IEPs:
How Administrators Can Support the Development and Implementation of High-Quality IEPs

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: Specifically designed with school administrators in mind, this module offers guidance on how to support and facilitate the development and implementation of high-quality IEPs, including the monitoring of student progress (est. completion time: 2 hours).
- Link: IRIS PD Certificate for this module
- Link: Play the Kahoot!
- *STAR Legacy* Cycle
- Related to This Module
    ◦ Link: Module Outline
    ◦ Video: Navigating an IRIS *STAR Legacy* Module
    ◦ Link: IRIS and Adult Learning Theory
    ◦ Wrap-Around Content Map

Challenge

- Video: A few months into her new role as principal of Washington County Elementary, Ms. Pederson is beginning to feel the pressure of the many competing demands for her time: academic achievement, attendance, student behavior, personnel, parental engagement, community partnerships. There are just so many responsibilities, some of them unexpected..

Notes

Initial Thoughts

- What is the school administrator's role in overseeing the IEP process?
- How can school administrators support implementation of high-quality IEPs?

Notes

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Perspectives & Resources

❖ **Module Objectives**

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
  ◦ Understand the legal implications regarding the education of students with disabilities
  ◦ Understand the administrator's role in overseeing the IEP process for students with disabilities
  ◦ Understand key procedural and substantive requirements of developing and implementing a high-quality IEP
  ◦ Describe the actions that a school administrator should ensure happens prior to and during an IEP meeting
  ◦ Discuss the actions that an administrator should take to ensure services and supports outlined in the IEP are implemented with fidelity
  ◦ Explain the importance of documenting a student's progress toward meeting his IEP goals and reporting that progress to parents
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ **Page 1: The IEP Process**

- Effective school administrators advocate for the success of all students
  ◦ Link: special education [definition]
  ◦ Definition: "individualized education program (IEP)"
  ◦ Note on terminology
  ◦ Link: eligible disability [definition]
- For Your Information
  ◦ Link: Individuals with Disability Education Act (IDEA) [definition]
  ◦ Link: free appropriate public education (FAPE) [definition]
- IEP Process: Step/Description [table]
  ◦ Link: informed consent [definition]
  ◦ Link: IEP Team Members [PDF]
  ◦ Note on IDEA-specified timelines
- Though IDEA requires states to meet its requirements, the law does allow states to...
  ◦ Guidance on state-specific requirements [bullet points]

- ▪ Link: Center for Parent Information & Resources (CIPR)
- The school administrator is still ultimately responsible for…
  - Procedures and practices should address… [bullet points]
  - Audio: David Bateman explains that administrators often delegate responsibilities associated with the IEP process although they are ultimately responsible for overseeing the process
- Link: IEPs: Developing High-Quality Individualized Education Programs [IRIS Module]

Notes

❖ Page 2: Legal Implications for Special Education

- Effective school administrators are responsible for…
  - Law and legislation
- For Your Information
  - Definition: "legislation"
  - Definition: "litigation rulings"
  - Definition: "regulations"
- *Hendrick Hudson Central School District Board of Education v. Rowley* (1982) [drop-down menu]
  - Link: due process hearing [definition]
  - For Your Information
    - ▪ Link: substantive standard [definition]
- *Endrew F. v. Douglas County School District* (2017) [drop-down menu]
- Procedural, substantive, and implementation requirements [table]
- To actively engage in overseeing the IEP process, administrators should… [bullet points]
- Audio: David Bateman discusses how *Endrew* has impacted the school administrator's role
- Requirement Guidelines [box]

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❖ Page 3: Planning for the IEP Meeting
- When preparing for an IEP meeting, the school administrator should ensure the following actions occur
  - Procedural Requirements Guidelines [box]
  - Determine Student Eligibility
    - Referral/Evaluation/Eligibility Determination [table]
    - For Your Information
      - Link: National Center on Intensive Intervention (NCII)
      - Link: Premeeting Process Guidance Document [NCII resource, PDF]
      - Link: Premeeting Background Form (referral form) [NCII resource, DOC]
  - Assemble an Appropriate IEP Team
    - Link: multidisciplinary team [definition]
    - Link: IEP Team Members [PDF]
    - Role of the general educator [bullet points]
  - Review Student Information
    - Information gathered through the evaluation and eligibility steps might include… [bullet points]
    - Administrators might want to meet with relevant professionals regarding… [bullet points]
    - For Your Information
  - Schedule the Meeting
    - Legislation and Litigation [box]
    - Invitation to the IEP meeting should include… [bullet points]
    - Scheduling Logistics [box]
    - Audio: Breanne Venios discusses how her school schedules IEP meetings
    - Audio: David Bateman emphasizes the importance of listening to parents during the IEP meeting and provides tips on how to prepare staff to do this

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❖ Page 4: During the Meeting

- The purpose of an IEP meeting
  - Fully Engage Team Members
    - Procedural Requirements Guidelines [box]
    - Link: IEP Team Members [PDF]
    - Create a welcoming environment [bullet points]
      - Example [box]
    - Encourage parents to share [bullet points]
    - Monitor meeting productivity [bullet points]
      - For Your Information
  - Discuss and Plan All the IEP Components
    - Create structure for the meeting [bullet points]
    - Establish shared understandings [bullet points]
    - Guide the IEP development [bullet points]
      - Component/Content [table]
        ¶ Substantive Requirements Guideline [box]
        ¶ Substantive Requirements Guideline [box]
        ¶ Link: peer-reviewed research [definition]
        ¶ Link: least restrictive environment (LRE) [definition]
        ¶ Link: LRE Information Brief [PDF]
        ¶ Substantive Requirements Guideline [box]
        ¶ Substantive Requirements Guideline [box]
    - Ensure that the continuum of alternative placements is considered
      - When deciding where and how these services and supports will be provided… [bullet points]
      - The LRE requirement within IDEA necessitates that… [bullet points]
      - Link: LRE Information Brief [PDF]
      - For Your Information
- Link: IEPs: Developing High-Quality Individualized Education Programs [IRIS Module]
- Audio: David Bateman offers administrators tips for engaging parents
- Audio: Breanne Venios describes a typical IEP meeting at her school
- For Your Information
- To adhere to legal requirements, at the close of the meeting the school administrator needs to ensure… [bullet points]
  - Definition: "procedural safeguards notice"
- For Your Information
  - Link: The National Center on Intensive Intervention (NCII)
  - Link: Initial Meeting Agenda [NCII resource, DOC]
  - Link: Initial Meeting—Facilitator's Guide [NCII resource, PDF]
  - Link: Initial Meeting Participant Guide [NCII resource, PDF]

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- ◦ Link: Center for Appropriate Dispute Resolution in Special Education (CADRE)
- ◦ Link: Sample IEP Meeting Agenda [CADRE resource, PDF]
- ◦ Link: Model Introduction Checklist [CADRE resource, PDF]
- The school administrator's responsibilities do not end once a high-quality IEP has been developed

Notes

❖ Page 5: Implementing the IEP

- The purpose of the implementation stage
  - ◦ The school administrator should make sure that...[bullet points]
    - ▪ Link: fidelity [definition]
  - ◦ Procedural Requirements Guidelines [box]
  - ◦ Legislation and Litigation
  - ◦ Engage Parents
    - ▪ School administrators need to ensure that systems and processes are in place to... [bullet points]
    - ▪ Tip
    - ▪ Audio: Breanne Venios describes how her school facilitates parent communication
  - ◦ Support School Personnel
    - ▪ Have access to the IEP
      - — For Your Information: Family Educational Rights and Privacy Act (FERPA) [definition]
    - ▪ Know their responsibilities for IEP implementation
    - ▪ Are informed of the accommodations, modifications, and supports that must be provided to the student
      - — Link: IEP Implementation: School Personnel Responsibilities [DOC]
  - ◦ Administrators can further support school personnel by...
    - ▪ Monitoring PD Needs and Providing Training [drop-down menu]

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- To determine PD needs, the administrator can…
- Did You Know?
- IEPs/Instruction/Behavior [table]
- Research Shows
- Effective PD consists of high-quality training and ongoing support
    - ¶ Link: drift [definition]
- For Your Information
- Audio: Tamara McLean describes a couple of ways training is provided at her school to general educators regarding accommodations
- Link: Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity (page 2) [IRIS Module]
- Link: Fidelity of Implementation: Selecting and Implementing Evidence-Based Practices and Programs (page 6) [IRIS Module]

▪ Creating Structures and Opportunities for Collaboration [drop-down menu]
- Ways administrators can encourage collaboration
- Definition: "collaboration" [box]
- Educators might collaborate in regard to… [bullet points]
- Research Shows

- Audio: Breanne Venios discusses access to IEPs at her school
- Audio: Breanne Venios talks about the structures that have been put in place to provide professional development
- Audio: Breanne Venios overviews some ways to foster collaboration
- For Your Information
    - Link: IEP Process: Common Errors Information Brief [PDF]

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❖ Page 6: Monitoring IEP Fidelity and Student Progress
- Link: fidelity of IEP implementation [definition]
- Procedural and Substantive Requirements Guidelines [box]
- Collect Data on Fidelity of Implementation
    - Guiding questions [table]

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- Link: example checklist [PDF]
  - ◦ Audio: David Bateman discusses the importance of monitoring the fidelity of IEP implementation and suggests one way to monitor IEP fidelity
  - ◦ Audio: Breanne Venios describes the processes that her school uses to monitor and support IEP fidelity
- Collect Data on Student Progress
  - ◦ For Your Information
  - ◦ Link: Monitoring Progress Toward IEP Goals Information Breif [PDF]
  - ◦ Administrators can meet with teachers to do the following… [bullet points]
  - ◦ Audio: David Bateman discusses one efficient method to meet with multiple teachers to review progress for multiple students
  - ◦ Audio: Breanne Venios shares how her school monitors students' progress, particularly when there are concerns
  - ◦ Reasons to schedule another IEP meeting [bullet points]
  - ◦ Did You Know?
  - ◦ For Your Information
    - ▪ Link: National Center on Intensive Intervention (NCII)
    - ▪ Link: Progress Monitoring Meeting Agenda [NCII resource, DOC]
    - ▪ Link: Progress Monitoring Meeting—Facilitator's Guide [NCII resource, PDF]
    - ▪ Link: Progress Monitoring Meeting—Participant Guide [NCII resource, PDF]
- Evaluate the Relation Between Student Progress and Fidelity
  - ◦ If implementation fidelity is high… [bullet points]
  - ◦ If implementation fidelity is low… [bullet points]
  - ◦ Decision-Making Process for Determining Program Effectiveness [flowchart]
- Keep in Mind

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❖ **Page 7: Promoting Student Success**
- To support a shared responsibility and the success of all students…
- School-wide Academic and Behavioral Frameworks
    ◦ Link: multi-tiered system of supports (MTSS) [definition]
    ◦ Link: response to intervention (RTI) [definition]
    ◦ Link: positive behavioral intervention and supports (PBIS) [definition]
    ◦ Did You Know?
    ◦ Response to Intervention (RTI) [drop-down menu]
        ▪ Primary instruction
        ▪ Targeted instruction
        ▪ Intensive intervention
            — Tiers of MTSS/RTI [graphic]
            — Tier 3 meets the needs of these students… [bullet points]
            — Link: RTI (Part 1): An Overview [IRIS Module]
            — Link: RTI: Considerations for School Leaders [IRIS Module]
            — For Your Information
                ¶ Link: OSEP Memo 11-07
            — For Your Information
                ¶ Link: Intensive Intervention (Part 1): Using Data-Based Individualization To Intensify Instruction [IRIS Module]
                ¶ Link: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization [IRIS Module]
                ¶ Link: The National Center on Intensive Intervention (NCII)
    ◦ Positive Behavioral Interventions and Supports (PBIS) [drop-down menu]
        ▪ Explanation of PBIS
        ▪ PBIS tiers [graphic]
        ▪ Tier 1
        ▪ Tier 2
        ▪ Tier 3
        ▪ PBIS is for students who… [bullet points]
        ▪ For Your Information
            — Link: PBIS Website
    ◦ Audio: David Bateman discusses the benefits of multi-tiered systems of supports and the importance of training staff in these systems
- Strong Parent-School Relationships
    ◦ Encourage families' involvement [drop-down menu]
        ▪ Communicating
            — Tips for written communication [bullet points]
            — Tips for in-person communication [bullet points]

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- Learning
  - — Involve parents in students' learning at home [bullet points]
- School Decision Making
  - — Involve parents in school-related decisions [bullet points]
  ◦ Respect families [drop-down menu]
    - Tips on avoiding disrespecting families
    - For Your Information
  ◦ Acknowledge families' strengths [drop-down menu]
    - Tips on acknowledging families' strengths
    - For Your Information
- For Your Information
  ◦ Link: Professional Standards for Educational Leaders [NPBEA resource, PDF]
  ◦ Link: PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities [CEEDAR resource, PDF]

Notes

❖ Page 8: References & Additional Resources
- Suggested module citation
- References
- Additional Resources

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❖ **Page 9: Credits**

- Suggested module citation
- Content Contributor
- Reviewers, U.S. Dept. of Education, Office of Special Education Programs:
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Procedural/Substantive/Implementation Requirements [table]
- Preparing for the IEP Meeting/During the Meeting/After the Meeting [table]
- To support this shared responsibility and the success of all students, school administrators can… [bullet points]
- Audio: David Bateman summarizes the role of the school administrator in the IEP process
- Breanne Venios summarizes the role of the school administrator in the IEP process
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

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Notes

You Have Completed This Module

- Give Us Your Feedback
  - Link: Module feedback survey form
- Professional Development Hours
  - Link: IRIS PD Options
- Related Resources [links]