



LEADERSHIP IN
DISABILITIES &
ACHIEVEMENT OF
HAWAI`I



IEP Preparation

“Field Guide
to IEP Prep”



Our Goal - Navigating the Wilderness



To provide you the basic knowledge and information when preparing for your Individualized Education Program or IEP.



Navigating the Wilderness Realistically

1. What are your TOOLS!
Name them!
2. How will you use them to reach your destination
3. Do you have a Plan?
4. Will you be satisfied with going slow to go fast!



Rules of the Game

To negotiate on your child's behalf, you need to be able to analyze your strengths and weaknesses and the school district's strengths and weaknesses.

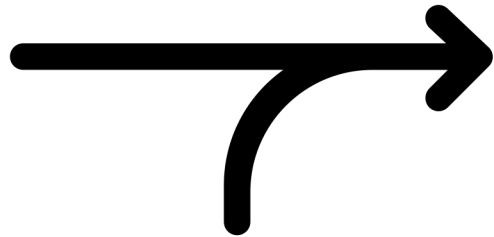
You need to learn the rules of the game.

What are the rules?



How to get out of the Quicksand!

**BEFORE
YOUR
MEETING**



Review Your Child's Records

- ❖ Current IEP
- ❖ Most Recent Report Progress Reports
- ❖ Recent School Work Samples
- ❖ Performance on District, state or alternate assessments
- ❖ Results of the most recent evaluations
Correspondence with school, teacher, others (logbook, notes, letters)

What are your Tools – Name Them?

- Highlighters:
 - Red
 - Yellow
 - Green
- Most Current IEP
- Most Current Evaluations/Assessments
- 3 Ring Binder:
 - 5 tab system
 1. Notes
 2. Evaluations/Assessments
 3. School Reports
 4. Correspondence
 5. Consents



How Will you Use them to Reach Your Destination?

Request to review any and all of your child's records from the school.

Photocopy any formal reports/records and keep the originals in a separate file.

In a 3-ring binder, place your "working copies" and other reports/records in chronological order starting with the earliest and ending with the most recent.

If person is offered, choose to attend in person. If virtual, prepare your electronic copies to open an available prior to the start of the meeting.

Approve or reject an IEP team member's excusal.

Review the Procedural Safeguard Notice.

If virtual, request the meeting be recorded. If in person, record your meeting and notify your team.



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Do You Have a Plan?

Create an agenda and stick to it

Describe the concern or problem, i.e. *My child will hit his head when there are too many people talking at the same time. He will pick out his hair when he is listening to instructions and trying to follow along. When there are a lot of activities going on around him, my child will pick at his finger nails until they bleed.*

If there are multiple concerns, handle one problem at a time. Each concern requires a different approach every time.

AGENDA

Important
Documents
to Know

Consent for Initial Provision
of Special Education

Conference Announcement

Individualized Education
Program

Prior Written Notice

Going Slow to Go Fast

What is your Advocacy Style?

Laid back?

In your face?

Live and let live?

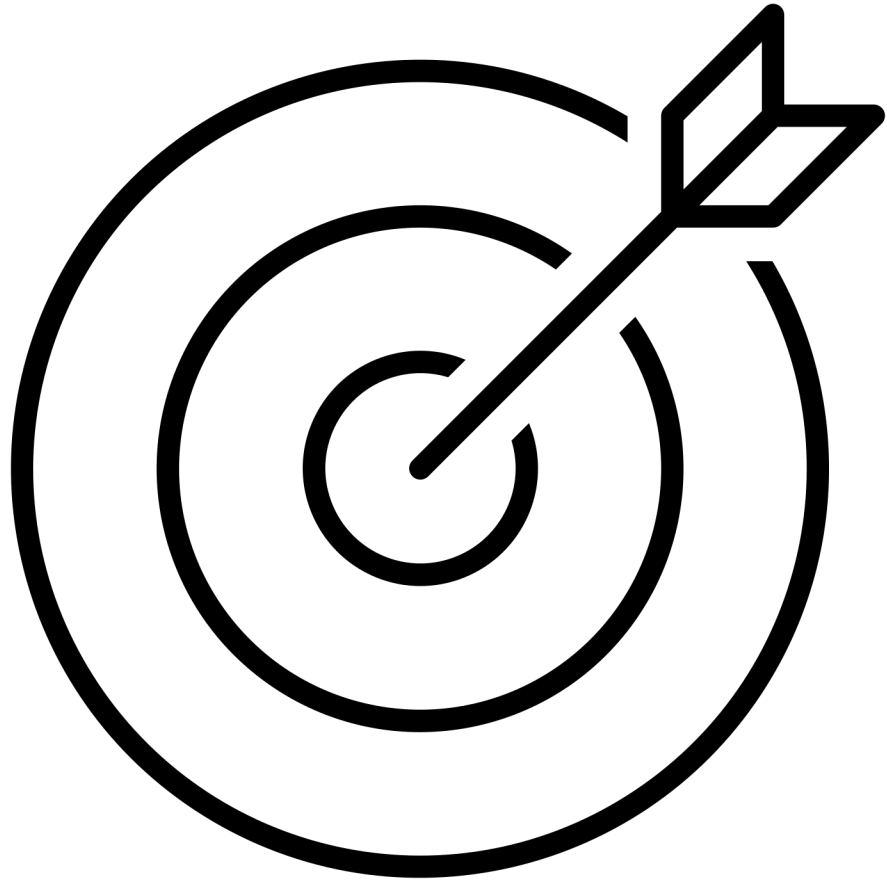
Let your fingers do the talking?

Calm and assertive?

Quiet but effective?



You Have Your Tools, Now Use It!



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Resources

Hawaii Administrative Rules, Chapter 60 Title 8 Entitled “Provisions of a Free Appropriate Public Education for a Student with a disability”

Reauthorization of the Individuals with Disabilities Education Act of 2004

CONTACT

Leadership in Disabilities & Achievement of Hawai`i
for assistance with these resources.

Ph: 808-536-9684

or

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