

# Supporting Learners with IDD in School Settings: All About IEPs

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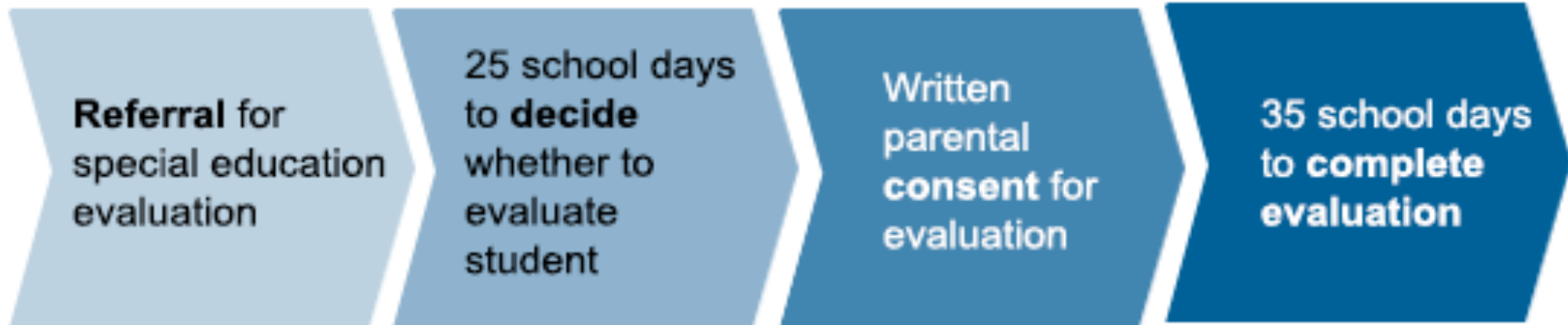
# Objectives

1. Gain understanding of the process of requesting school supports
2. Learn about the process of establishing an IEP
3. Learn about school supports and what these may look like
4. Gain understanding of recovery minutes for students with disabilities and the procedures to access these minutes.

# IEP Process

1. Referral for special education services, must be made in writing (email okay!)
2. Send to Leadership and sped team
3. School has 25 days to respond to this request.

## Timelines for Referral & Evaluation



# IEP Process

1. School team makes a decision about services for students after reviewing existing data. This included information provided by the family, any medical info provided, any information about the student's performance at school or in other settings.
  - Done within 25 days of request
2. Evaluation: Includes (1) administering the necessary assessments to evaluate your student; (2) completion of an evaluation report using the results of the assessments and the information gathered through the referral process; and (3) an evaluation group meeting, which includes the parents/guardians, to discuss the results of the evaluation report and make a determination regarding eligibility for special education.
  - Done within 35 days of request

# IEP Process

1. If eligible, an IEP is created
  - Done within 30 days of determination of eligibility
2. School/district will seek consent for provision of services. This is for services only, not necessarily for what is in the IEP.
3. IEP meeting arranged, evaluation report discussed, and goals presented.

# School Supports

- Under IDEA, students are legally obligated to a “**free and appropriate education**” (**FAPE**). For many, that means:
  - An evaluation to identify strengths and challenging areas
  - Development of an Individualized Education Plan (IEP)
    - IEP identifies domains of learning that students qualify to access support in
    - IEP identifies the student goals within each domain of learning that student qualifies in
    - IEP identifies the number of minutes of specially designed instruction (SDI) to target student goals.
    - IEP identifies what SDI is needed to meet the needs of student.

*OSPI, 2022*

# School Supports- SDI

- Specially designed instruction (SDI) is a set of organized and planned instructional activities which adapt, as appropriate, the content, methodology, or delivery of instruction to address the unique needs that result from a student's disability
  - SDI identifies how and what teaching and instruction will be delivered to address a student's IEP goals
  - Examples include:
    - Accommodations and Modifications

*OSPI, 2022*

# School Supports

- SDI often include accommodations or modifications
- Accommodations are where the delivery of instruction/curriculum are altered to meet the needs of a learner and help he/she/they access this instruction/curriculum presented
- **Accommodations** do not change to content, accommodations change or enhance the delivery
  - Examples- adding extra time to tests, including a visual support in instruction
- **Modifications** are where the content itself of instruction/curriculum is changed or modified to meet the needs of each learner presented.
  - Examples- using an alternative book, changing curriculum

*OSPI, 2022*

# School Supports

Special Education is a service, not a place

# Advocating for Student Supports

## Student qualifies for IEP

- If a student does have an IEP and family wants to request a reevaluation, re-evals occur:
  - Not more than once a year, unless the parent and district agree that a reevaluation should occur sooner; or
  - At least once every 3 years, unless the parent and the district agree that a reevaluation is unnecessary.
- Parents/caregivers/families can call an IEP meeting. Do so in writing!

## Student DOES NOT qualify for IEP

- Families can request an Independent Educational Evaluation at the districts expense.
- If a district denies this request and feels their evaluation was adequate, districts have 15 calendar days to initiate due process.

# Recovery Services

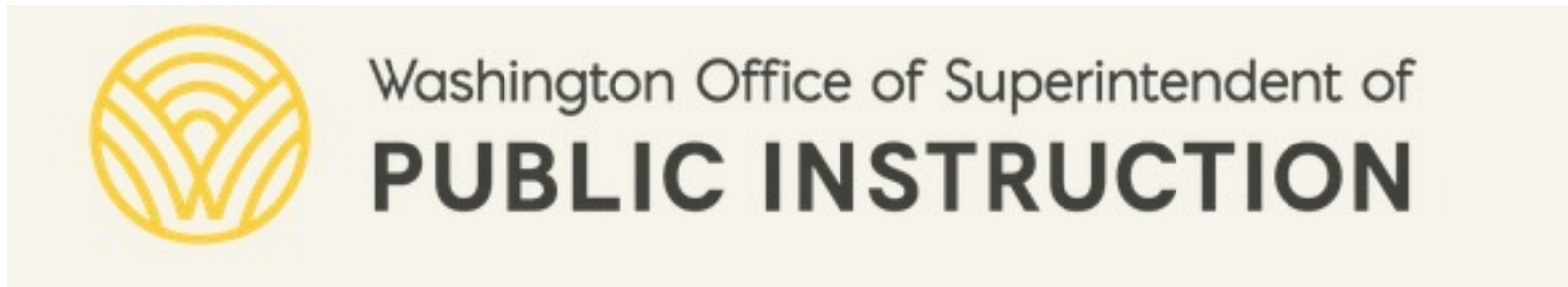
- As a result of the pandemic, every student in Washington experienced unprecedented interruption to in-person learning. Many students did not make appropriate progress on pre-COVID IEP goals due to school facility closures, missed or delayed services, or barriers accessing remote instruction, despite efforts of school districts, educators, families, and students.
- Importantly, recovery services decisions are not the result of a dispute, but rather should be a collaborative response by the IEP team.
- IEP teams consider the individual need for recovery services for every student with an IEP from preschool to age 21.
- For most students with an IEP, OSPI recommends that recovery services generally be provided outside of the school day, which could include services during the summer. If the IEP team determines recovery services will be provided during the school day, teams should ensure this does not lead to a more restrictive placement for the student or contribute to additional general education instruction being missed. *(OSPI, 2022)*

# Recovery Services- Decision Making

	Present Levels	Progress	Services
<b>Pre-COVID (Baseline)</b>	<i>What were the student's present levels of performance before COVID?</i>	<i>What was the student's level of progress (on IEP goals) before COVID?</i>	<i>What special education and related services were documented on the student's pre-COVID IEP?</i>
<b>From Spring 2020 to Present</b>	<p><i>What concerns have been raised by the parent(s)?</i></p> <p><i>What is the difference between the student's current present levels of performance, compared with the student's expected level of performance had the pandemic not occurred?</i></p>	<i>To what extent has the student's level of progress (on IEP goals) decreased or slowed compared to baseline levels?</i>	<p><i>What special education and related services were offered to the student in Spring 2020 and during the 2020–21 school year compared to the baseline offer of FAPE?</i></p> <p><i>To what degree did the student access the offered services in Spring 2020 and during the 2020–21 school year?</i></p>
<b>Recovery Services Decision</b>	<i>How and when will the student access the recovery services? What options are available for inclusive access, whether recovery services are provided during or outside of the school day?</i>	<p><i>Based on the student's current rate of progress, age, and developmental level, what is the timeline for the student to achieve the expected level of progress for the identified recovery services areas?</i></p> <p><i>How and how often will parents be informed of progress on recovery services, including how the IEP team will address any lack of reasonable progress?</i></p>	<p><i>Based on the student's present levels of performance and missed or reduced services during the pandemic, what special education or related service areas or IEP goals require recovery services?</i></p> <p><i>For the identified recovery services areas, what amount of services is needed to help the student achieve the level of progress expected had the pandemic not occurred?</i></p>

# References

OSPI- <https://www.k12.wa.us/>



# Questions

THANK YOU!

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