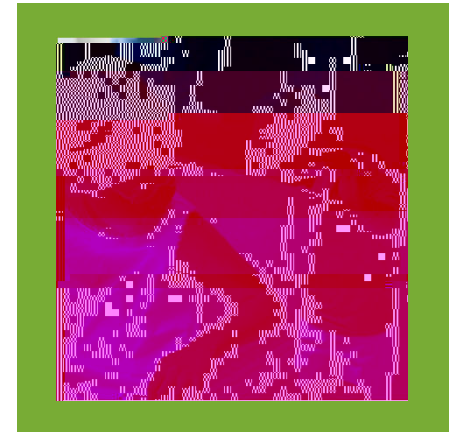
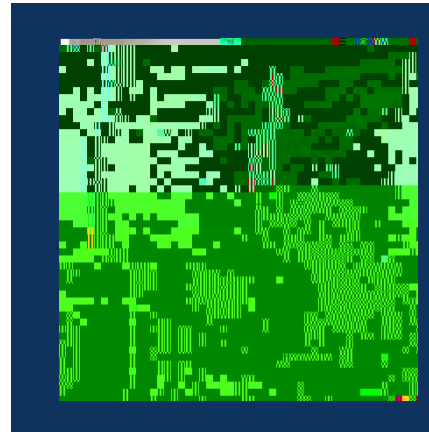


# How to Read the IEP:

Understanding an  
important legal document

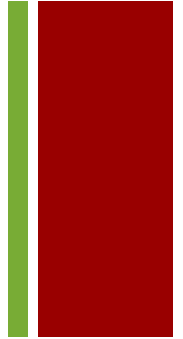


Disability Rights Education &  
Defense Fund (DREDF)

[www.dredf.org](http://www.dredf.org)



# Zoom Tips



Have your most recent IEP close



- Unique alliance of people with disabilities and parents of children with

# DREDF is a Federally Funded Parent Training and Information Center (PTI) (Serving 30 Counties in Northern CA!)

There is a PTI center in every state and territory. Please call us and we will direct you to yours or check: [Find Your Parent Center](#)

**What is a PTI?:** The US Department of Education funds these centers to:

**Work** with families of infants, toddlers, children, and youth with disabilities, birth 26

**Help** parents participate effectively in their children's education and development and learn about opportunities to improve the system for all children with disabilities

**Partner** with professionals and policy makers to improve outcomes for all children with disabilities

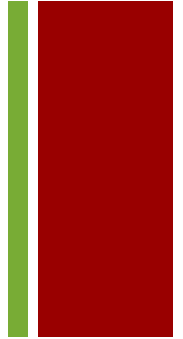
**Why it Matters:** Children with disabilities who have consistent, knowledgeable advocates are most likely to receive appropriate services & supports.

# + Learning Objectives What we Want you to Takeaway:

The importance of the IEP document and how it “delivers” an individualized education program to your child with a disability.

Value of reviewing an IEP carefully

Why it matters that

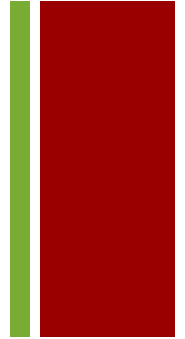


Let's start at the beginning:  
What IS an IEP and WHY is it  
understanding it so important?

What Is an IEP (3 minutes)



# The “Big Picture”. Where is Student GOING?



THINK OF THE IEP AS A MAP FOR A JOURNEY

- Where is the student now? (2019) Where is the student now?

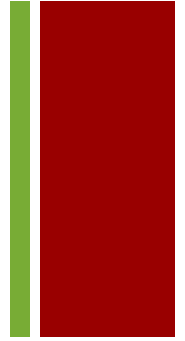


IEP



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# Information and Eligibility



WHO IS THIS CHILD?

Student Name,



# Statewide Assessment

IDEA requires that students with disabilities take part in *state or district wide assessments*. Students with disabilities are expected to participate to measure how DISTRICT or CHARTER is doing helping students master state standards.

The IEP team must decide if the student needs accommodations in testing or another type of assessment entirely. In this component of the IEP, the team documents how the student will participate. How can student show what they know without BARRIERS?

Examples:

- Extra time
- Different Setting (distraction free)
- Computer use
- Large print

Important: For the SAT, ACT, Advanced Placement, students needing accommodations must get approval from the College Board. This requires a request and verification that student has a disability and has needed such help in high school. High school counselors often submit but sometimes it is parents. Takes time! Ask in advance.(2 3 months)

+

# Special Factors



# Special Education is INDIVIDUALIZED to unique needs of the student.

An IEP delivers a program to the student appropriate to their circumstances, strengths, needs. It individualizes the educational program for the student.

**IMPORTANT:** US Supreme Court “Endrew F.” decision:

“...an educational program providing 'merely more than de minimis' [trivial] progress from year to year can hardly be said to have been offered an education at all.”

Remember:

Meaningful educational benefit.

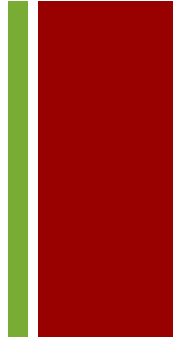
Appropriately ambitious goals

Least Restrictive Environment (LRE)

Prepare for future education, employment, community living



# Annual Goals and Objectives



WHERE DO WE WANT CHILD TO BE IN A YEAR?

Describe what the child is expected to do or learn within a 12 month period.  
Remember: DATA driven. Starting line is present level, finish line is goal.  
IEP goals should be :

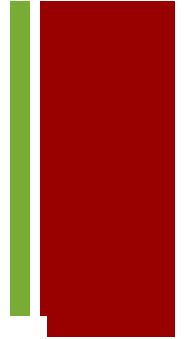
**SMART: Specific, Measurable, Appropriate, Realistic, Time limited.**

Look for: **BASELINE (DATA). PROGRESS**

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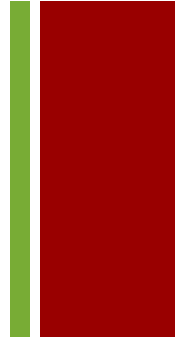
# Offer of FAPE Services

Explains exactly what help/services will services





# Offer of FAPE Educational Setting



Where will all this happen? How much time INCLUDED with non disabled peers?  
How much time pulled OUT?

## LRE/**Extent of Nonparticipation**

Explanation of the extent to which the child will not participate with nondisabled children in the regular class and in other school settings and activities. Why NOT?

Details matter? Pay attention! Do the math!

Example: 80% in special ed settings means 80% without access to nondisabled peers.

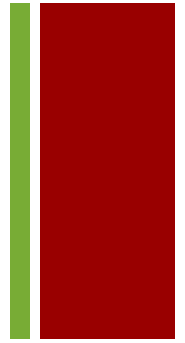
Other 20% may be recess and lunch!

Link to PDF

Other things to watch



# + Transition Plan Students

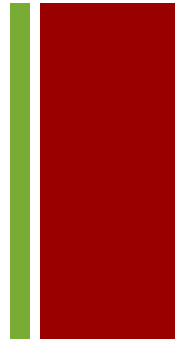




## NEW REQUIREMENT: EMERGENCY PLAN SECTION

Required for all new IEP's after October 1, 2020 and no later than next annual IEP for those already eligible

How will IEP be delivered in emergencies and schools cannot operate in person instructions or services in physical school for more than 10



# IEP Notes and Signatures

**NOTES:** (REMEMBER, YOU CAN RECORD MEETINGS 24 HOUR NOTICE). Review carefully.

Were agreements described? Concerns? Any areas of disagreement/follow up documented?

Remember: You should get a copy of IEP at or right after a meeting, including notes.

**Signing Attendance is not Agreement: Did everyone required to be there needed attend? If**

**not, did you excuse? If they left early, is it noted? SIGNATURE Section is IMPORTANT:**

Be careful not to sign this by itself it should be attached to entire IEP so you can review!

TAKE YOUR TIME. GET HELP. GET YOUR QUESTIONS ANSWERED. GET TRANSLATION IF

NEEDED.

OPTIONS FOR SIGNING: You can sign:

Agreement/in full

Partial Agreement/in part

Disagreement explain why. See DREDF [Sample Letters](#)

See [How to Consent to Just Part of an IEP Understood.org](#)

## Reviewing the IEP document:

### What to Check Before Signing an IEP

As you review the document, ask:

Is the IEP:

Accurate?

Clear?

Individualized?

Based on real data and examples?

Setting clear expectations and what help will assist student to meet goals?

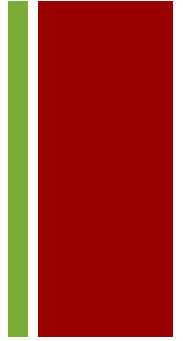
Transferable would another school/district know what to do on day 1?

Can you tell someone what how your child qualifies, what help they will get, how often, from what kind of staff person, etc?

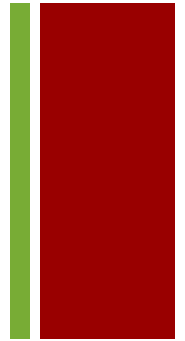
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# Resources

CDE







DREDF provides information and training to parents/guardians of school age children with disabilities (up to age 26), and professionals who serve these students and their families. To see the Northern CA areas we serve: [Find Your Parent Center.](#)

Contact us to request help from an **“Education Advocate!”**

Phone:	510.644.2555 ext. 5227
Toll Free:	800.348.4232
Fax/TTY:	510.841.8645
Email:	<a href="mailto:iephelp@dredf.org">iephelp@dredf.org</a>