

LISD Special Ed Scoop

September 26, 2023

IEP TEAM MEETING REQUIREMENTS

REQUIRED PARTICIPANTS

The IEP Meeting is **NOT** a drive thru of participants!

1. Student = It's all about me!

Provides information about strengths, preferences, and interests

Must be invited at age 16 can//should be invited earlier



2. Parent = Child Expert

Provides information on **life outside of school** to review as a team in comparison

- What does the student's behavior look like at home?
- How do they interact with siblings?
- Are they involved in the community? (church, sports, theatre, library, etc.)
- What do their social skills look like?
- How long do they spend on homework?
- Have they had outside evaluations?
- Has there been any trauma?

3. GE Teacher = Content Expert

- Required if, or may be, participating in general education environment
 - GE building = GE environment
- Provide guidance and answer questions about the GE curriculum (Includes grade level behavior expectations)

- How is the student progressing with the GE curriculum?
- Help determine the skills or supports a student needs.
 - This may include positive behavior interventions and supports (PBIS), and accommodations or modifications.
 - What is the student's potential for involvement within GE curriculum?
 - What SAS are required for the student to be involved in the GE curriculum?

4. SE Teacher or Provider = Intervention Expert

- Authors the IEP document
- Facilitates the IEP Team meeting
- Identify interventions, accommodations, modifications, programs and services necessary for the student to succeed
- Could be a special education provider if student only has a service

5. MET Representative = Impact Expert

- Interprets evaluation data
- Identifies instructional implications related to the student's success
- Usually a school psychologist
- Can be fulfilled by the Special Education Teacher
 - Must be listed twice on the participants list.

6. District Representative = Process Expert

- Responsible for ensuring all required staff attend the IEP meeting and for smoothing out contentious situations.
- Qualified to provide or supervise provision of SDI
- Knowledgeable about the GE Curriculum
- Knowledgeable about the availability of district resources
- "I'll have to take that back to my director" = not allowable
- Usually SE director, building principal, or guidance counselor

WHAT DO YOU DO WHEN...

There isn't a "special education teacher" or "general education teacher" involved with the student.

All of the above roles are required for each IEP meeting.

- The ONLY exception is the General Education Teacher. This person is not required if the student will not be participating in a general education environment EVER during their day.
- Inviting a GE teacher is recommended if the student attends a school where GE students are being educated.

Example - Student ONLY receives direct speech services from a speech and language pathologist. The SLP would be listed as the MET Rep **AND** Special Education Teacher/Provider in this case.

**This would also be true for students who only receive resource room support and no outside services. The SE teacher would be listed in two spots.

A parent asks to bring ___ to the IEP meeting.

- Tell the parent "no" because only the district can determine who is invited

- **Thank the parent for letting you know and add the person to the list of participants.**
- Tell the parent they can only bring someone if the district agrees.

Parents have the right to bring anyone they want to an IEP meeting without informing the district.

- They do not have to let you know ahead of time. Acknowledge and thank them when they do.
- The district should reschedule if a parent brings an attorney.
- Do not be nervous about advocates. Many times, they are very helpful to both the parent and the district. District leadership should be aware.

Tips for Working with an Advocate

- **Perceive the advocate as a welcome member of the IEP team**
 - Acknowledge the common goal of helping the student
- **Ask the advocate to help you collaborate with families to link or wrap interventions between home and school.**
 - Advocates understand and know your student's family in ways you may not
- **Be Honest**
 - About your perceptions of the student's strengths and weaknesses.
- **Be Respectful**
 - The advocate may have a history with the family and student
 - This history may provide insight into interventions and treatments implemented with your student throughout the years. This information is not always readily available.

IMPORTANCE OF PARENT PARTICIPATION

Parent participation trump timeline requirements!

The Notice of Invitation must be provided early enough to ensure they will have an opportunity to attend

For students with parents who are not living together -

- Invitations must be provided to both parents
- Both parents must continue to receive copies of all documents until court documentation shows otherwise.
- The parent with educational decision-making power is the required participant.

Parents must be able to understand the proceedings of the meeting - be mindful of different native languages or using special education jargon!

Exhaust all possibilities to get at least one parent to attend the meeting

- If unable to attend in person, the district should use other methods to ensure parent participation, such as virtual meetings, conference calls, or meetings before or after school. (Know your district!)

Dig into why the parent is not available -

Do they want to participate and can't?

Caution when you Summarize Parent Concerns

- Record written parent input as stated and do not summarize.
- Requests not being provided must be put in the “Options Considered” section of the Notice.
 - **The reasons the option was not selected must be based on data in the PLAAFP.**
 - Ex: “Based on data considered by the IEP team, one-on-one adult support is not required at this time.”

WHAT DO YOU DO WHEN...

The parent says they do not have anything to add for parent input.

- In parent input write “parent has no current concerns”
- Include parent input from previous conversations
- Document “none” in the parent input section
- **A and B**
- B and C

4 Tips for Parents who Report No Concerns

1. Use a statement like “Parent expressed no concerns.” --- Never document N/A or None (less clear and does not necessarily indicate input was solicited)
2. If parents do not respond, document whatever you did to attempt to get their concerns
3. Brainstorm a short list of questions to ask the parent to gain input that may be helpful to the team
4. Listen for concerns they discuss during the IEP, many times, they bring up something

AGREEMENT VS. CONSENT/EXCUSAL

Meeting participants must attend the entire meeting or be released through

1. Agreement

If the parent and district **agree** that the attendance of the team member is not necessary because the member’s area of curriculum is not being modified or discussed in the meeting.

- **Important** - since the district representative is required to attend the entirety of the meeting, they may not be excused with an agreement.

2. Excusal/Consent

A required member of the IEP team may be **excused** from attending the meeting, in whole or in part, when the meeting does involve a modification to or discussion of the member’s area of curriculum or related services, IF

- Parent and district **consent** to the excusal; AND

- The member submits in writing to the parent and IEP team input into the development of the IEP prior to the meeting.

WHAT DO YOU DO WHEN...

The assigned SLP is sick and unable to attend the annual IEP team meeting.

- Mark the SLP absent and hold the meeting
- **Have another SLP attend in their place**
- **Cancel the meeting and reschedule**

If a member of the IEP team listed on the sent invitation is unable to attend, the parent must be notified.

- With early notification, a new Notice of Invitation can be sent with updated participant information
- If short notice, **parents must be given the choice to:**
 - Continue with someone else who has the same role; OR
 - Reschedule for a time that member can be present

PREPARATION VS PREDETERMINATION

In order to PREPARE and NOT PREDETERMINE, teams live by 2 processes.

Gather and Review student information to identify next steps.

Some helpful documents to review are:

1. Progress Reports
2. Attendance
3. Evaluation Reports
4. Informal Assessments
5. Observations
6. PLAAFP Statements
7. Potential goals
8. Parental Concerns

All available information should be shared with ALL IEP team members in ADVANCE

IMPORTANT - Any information shared during the IEP team meeting should NOT be a surprise to anyone.

Draft and Share some sections of the IEP with team members.

- If a draft is created, it must be shared with the parent and IEP team ahead of time to gather any concerns in advance
- Parent reviews the IEPs, voices any concerns or input, and arrives prepared with questions.
- IEP Team can have more focused conversations and prepare for potential problems.

Preparation vs. Predetermination

"Let's discuss all ideas for what is best for the student"

vs

"This is what we are going to offer regardless of how this meeting goes"

Looking for more detailed explanations?

Checkout our IEP Bootcamp training recording from September 14.

This can be found on the Resource Hub Website.

The MDE Professional Learning Portal also has a companion course that is worth checking out.

[Resource Hub - Training Page](#)



Heather Reau

Heather is using Smore to create beautiful newsletters