

Key Terms

Accommodations: Supports to help the student access grade level content. They do not change expectations or outcomes for what students learn. Rather, they provide strategies to reach academic success.

Consent: Written permission granted by parents/guardians which allows the school to evaluate and provide special education services to the student.

Evaluation: A team assesses the student in the areas of concern (e.g., academic, speech, health, behavior, etc.) Results are analyzed and written into the evaluation report.

Extended Evidence Outcomes (EEOs): An alternate set of standards that are used for students who have academic needs that are significantly different than that of their same-grade peers.

IEP Team: Must include a parent/guardian, general ed. teacher, and a special education teacher; may also include as appropriate, a special education administrator, ESL teacher, mental health provider, speech and language pathologist, or others included as providers on the services page of the IEP.

LRE: Stands for “least restrictive environment.” This ensures a student is educated alongside non-disabled students to the maximum extent appropriate.

Modifications: These are changes in the standards for curriculum, grading, alternative testing and classwork expectations. (e.g., use of ‘extended evidence outcomes”).

Multi-Tiered Systems of Supports (MTSS): MTSS is a problem-solving school process that provides increasing level of supports for all students.

Parent: Refers to a natural parent, legal guardian or other adult who can act as the student’s parent under IDEA. A parent is always part of an IEP Team.

Progress Reports: These are provided along with academic report cards and provide information about student’s progress towards IEP goals.

Special Education Services: Specially designed instruction provided to meet students’ unique needs.

11 Steps in the IEP Process

- 1. Referral/Consent for Evaluation** Parents are informed about the process or the evaluation and suspected areas of need and receives an IDEA Parental Rights and Procedural Safeguards. If willing, parent provides written consent for an evaluation.
- 2. Initial Evaluation:** The evaluation must assess the student in all areas related to the student’s suspected disability. Specialists in different domains complete a comprehensive evaluation within 60 days of receiving parental consent.
- 3. Eligibility Determination Meeting** A team of qualified professionals and parents review the evaluation results and decide whether the student meets the criteria to be identified as a student with a disability eligible for special education services.
- 4. Parent Consent for Services** If eligible, parent is asked to provide consent for the student to receive special education services.
- 5. IEP Development Meeting** The team discusses the student’s needs and creates an Individual Education Program (IEP). The team should discuss the present levels of performance based on results from the evaluation data. Parents must be part of this group and their input is encouraged. This is where goals, Accommodation, modifications, special education and related service supports are discussed and added into the IEP. **This meeting may occur during the same meeting where eligibility is discussed or it may occur 30 days after the initial eligibility determination.
- 6. IEP Implementation:** The school provides designated special education and related services to the student in the least restrictive environment appropriate.
- 7. Progress Monitoring:** The student’s progress toward the annual goals are measured and reported to parents along with the student’s grade report card.
- 8. IEP Annual Review** This IEP is reviewed by the team at least annually and updated as appropriate. Parents are part of the meeting every year.
- 9. Reevaluation (at least every 3 years)** With parental input, the team reviews existing data and evaluates the student in the suspected areas related to the student’s disability.
- 10. Eligibility Review** Based off of the results of the evaluation, the team will meet to determine if the student continues to qualify for special services.
- 11. Continue or Exit from Special Education** Based on the reevaluation, the student may continue to receive services or exit special education.

Multi-Tiered Systems of Support (MTSS)

MTSS is a framework for improving student outcomes and preventing student difficulties in learning, communication, behavior or other areas. MTSS team reviews data, implement evidence-based instruction, and collaborate with parents when a concern is first raised about a student. If the supports put in place do not resolve the concern, and a disability is suspected, the student may be referred by the MTSS team for a special education evaluation.

MTSS is not always applicable pre-referral, and parents may request an evaluation at any time if they think their student needs special education services.

Types of Meetings

Referral Meeting

Parent meets with relevant school team members to review concerns about the student and determine if a special educational evaluation is warranted. Parent chooses whether to sign consent for an evaluation of the student.

Eligibility Meeting

Team meets with parents to present results from the evaluation and together determine if the student qualifies for special education services. Parents are notified of the meeting in writing early enough to ensure that they can attend.

IEP Development Meeting

If found eligible, this meeting is held to develop the student's service plan (IEP). This can happen at the eligibility meeting or a separate meeting.

Annual Meeting

This is an annual review meeting attended by parents and the school team in order to review the student's IEP and update it as appropriate.

Reevaluation Meeting

This occurs every 3 years (or earlier if necessary). The student is reevaluated before the meeting (with parental consent) and eligibility, placement, and services are determined at this meeting.

Matriculation Meeting

The school team meets with parents and transition school team to discuss the best support for the students as they change schools. Transition meetings occur from:

- Preschool to Elementary, in spring;
- Elementary to Middle School, at the end of the winter;
- Middle School to High School, at the end of the winter or early spring; and
- High School to Transition Services (if necessary), in early spring

Before the IEP

- You will be offered an interpreter if you have indicated you will need one.
- You may bring individuals with special expertise or knowledge about your student to the meeting.
- Review the evaluation report (if there is one) and the student's recent report cards, progress reports, medical records, and other pertinent records prior to the meeting.
- Write down any academic or behavior concerns you have for the student.
- Write down your expectations or goals for the student.

During the IEP

- Ask questions if any term or procedure is unclear.
- Communicate your concerns and expectations.
- Be open to suggestions given to help the student.
- Give input on the student's goals, services, accommodation, and other components of the IEP.

After the IEP

- Review the student's grade and IEP progress reports as you receive them.
- Maintain communication with the student's teacher(s).
- Contact the special education teacher or case manager if you have questions or concerns.

Parents may request a meeting of the IEP team at any point, and should receive their Parental Rights and Procedural Safeguards at each meeting.

Please see Colorado's Parental Rights/Procedural Safeguards handout for more information at http://www.cde.state.co.us/cdesped/iep_forms



Individualized Education Program

IEP Information Guide

What's an IEP?

An IEP is a plan for the education of a child with a disability who qualifies for special education services under the Individuals with Disabilities Education Act (IDEA).

Each IEP is developed based upon the unique needs of the child by an IEP team, including the child's parents/guardians/family.