs

Part 1



Agenda:

1. Special Education
 2. Special Education Law
 3. Individualized Education Program (IEP)
 4. Eligibility
 5. Preparing for Eligibility and IEP Meetings
 6. Timelines
- 

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1

Special Education



What is Special Education?

Specially designed instruction to meet the unique needs of a child with a disability at no cost to the parent

What does it do?

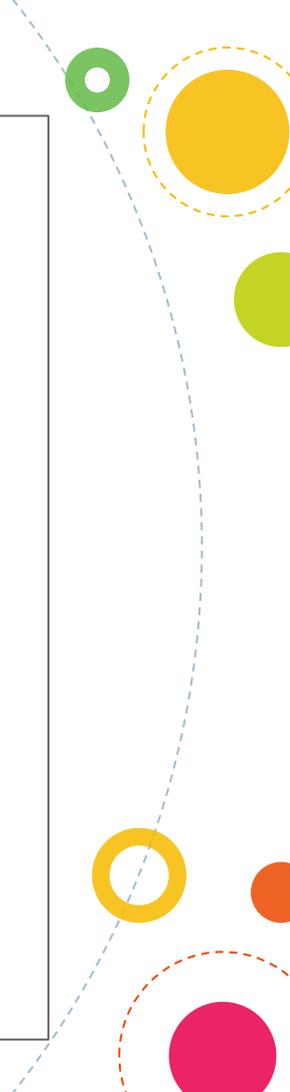
Adapts the content, methodology, or delivery of instruction

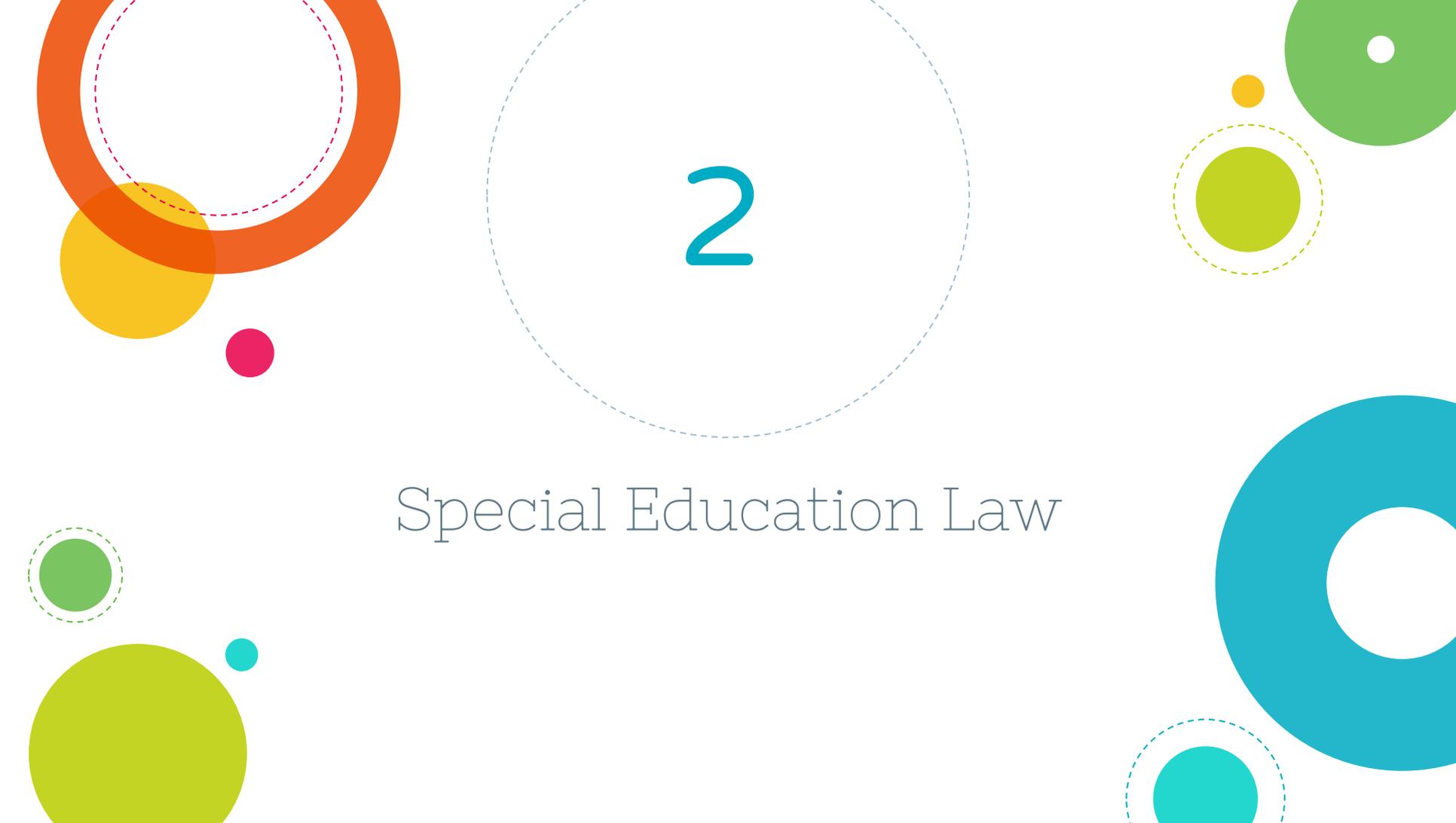
Addresses the unique needs of the child that result from the child's disability

Ensures the child has access to the general education curriculum

How is it done?

Accomplished by writing an IEP



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2

Special Education Law

Individuals with Disabilities Education Act (IDEA)

To be eligible to receive special education services, IDEA states:

The student must have an identified disability AND

That disability must create a significant barrier to accessing the general education curriculum

IDEA ensures that all eligible children with a disability receives FAPE - a Free Appropriate Public Education AND

Ensures special education and related services are provided to those children in the Least Restrictive Environment (LRE)

Not all students who have a disability require specialized instruction or related services

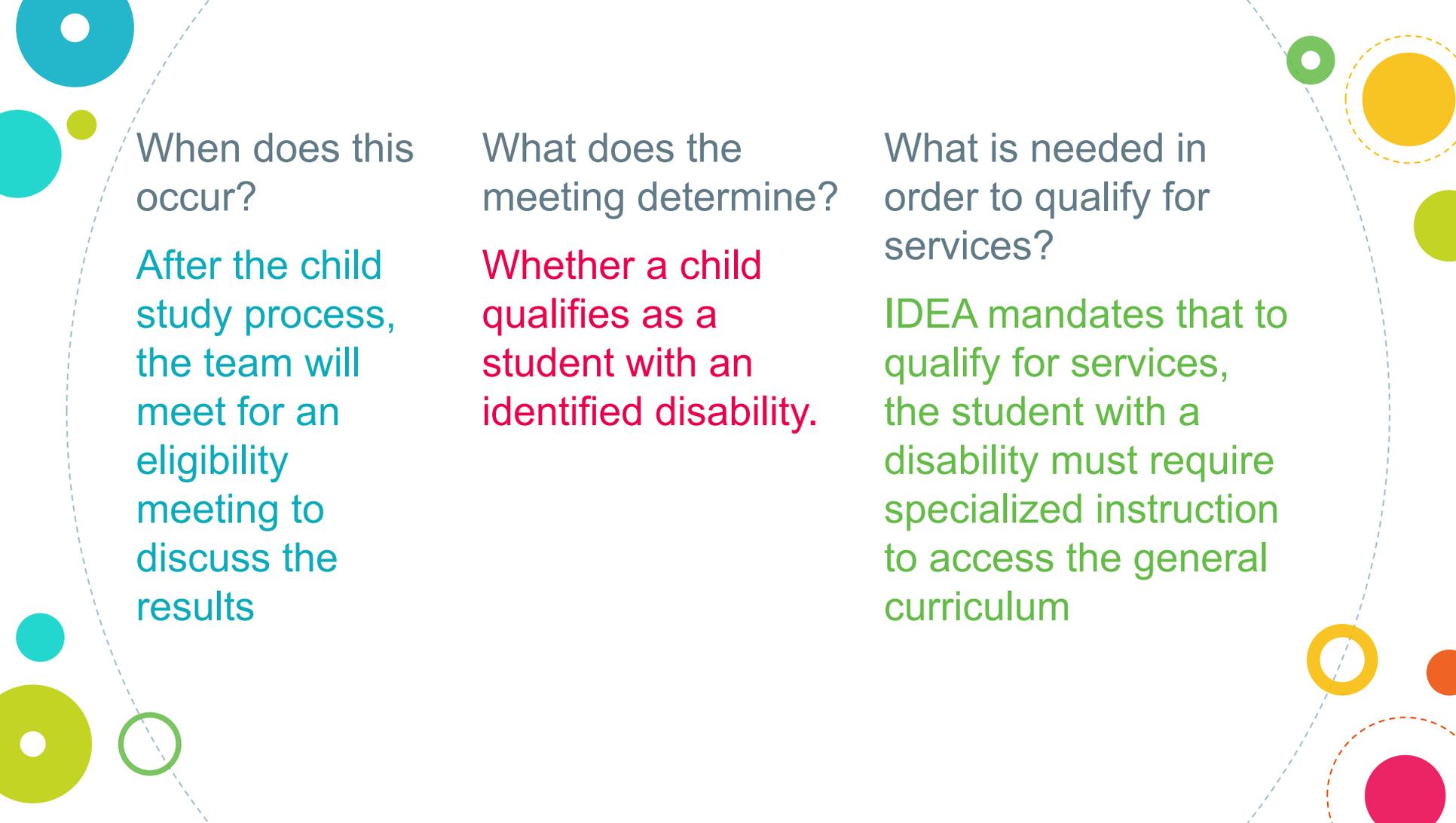
14 disability categories identified in IDEA

| | | |
|--------------------------------|------------------------------------|------------------------------|
| Autism Spectrum Disorder (ASD) | Deafness | Deaf-Blindness |
| Developmental Delay | Emotional Disability | Hearing Impairment |
| Intellectual Disability | Multiple Disabilities | Orthopedic Impairment |
| Other Health Impairment (OHI) | Specific Learning Disability (SLD) | Speech / Language Impairment |
| Traumatic Brain Injury (TBI) | Visual Impairment | |

The background features several decorative elements: a large orange ring in the top left, a yellow circle below it, a pink circle further down, a green circle with a dashed border in the bottom left, a large teal ring in the bottom right, and a green circle with a white center in the top right. A large teal number '3' is centered within a large dashed circle.

3

Eligibility Meetings
– A Review



When does this occur?

After the child study process, the team will meet for an eligibility meeting to discuss the results

What does the meeting determine?

Whether a child qualifies as a student with an identified disability.

What is needed in order to qualify for services?

IDEA mandates that to qualify for services, the student with a disability must require specialized instruction to access the general curriculum

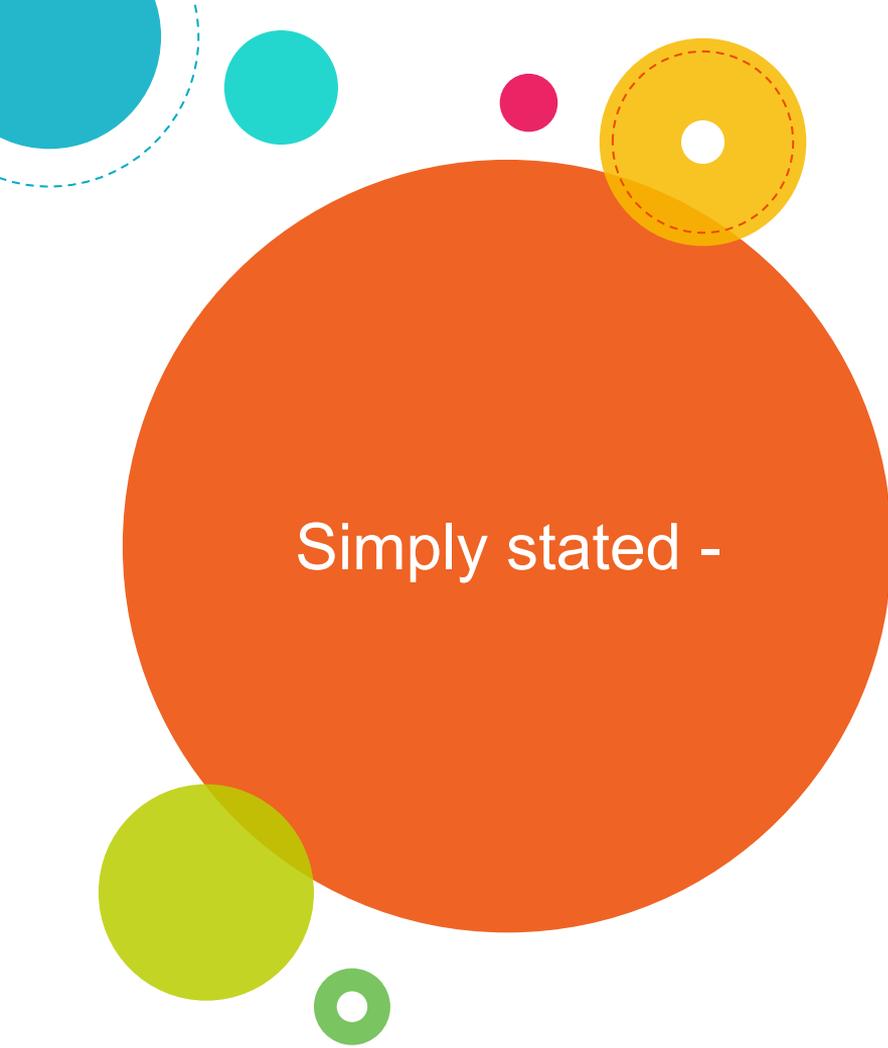
Who is on the eligibility team?

1. Parent(s)
2. School administrator
3. Classroom teacher
4. Special education teacher
5. Everyone who completed an assessment or evaluation (e.g. psychologist, social worker, educational diagnostician, speech therapist, etc)

The background features a collection of colorful circles and dashed lines in shades of orange, yellow, green, and teal. A large, light blue dashed circle is centered in the upper half of the page, containing the number 4. The overall design is clean and modern, with a focus on geometric shapes and a vibrant color palette.

4

IEP
Individualized
Educational
Program

A large orange circle is the central focus. Surrounding it are several other circles: a large teal one at the top left, a smaller teal one below it, a small pink one above the orange circle, a yellow one with a dashed border and a white center overlapping the top right of the orange circle, a lime green one at the bottom left, and a small green one with a white center at the bottom. A dashed teal line is also visible in the top left corner.

Simply stated -

An Individualized Educational Program (IEP) is a plan developed by a team to ensure that a child with an identified disability, as defined by IDEA, receives specialized instruction and related services, if needed.

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5

Preparing for Eligibility and IEP Meetings

What should I do prior to an Eligibility meeting?

Request a copy of any evaluations two days prior to eligibility.

- This gives you an opportunity to go over it privately – not in front of a room full of people.
- This also gives you time to call if you have questions or concerns
- By law, these evaluations will be available two days prior to the eligibility meeting.

Come with a written list of concerns, comments, questions, and any other information you'd like to discuss with the eligibility team.

What should I do prior to an IEP meeting?

#1 Chat with your child's special education teacher to share your concerns, questions or goals

#2 Review your child's last IEP and progress on the goals.

#3 Ask your child's case manager to send you a "Parent Input" form. It's good tool to help you share important information about your child.

What should I do prior to an IEP meeting?

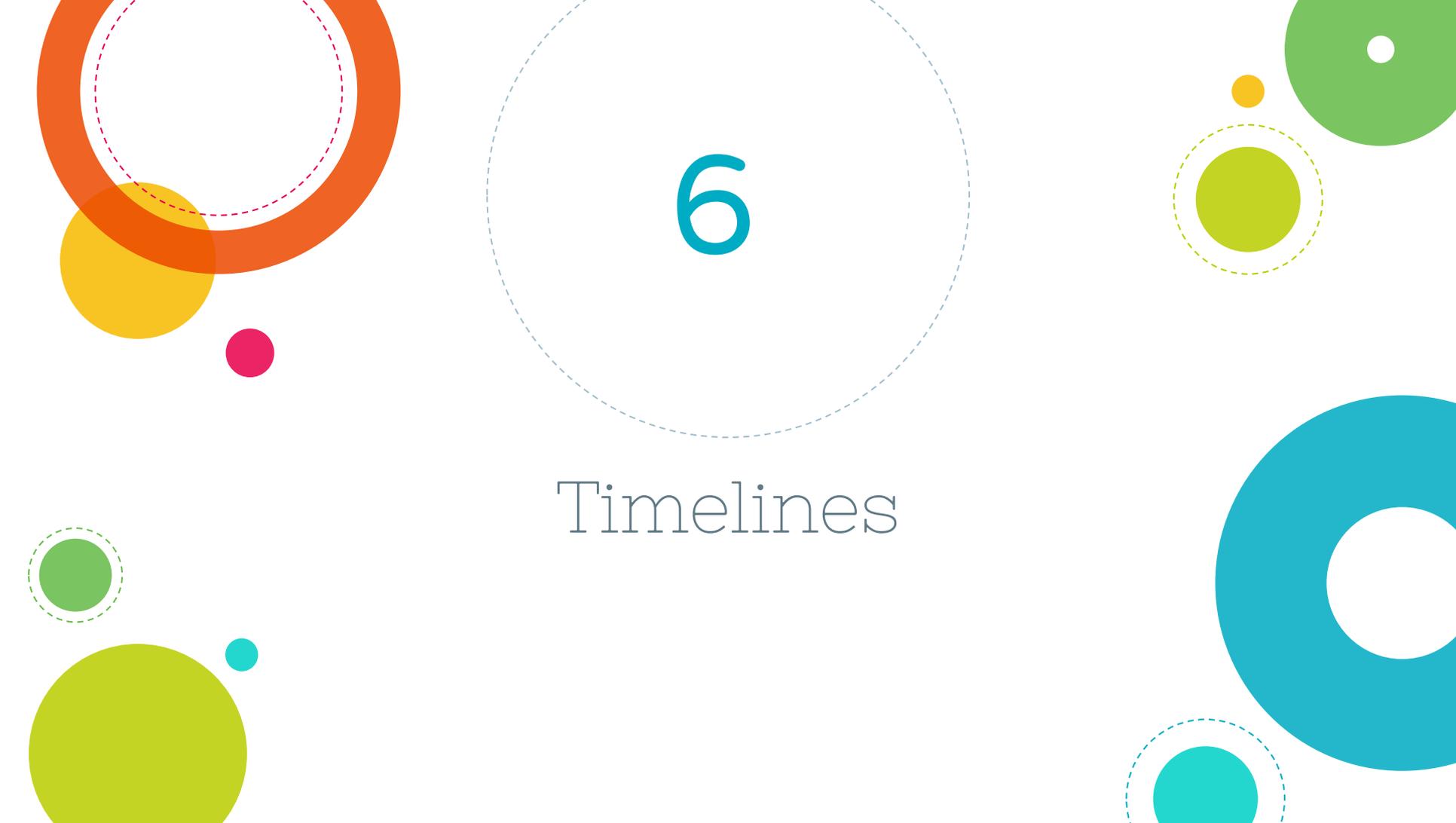
3. Request a draft of the proposed IEP two days prior to the team meeting. It will include:

- The present level of performance
- Student goals
- Any accommodations & modifications
- However, **NO services are included in the draft.**

4. Come with a written list of concerns, comments, questions, and any other information you'd like to discuss with your child's team. Better yet, you can share all of that with your child's case manager.

Helpful Tip!!

It's a good idea to keep a 3-ring binder with tabs for medical information, tests/evaluations, outside diagnosis, test scores, most recent IEP, etc.

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6

Timelines

What are the official timelines?

- Child Study team meet within **10 business days** of referral
- After that, Initial eligibility for special education and related services must be determined within **65 business days** after the special education administrator receives the referral for evaluation
- The IEP must be developed within **30 calendar days** of the initial determination of eligibility.
- IEPs must be reviewed annually BUT can be revisited as often as needed

What are the official timelines?

Triennial - What is it and when does it happen?

- IDEA requires schools to reevaluate kids with IEPs **at least** once every three years. The purpose of this triennial is to see if your child's needs have changed, as well as, to verify your child still meets criteria for their identified disability.
- Triennial (every 3 years) reevaluations must begin in enough time for the process to be completed before the third anniversary of the date on which your child was last determined eligible.
 - Sometimes a file review is more appropriate than new testing and the School Team will determine which should be done.



These meetings are crucial to keeping your child moving in the right direction. If school is a journey to the post-secondary world, then your child's IEP is the map.

Getting through school is a lengthy journey and you'll need to make adjustments as you sail along the way. During your trip, you'll need to make adjustments for trade winds, currents, unexpected storms or even deciding on a new destination.

That's why we meet, at least annually, to allow for adjustments to be made when needed. Your child's IEP is a living document, meaning it is ever changing, as are the needs of your child.