



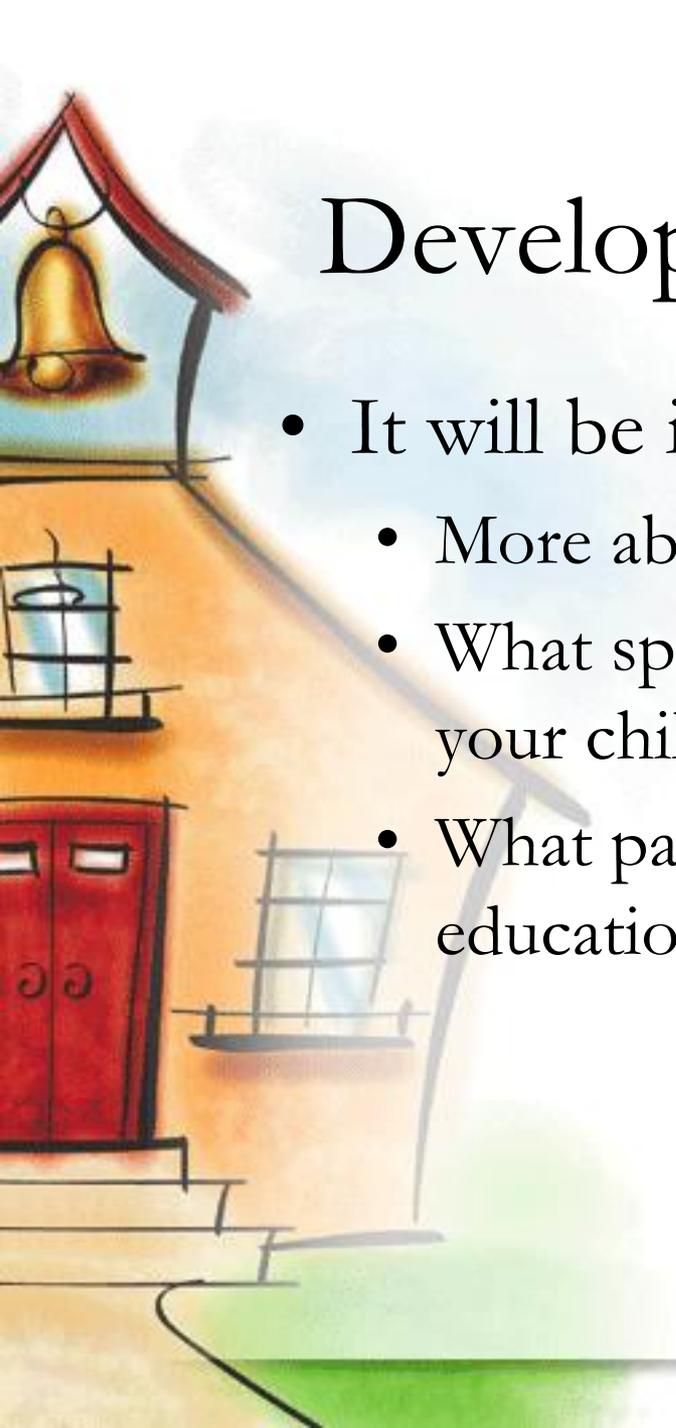
OKLAHOMA STATE DEPARTMENT OF EDUCATION

SANDY GARRETT
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION



Understanding the Individualized Education Program (IEP) Process





Developing Your Child's IEP

- It will be important for you to learn:
 - More about special education;
 - What special education services can do for your child; and
 - What part you can play in the special education process and on the IEP team.



Helpful Resources

- *Individuals with Disabilities Education Act (IDEA) of 2004*
- Policies and Procedures for Special Education in Oklahoma, 2007

A stylized illustration of a schoolhouse. The building is light brown with a red door and a window. A bell tower with a golden bell is on the left. The background is a soft, hazy landscape with green grass and a blue sky.

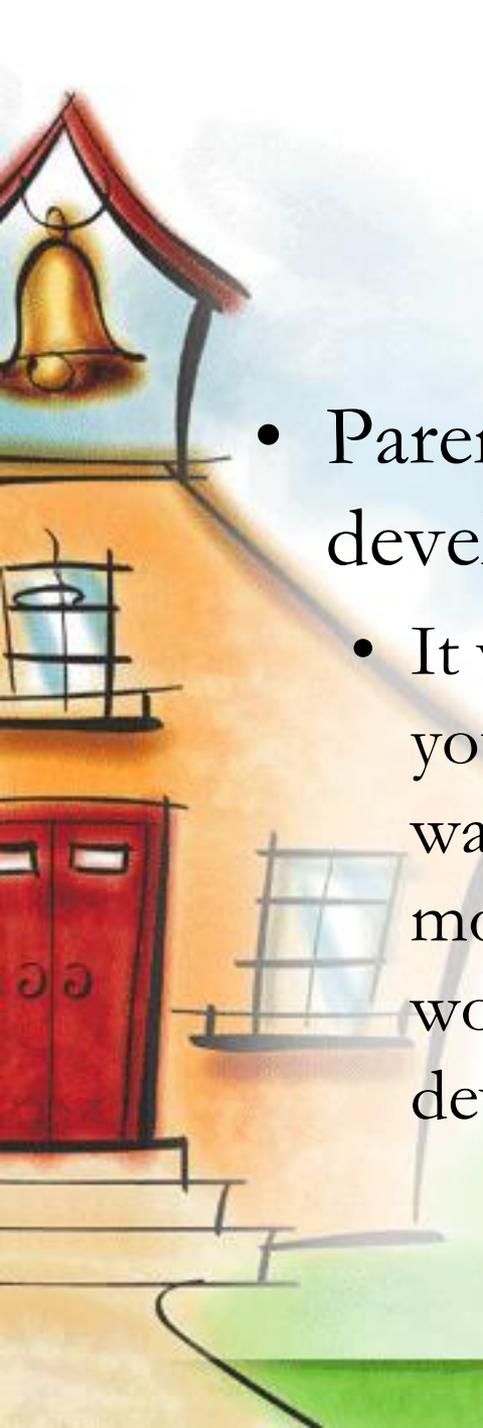
Remember:

- The IEP is the foundation for your child's education, and you are a very important member of the team that develops it!



The IEP Meeting

- The IEP meeting serves as a method of communication between parents and school personnel, and enables them, as equal participants, to make joint, informed decisions regarding:
 - The child's needs and appropriate goals;
 - The extent to which the child will be involved in the general education curriculum and participate in the general education environment and State and district-wide assessments; and
 - The services needed to support that involvement and participation, and work toward achieving goals set forth by the IEP team.



Parent Concerns

- Parent concerns will be considered when developing the IEP.
- It would benefit you to think about concerns you have for your child, services you may want to request, accommodations or modifications that may or may not be working, and how you can support the development and implementation of the IEP.



Frequently Asked Question

Does the school have to include my concerns in the IEP?



What is involved in developing the IEP?

- The IEP team will meet to discuss goals and objectives, placement, services, and other critical areas to help serve your child.
- At the conclusion of the meeting, the team should have a completed IEP to begin implementing. A copy is to be provided to you at no cost.

A colorful illustration of a schoolhouse. The building is orange with a red door and a window. A bell tower with a golden bell is on the left. The sky is blue with white clouds, and the ground is green.

Frequently Asked Question

Why are my child's goals written at his/her grade level rather than his/her level of functioning?



The IEP Meeting

- By law, certain people must attend.
- Participants sign the IEP to show who was in attendance.
- There will be a lot of paperwork.
- There will be a great deal of discussion about your child, his/her strengths and/or needs, and what type of educational program would be appropriate.



Frequently Asked Question

If I disagree with the contents of the IEP, do I have to sign it?



Where and When do IEP Meetings Take Place?

- The parent and the school must agree on where and when to have the meeting.
- Generally, meetings are held at the school during regular school hours when staff are on contract.
- The meeting can happen before, during, or after the regular school day.
- Meetings can be held at other locations.



By law, the school must tell you in writing:

- The purpose of the meeting;
- The time and place of the meeting;
- Who will be attending; and
- That you may invite other people to the meeting who have knowledge or special expertise about your child.

A stylized illustration of a church building. The top part shows a bell tower with a golden bell hanging from a wooden frame. Below the tower is a red door with two small windows and a handle. To the right of the door is a window with a white frame and a small flower box underneath. The building is set against a light blue sky with soft clouds. The foreground shows a green lawn and a path leading to the door.

Frequently Asked Question

Does the person who was invited to the meeting have to be in attendance?

A colorful illustration of a schoolhouse. The building is orange with a red door and a window. A bell tower with a golden bell is on the left. The sky is blue with white clouds, and there is a green lawn in front.

Frequently Asked Question

Should I sign an IEP when I did not attend the meeting?



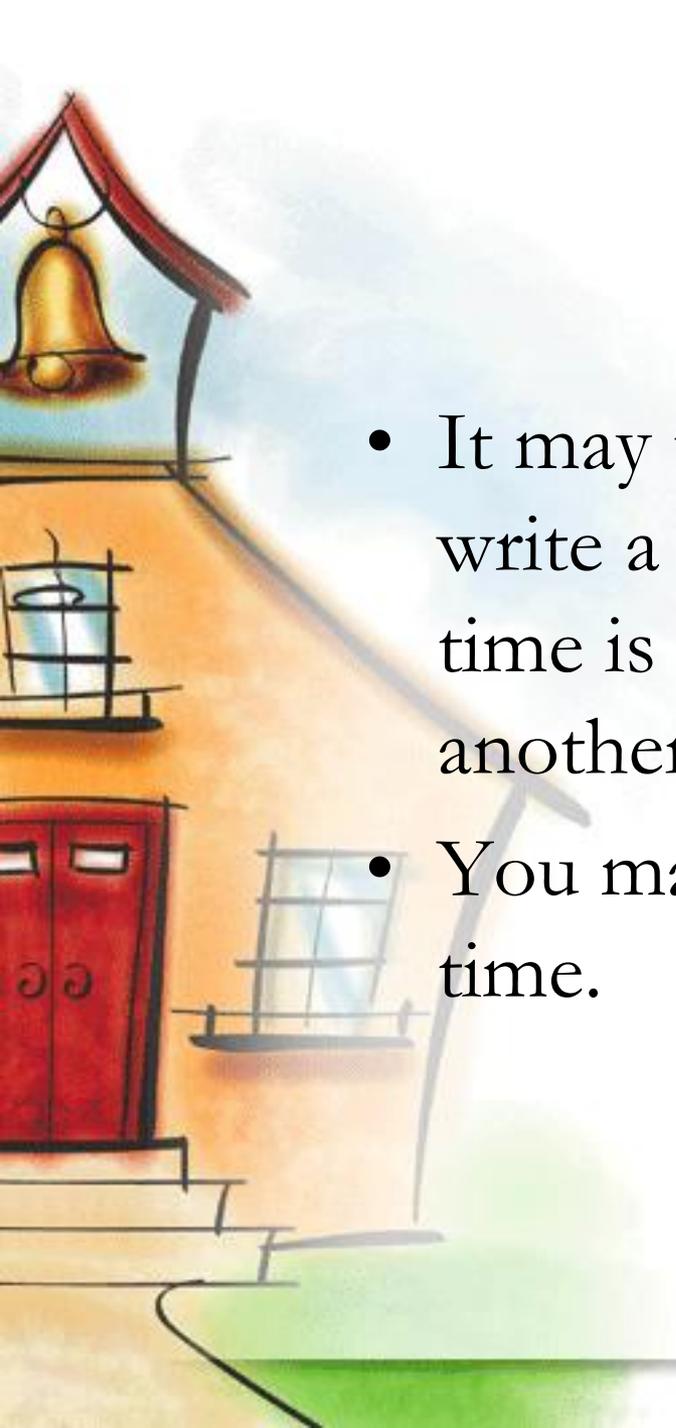
Timelines...

- The initial IEP must be completed no more than 30 calendar days from the date your child is found eligible for special education services.
- You must agree to the program, in writing, before the school can carry out your child's first IEP.
- The IEP must be reviewed at least once every 12 months.

A stylized illustration of a school building. On the left, there is a bell tower with a golden bell hanging from a red roof. Below the bell tower is a red double door with two small windows. To the right of the door is a window with a white frame and a small balcony. The building is set against a light blue sky with soft clouds. The foreground shows a green lawn and a path leading to the door.

Frequently Asked Question

If I no longer want my child to receive special education and related services, how come I can't just remove him or her?



IEP Meeting

- It may take more than one meeting to write a complete IEP. If you find more time is needed, ask the team to schedule another meeting.
- You may ask for an IEP meeting at any time.



Who Attends the Meeting?

- You, the parent
- Your child
- School Administrator
- General Education Teacher
- Special Education Teacher
- Qualified Examiner
- Other Professionals
- Translator/Interpreter
- Transition Personnel
- Others with knowledge or special expertise about your child



Frequently Asked Question

Can I bring my attorney to the IEP meeting?



What Happens at the IEP Meeting?

- During the meeting, each person takes a turn in discussion. Part of the discussion will include talking about:
 - Your child's strengths and their effects on performance in general education;
 - Your concerns;
 - The results of the most recent evaluation of your child;
 - The results of any state or districtwide assessments your child has taken; and
 - Asking and answering the questions that are sometimes referred to as "special factors."



Special Factors to Consider

- Positive behavior interventions and supports
- Language needs
- Instruction in the use of Braille
- Communication needs
- Assistive technology

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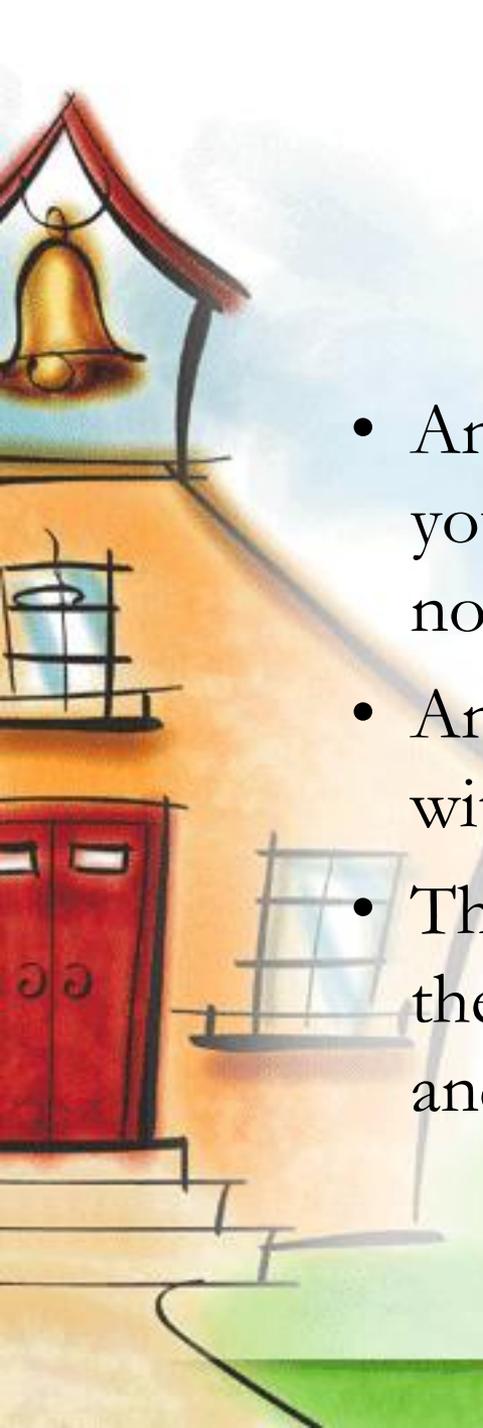
Frequently Asked Question

What are my options when modifications or accommodations listed on the IEP are not being implemented in the general education class?



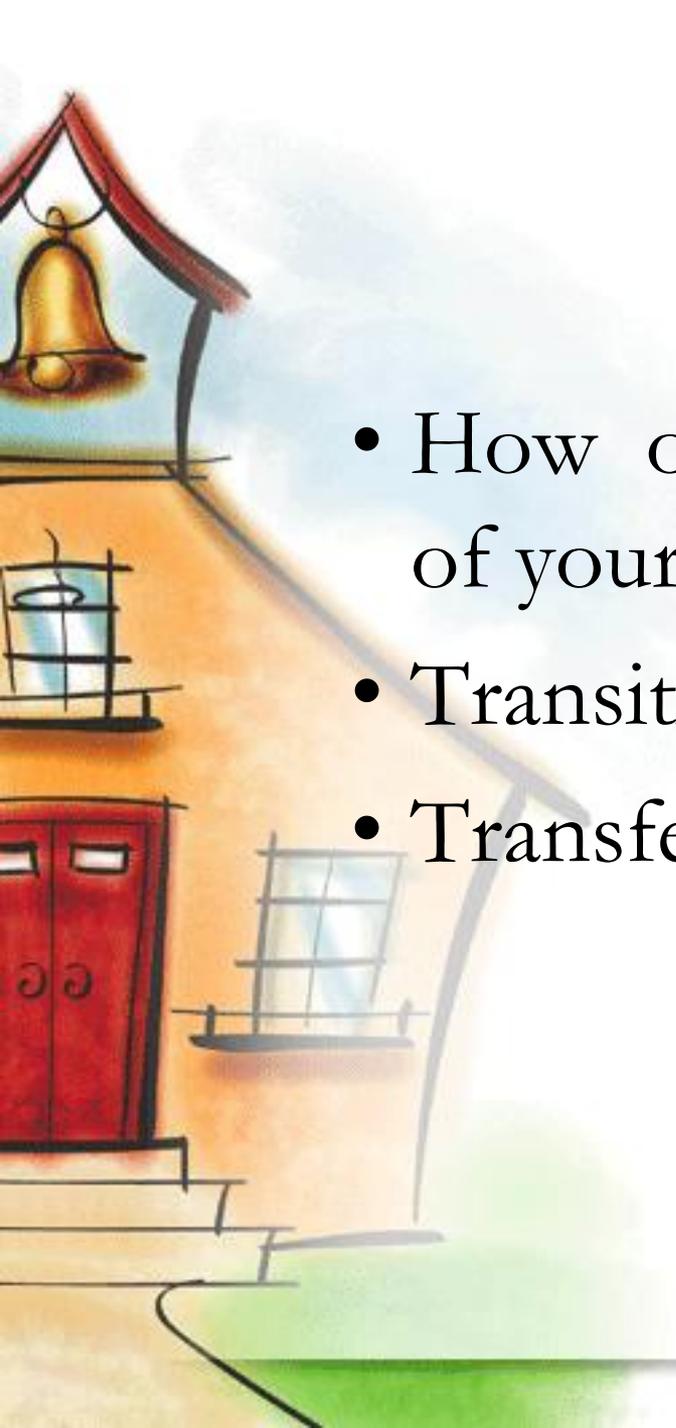
What is the IEP?

- Under the IDEA, the following items must be included in every IEP:
 - Your child's present levels of performance;
 - Annual goals (may include benchmarks and/or short-term objectives);
 - How your child's progress will be measured and how progress will be reported to you;
 - The specific special education, related services, program modifications or supports to school staff, and supplementary aids and services to be provided;



(Continued)

- An explanation of the extent (if any) to which your child will not participate with nondisabled children;
- Any accommodations your child will need with taking State or districtwide assessments;
- The dates when services will begin and end, the amount of services, as well as how often and where they will take place;



(Continued)

- How often you will be informed of your child's progress;
- Transition services (if needed); and
- Transfer of rights.



Frequently Asked Question

- How can my child be given a transition assessment when they cannot read or write?



Annual Goals

- Should be positive;
- Should describe a skill that can be seen and measured; and
- Objectives should answer the following questions:
 - Who? ...will achieve?
 - What? ...skill or behavior?
 - How? ... in what manner or at what level?
 - Where? ... in what setting or under what circumstances?
 - When? ... by what time? ending date?

A colorful illustration of a schoolhouse. The building is orange with a red door and a window. A bell hangs from a small tower on the roof. The background is a light blue sky with white clouds and a green lawn.

What do I do during the meeting?

- Ask questions.
- Voice your concerns and desires for your child.



Frequently Asked Questions

Who makes the decisions for the IEP team?

Do we vote?



What can I do if we don't agree?

- Suggested statements to try may include:
 - “What will it take for us to reach an agreement on this issue?”
 - “Why don't we just try this for ___ weeks and see how it works?”
 - “I understand that you can't say yes to this request. Can you tell me who does have the authority? How do we get that person here?”



What can I do if we don't agree?

- Suggested statements continued.
 - “We can all agree that this is not an easy issue. But we need to find a solution that will work that we can all live with.”
 - “I just don't see this as being appropriate. There has to be other options that we haven't looked at.”



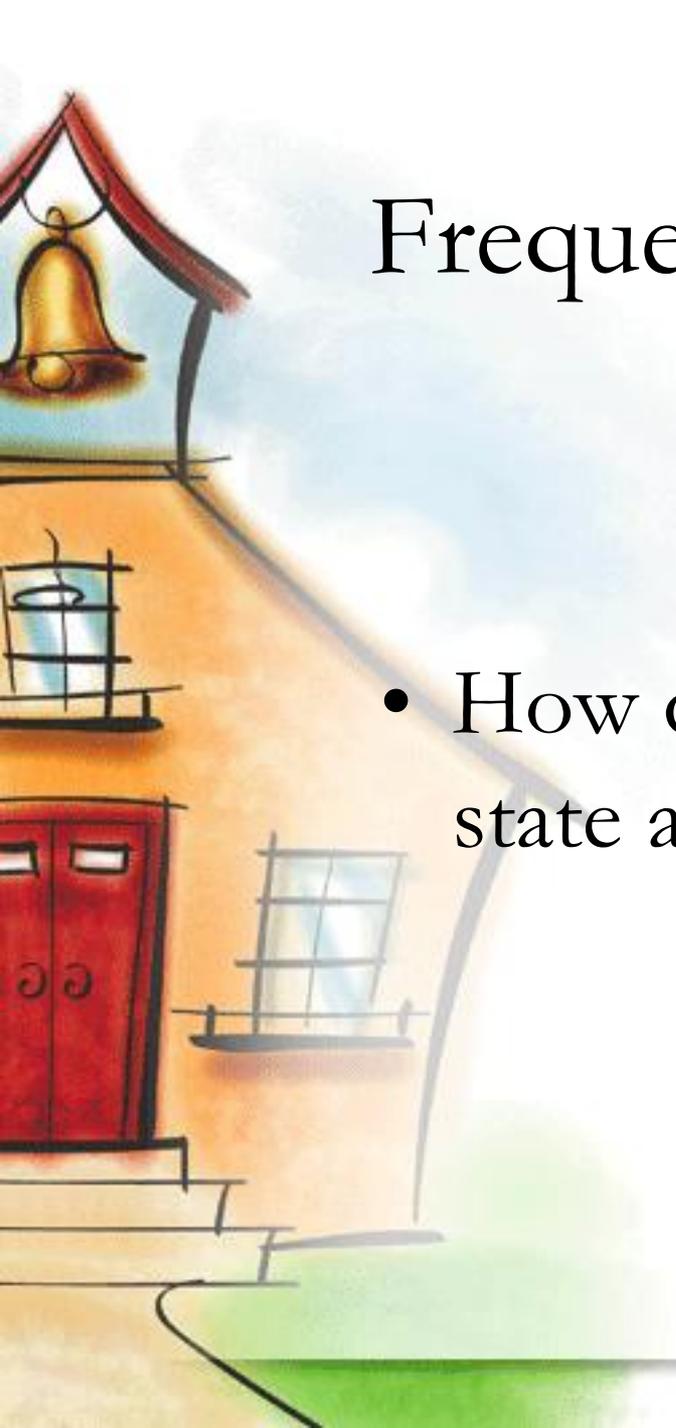
What if we still do not agree?

- If this is your child's first IEP, you can refuse to give permission for services to be provided.
- Ask for Written Notice (OSDE Form 9).
- Request a mediation.
- Solicit the assistance from an advocate.
- Submit a written formal complaint.
- File a due process.



Frequently Asked Question

What is Written Notice to Parents (OSDE Form 9) and what does it mean?

A stylized illustration of a school building. On the left, there is a bell tower with a golden bell hanging from a red roof. Below the bell tower is a red double door with two small windows. To the right of the door is a window with a white frame and a small balcony. The building is orange-brown. The background is a light blue sky with soft white clouds. The foreground is a green lawn.

Frequently Asked Question

- How can I provide feedback to the state about my school district?

A stylized illustration of a schoolhouse. The building is orange with a red door and a window. A bell tower with a golden bell is on the left. The background is a light blue sky with white clouds and a green lawn at the bottom.

Frequently Asked Question

- Why do I get so many copies of my rights?



Frequently Asked Question

- Can transportation be included in the IEP?

A colorful illustration of a schoolhouse. The building is orange with a red door and a window. A bell is hanging in a small tower on the roof. The background is a light blue sky with soft clouds.

Frequently Asked Question

- How do I seek a transfer to another school district?

A colorful illustration of a schoolhouse. The building is orange with a red door and a window. A bell is hanging from a small tower on the roof. The background is a light blue sky with white clouds and a green lawn.

Frequently Asked Question

- What is post-school outcome information?



Mediation

Special Education Resolution Center (SERC)

4825 South Peoria, Suite 2

Tulsa, Oklahoma 74105

toll free (888)-267-0028

(918)-712-9632

<http://serc.okstate.edu>

A stylized illustration of a building on the left side of the slide. It features a bell tower with a golden bell, a red double door with a small window, and a window with a white frame. The building is set against a light blue sky and green grass.

Mediation

Alternative Dispute Resolution Program

Administrative Office of the Courts

(877) 521-6677 or (405) 522-7876



Advocacy

Oklahoma Parent Training and
Information Center

(877) 553-4332



Contact Information

Ms. Jenny Giles, Coordinator

Special Education Services

2500 North Lincoln Boulevard, Suite 412

Oklahoma City, Oklahoma 73105

(405) 521-3351