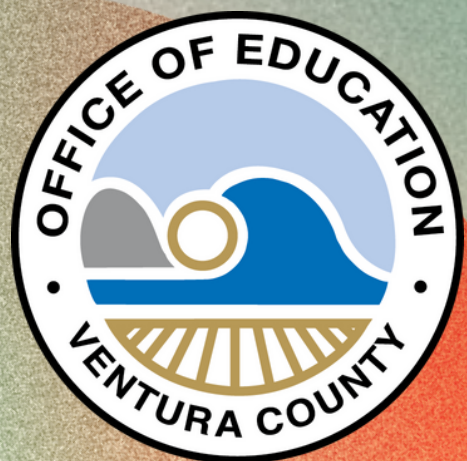


IEP PARTICIPATION AND TEAM ROLES

SELPA series on meaningful IEP participation

Presented by: Peter Aguirre, BCBA, PPS
Ruben Ramirez, LCSW
Jeanine Murphy, MFT, PPS



AGENDA

I. Introductions

II. Meaningful conversations in IEPs

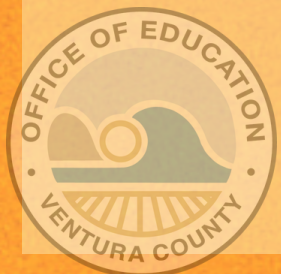
III. Team Member Roles

IV. Dispute Prevention and ADR

V. SELPA ADR Continuum

VI. Questions

VII. Resources

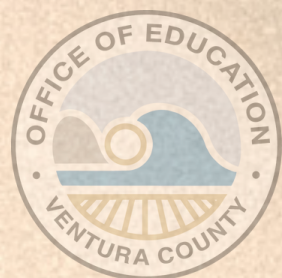
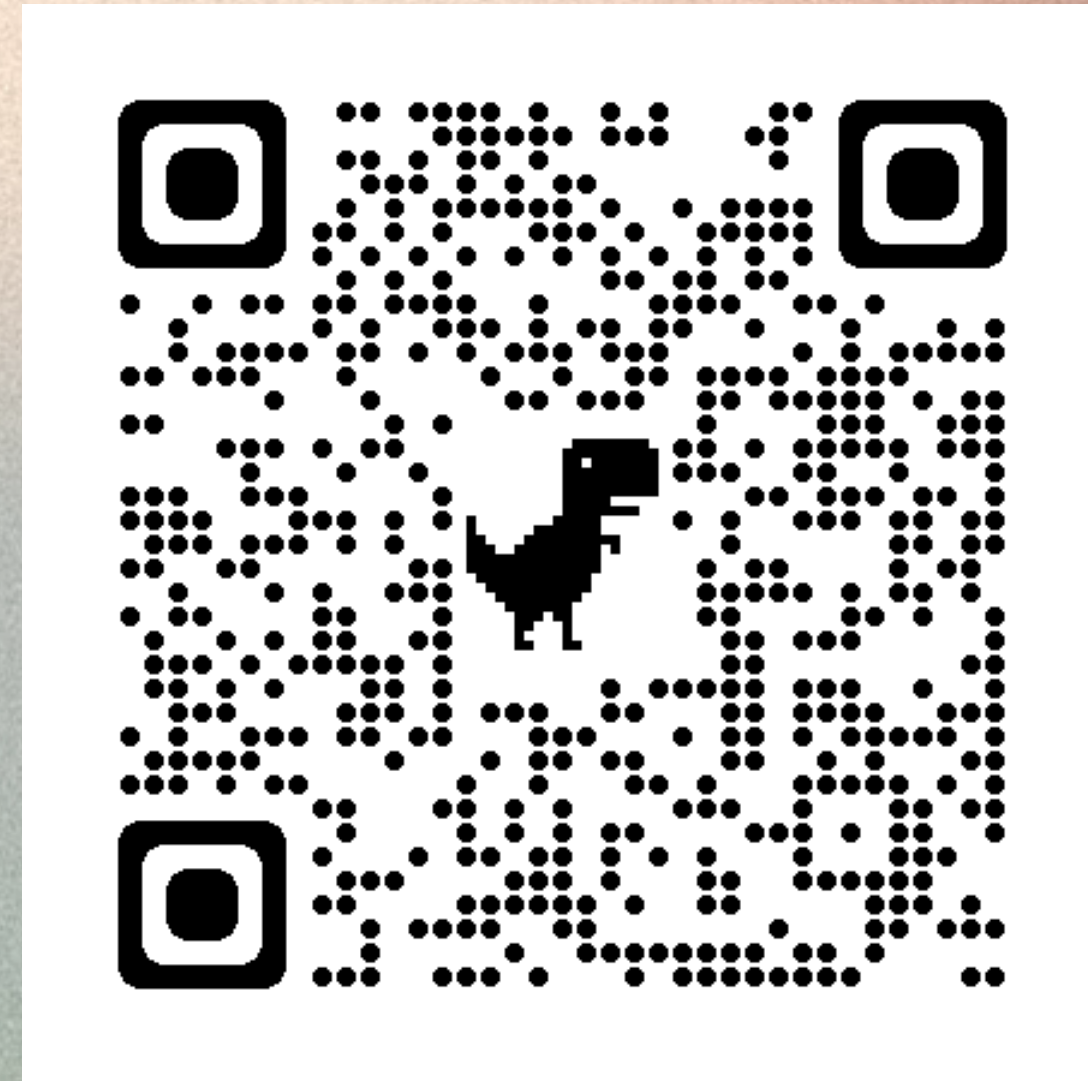


MEANINGFUL PARTICIPATION

The education of children with disabilities can be made more **effective** by:

- Strengthening** the role and responsibility of **parents**
- Ensuring that **families** have **meaningful** opportunities to **participate**

IDEA Section 1400 (c) (5) (B)



MEANINGFUL PARTICIPATION



PREPARATION

Happens Before the Meeting

- Feedback from the student
- Setup for student participation (as appropriate)
- Review IEPs
- Prepare notes
- Self check-in



COLLABORATION

Happens During the Meeting

- Keep an open mind
- Remain flexible
- Remain student and solution focused
- Ask questions
- Create Action Plan
- Monitor self
- Ask for break, if needed



ACCOUNTABILITY

Happens After the Meeting

- Review IEP
- Ask clarifying questions
- Follow through with agreements
- Maintain contact with Case manager
- Access SELPA resources, as needed

PARENT PROMPT

1

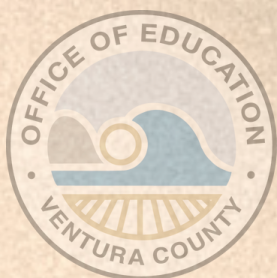
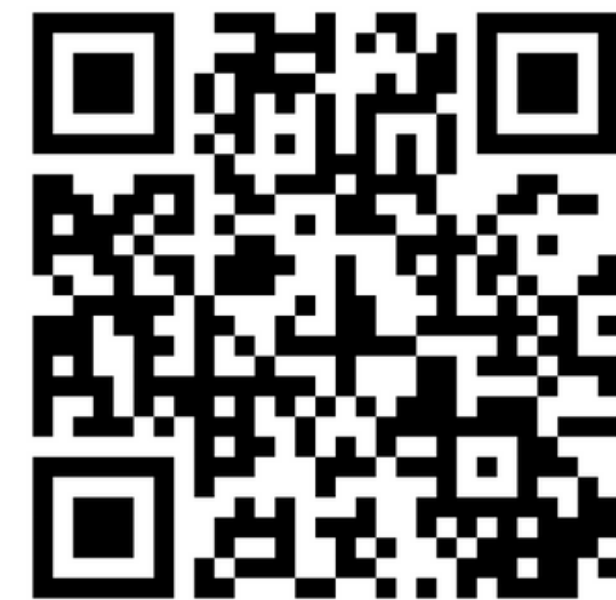
What has worked well?

2

What hasn't worked well?

3

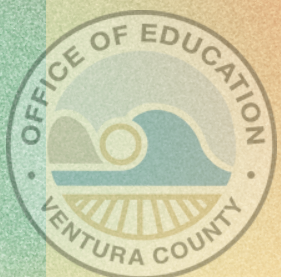
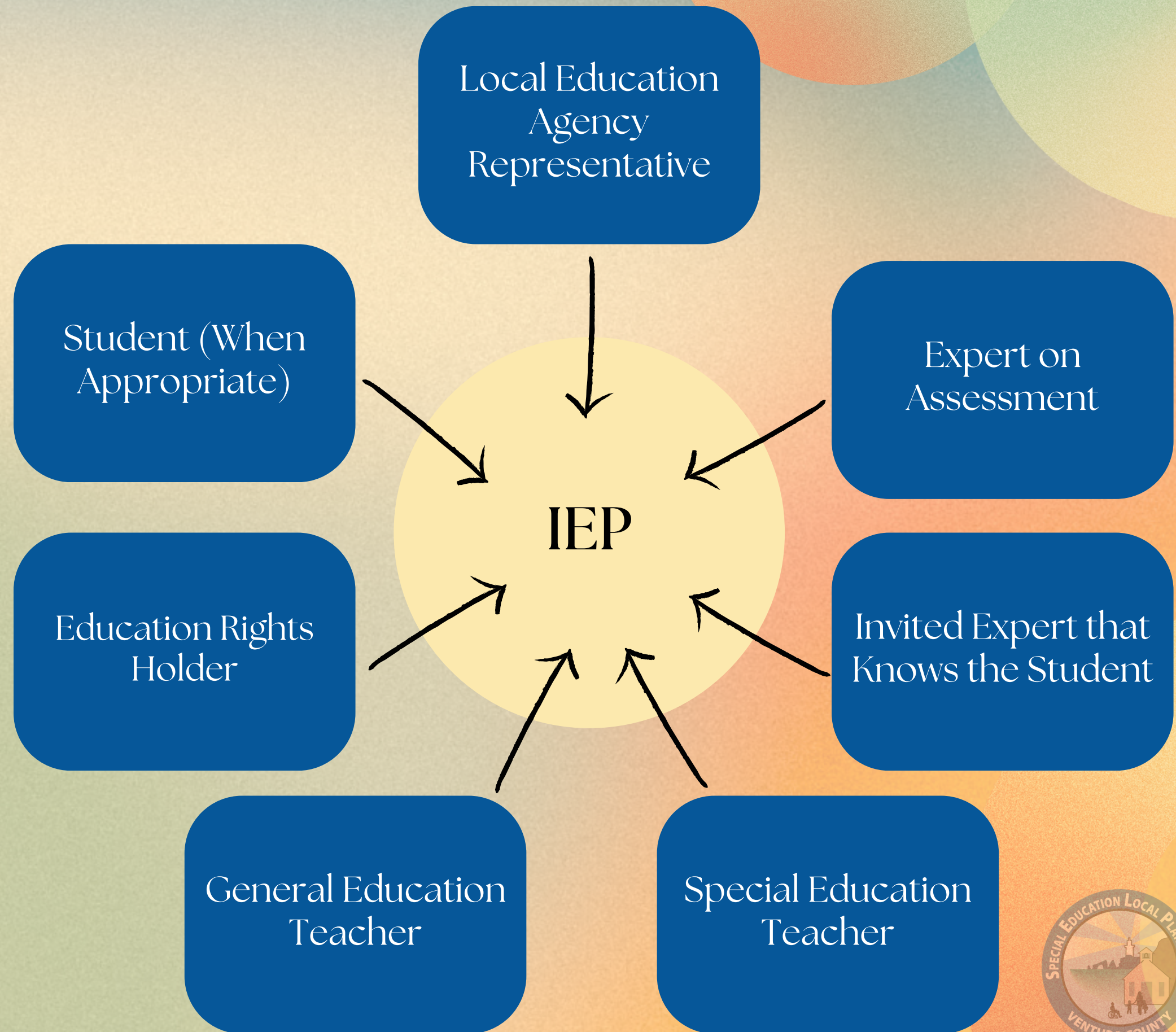
What would you like to see continue for future meetings?



TEAM MEMBERS

- The IEP is developed as a Team to Support the student
- Each team member brings their own:
 - Expertise/ Role
 - Knowledge of the student
 - Experience/Perspective

Ed code for mandatory members of IEP



IEP TEAM MEMBERS

Education
Rights
Holder

General
Education
Teacher

Local Education
Agency
Representative

Invited Expert that
Knows the Student

Student (When
Appropriate)

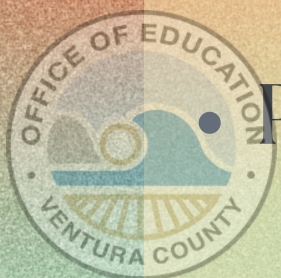
Special Education
Teacher

Expert on
Assessment

- Parent(s), guardian(s), caregiver (s), individual selected by guardian(s)
- Shares information on Student's:

- Home/School life
- Strengths
- Concerns
- Future Goals

Provides Consent



IEP TEAM MEMBERS

Education Rights Holder

General Education Teacher

Local Education Agency Representative

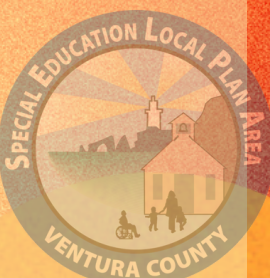
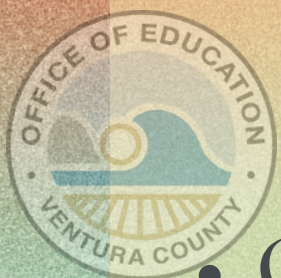
Invited Expert that Knows the Student

Student
(When Appropriate)

Special Education Teacher

Expert on Assessment

- Can function as the same as education rights holder.
- If student does not hold education rights, student participation can be decided by caregiver(s) with school team input.
- Shares information on:
 - What is working
 - Concerns or areas of growth
 - Where support is needed
 - Future goals
- Can ask questions about educational program



IEP TEAM MEMBERS

Education Rights Holder

General Education Teacher

Local Education Agency Representative

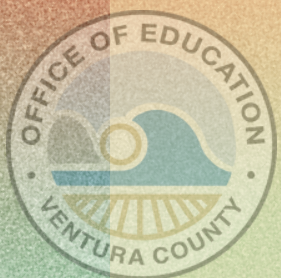
Invited Expert that Knows the Student

Student (When Appropriate)

Special Education Teacher

Expert on Assessment

- General Education Teacher (s)
- Shares information on Student's:
 - Participation in general education classroom/ activities
 - General education curriculum/ standards
 - Student's performance on IEP goals
 - General education classroom structure and events



IEP TEAM MEMBERS

Education Rights Holder

General Education Teacher

Local Education Agency Representative

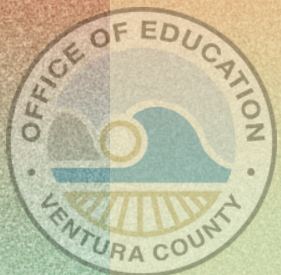
Invited Expert that Knows the Student

Student (When Appropriate)

Special Education Teacher

Expert on Assessment

- Special education teacher/ case manager
- Shares information on Student's:
 - Student progress on IEP goals
 - Academic testing
 - Can coordinate teachers & service providers
 - Strengths and areas for opportunity for student



IEP TEAM MEMBERS

Education Rights Holder

General Education Teacher

Local Education Agency Representative

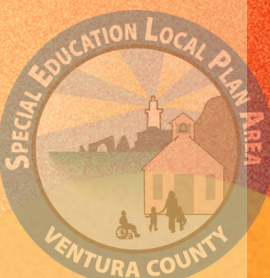
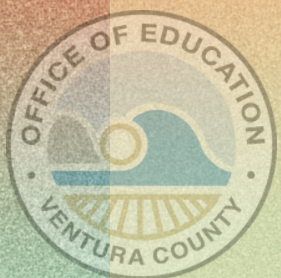
Invited Expert that Knows the Student

Student (When Appropriate)

Special Education Teacher

Expert on Assessment

- Can be principal, school psychologist, program specialist or other district personnel with district level knowledge
- Shares information on :
 - School site/ District resources and programs
 - District policy
 - Curriculum
 - Instruction



IEP TEAM MEMBERS

Education Rights Holder

General Education Teacher

Local Education Agency Representative

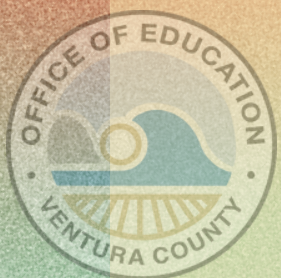
Invited Expert that Knows the Student

Student (When Appropriate)

Special Education Teacher

Expert on Assessment

- Expert that conducted or interprets assessment
- Shares information on :
 - Tests provided
 - Answers questions regarding the assessment conducted
 - The results obtained through assessment
 - Observations made during the assessment



IEP TEAM MEMBERS

Education Rights Holder

General Education Teacher

Local Education Agency Representative

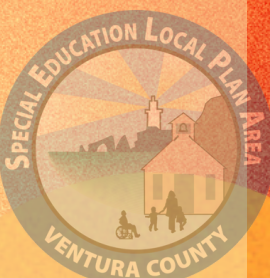
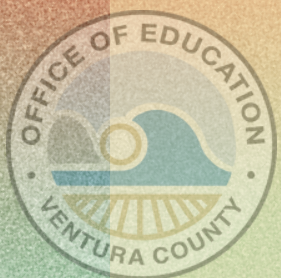
Invited Expert that Knows the Student

Student (When Appropriate)

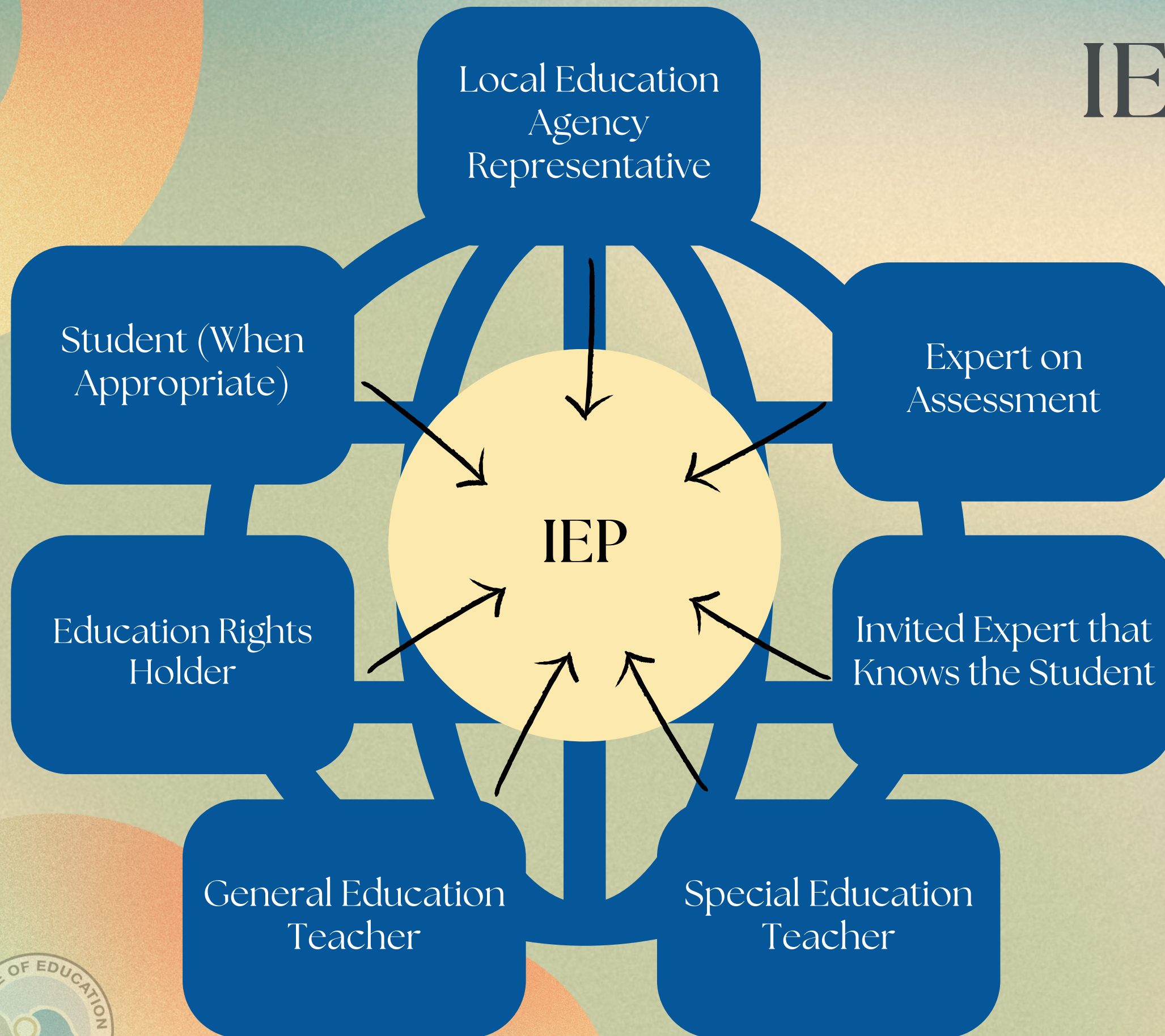
Special Education Teacher

Expert on Assessment

- Can be service providers such as Speech-Language Pathologist, Occupational Therapist, Physical Therapist, Behavior Specialist, etc.
- Shares information on :
 - Student's performance in specified area of expertise
 - Answers questions regarding service or goals
 - Consult/ Collaborates with team as needed



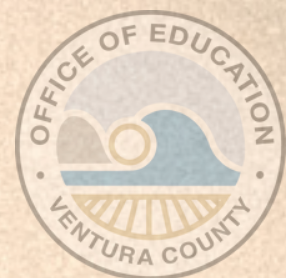
IEP TEAM MEMBERS



- Everyone brings:
 - Knowledge
 - Perspective
 - Ideas
- Opportunities
 - Collaboration
 - Questions
 - Practical Solutions
 - A Voice

PARENT PROMPT

A message I will bring
back to my school team
regarding IEP
participation



SELPA Continuum of ADR Services

- There isn't an order for the options.
- The most appropriate service is decided on by the parent, the district, and the SELPA Family and School Collaboration Team Member

<https://www.vcselpa.org/For-Educators/Alternative-Dispute-Resolution>



Phone Consultation

Facilitated IEP

IEP Attendance

- Neutral Support
- Participation is voluntary

Collaborative Conference

SELPA level Mediation

DISPUTE PREVENTION AND RESOLUTION

WHAT?

- Neutral
- Voluntary
- Confidential

HOW?

- Communication
- Trust
- Collaboration
- Focused questioning

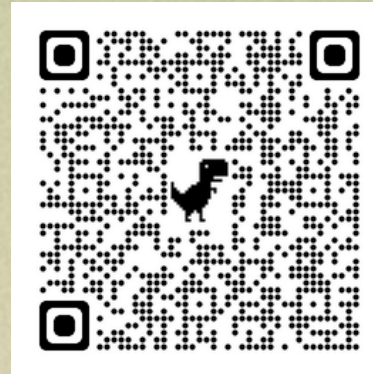
WHY?

- Preserves future relationships
- Creates environment with dignity and respect
- Promotes mutually satisfying solutions

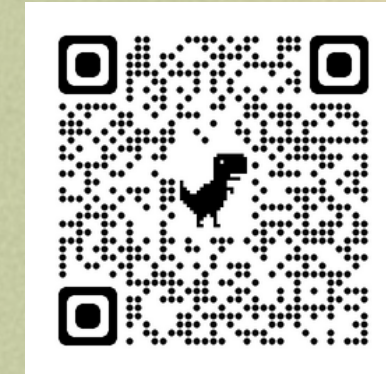
RESOURCES



Parent Guide to Special
Education



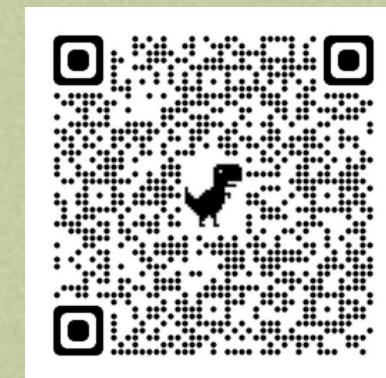
Alternative Dispute
Resolution in Schools
Procedural Handbook



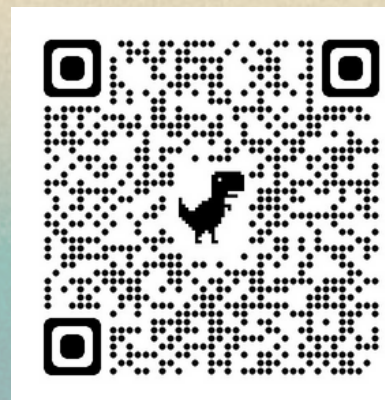
Parent Safegaurds



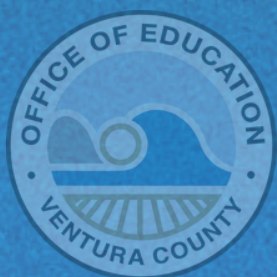
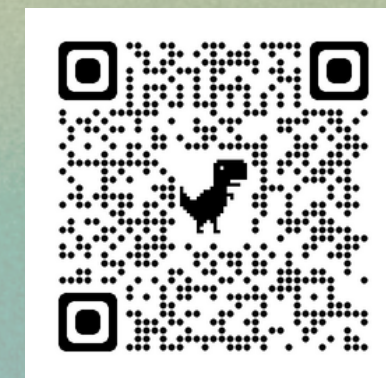
Parent Toolkit



Resolving Disagreements

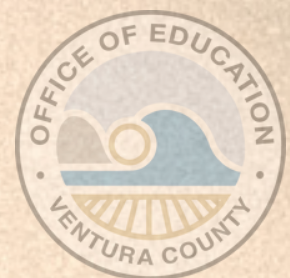


Community Advisory
Committee



PARENT PROMPT

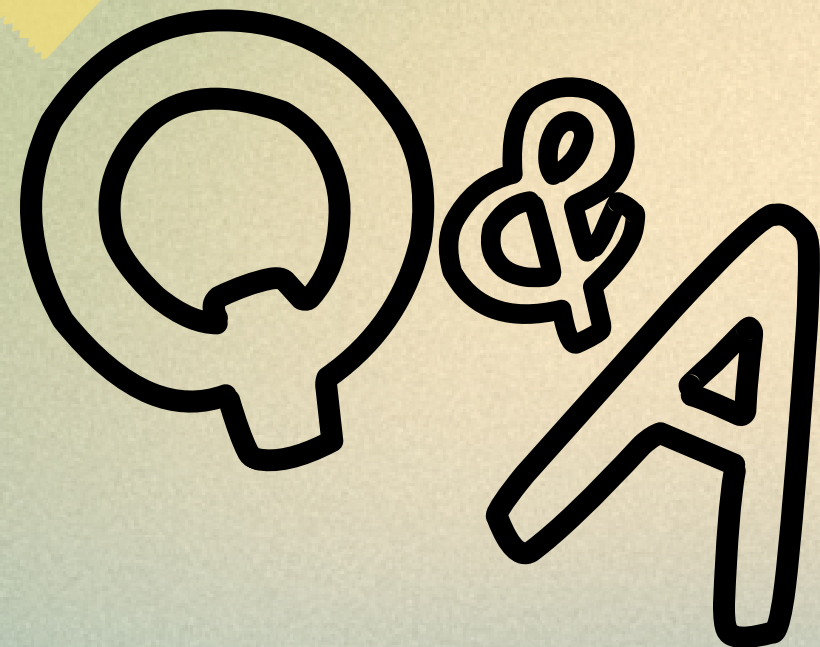
What is my top takeaway
and what other
information can I take
back to my school team?



QUESTIONS

SELPA CONTACT

THANK
YOU
😊



Ventura County SELPA
5100 Adolfo Road Camarillo, CA. 93012
(805) 437-1500
vcselpa.adr@vcoe.org

