

# Understanding IEPs for Administrators

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## Objectives

- Learn the role of the LEA representative
- Learn components of high quality IEP meetings
- Discuss contributions from an administrator in an IEP meeting
- Support staff in engaging in a high quality relationship even when conflict exists

## Philosophical Agreements

1. ALL students in the school are general education students, some have a documented disability that entitles them to receive specialized services in addition to what they receive through general education.
2. The IEP is a process and a product that documents that the child is receiving a Free Appropriate Public Education (FAPE) consistent with all State and Federal requirements.
3. To the maximum extent appropriate, children with disabilities are educated with children who do not have disabilities.
4. Development of the IEP is a collaborative process.

## LEA Reps & IEP Meetings



## Who must attend an IEP meeting?

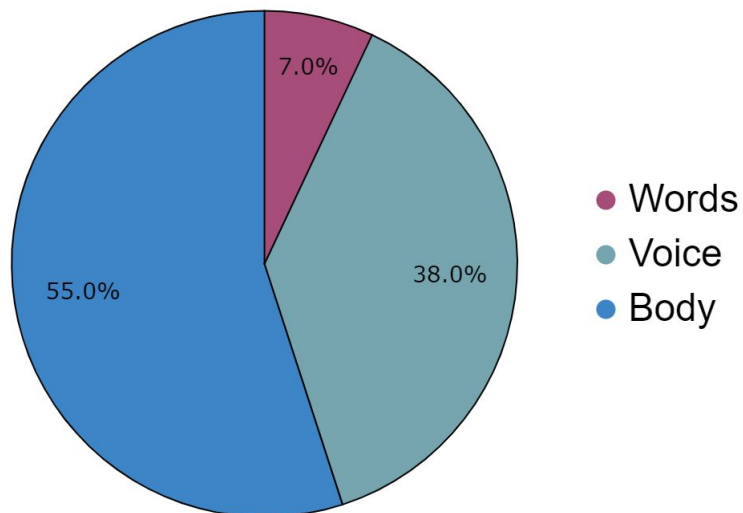
1. General Education Teacher
  - a. Expert in content area and Tier 1 supports
  - b. Share student strengths and needs in general education environment
2. Special Education Teacher
3. Individual to Interpret Results
4. Lead Education Agency (LEA) Representative

## Local Education Agency (LEA) Representative

- ❑ Qualified to supervise the provision of special education
- ❑ Knowledgeable about the general education curriculum
- ❑ Knowledgeable about the availability of and the power to commit district resources
- ❑ Ensure services described in the IEP are provided

[LEA rep video](#)

## The Full Conversation



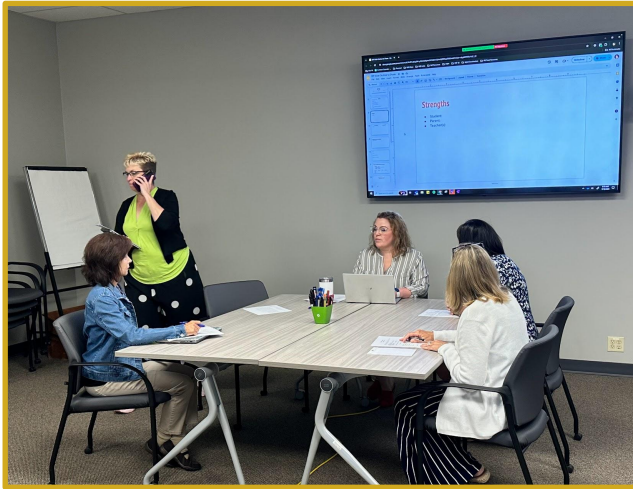
## Which person is the LEA rep in this IEP meeting?



What are positive things happening?

What messages are being conveyed to the staff?  
Parents?

## Which person is the LEA rep in this IEP meeting?



What messages are being conveyed to the staff?  
Parents?

What else do you notice?

## Which person is the LEA rep in this IEP meeting?



What messages are being conveyed to the staff?  
Parents?

What are positive things happening?

# Connecting the Dots

## Student's Present

### Level

(Data, data, data)

- Strengths
- Needs
- Current Performance

## Goals

(Reasonably calculated to ensure progress- measurable, measurable, measureable)

- Goals
- Post Secondary Transition (if 14 or older)

## District Resources

(How will we meet the goals?)

- Services
- Providers
- Time
- Supports for Adults
- Extended School Year
- Transportation
- Accommodations/ Accessibility Supports
- Assessments

## Indicators of a High Quality IEP Meeting

- Set agenda
- All members contribute to discussion
- Team members come in prepared with ideas, not decisions
- Data has been gathered and shared at the meeting
- Clear facilitator
- Team members on time
- Team members stay for the whole meeting
- Positive solution focused meeting

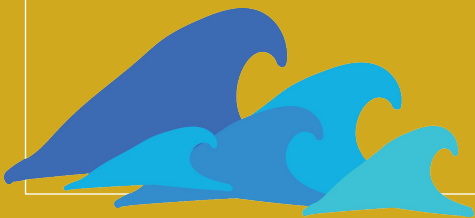
## What can you as the administrator bring to the table?

1. Student attendance trends
2. Strengths of student
3. Other ideas?

Turn and Talk:

- What other pieces of data could you have prepared for the IEP meeting?

# Navigating Relationships



Conversations

Worth

Having

## The Power of Conversations

Using Appreciative Inquiry  
to Fuel Productive and  
Meaningful Conversations

*"One of the most exciting things  
about life is the power of a single  
conversation to make a significant  
difference!"*

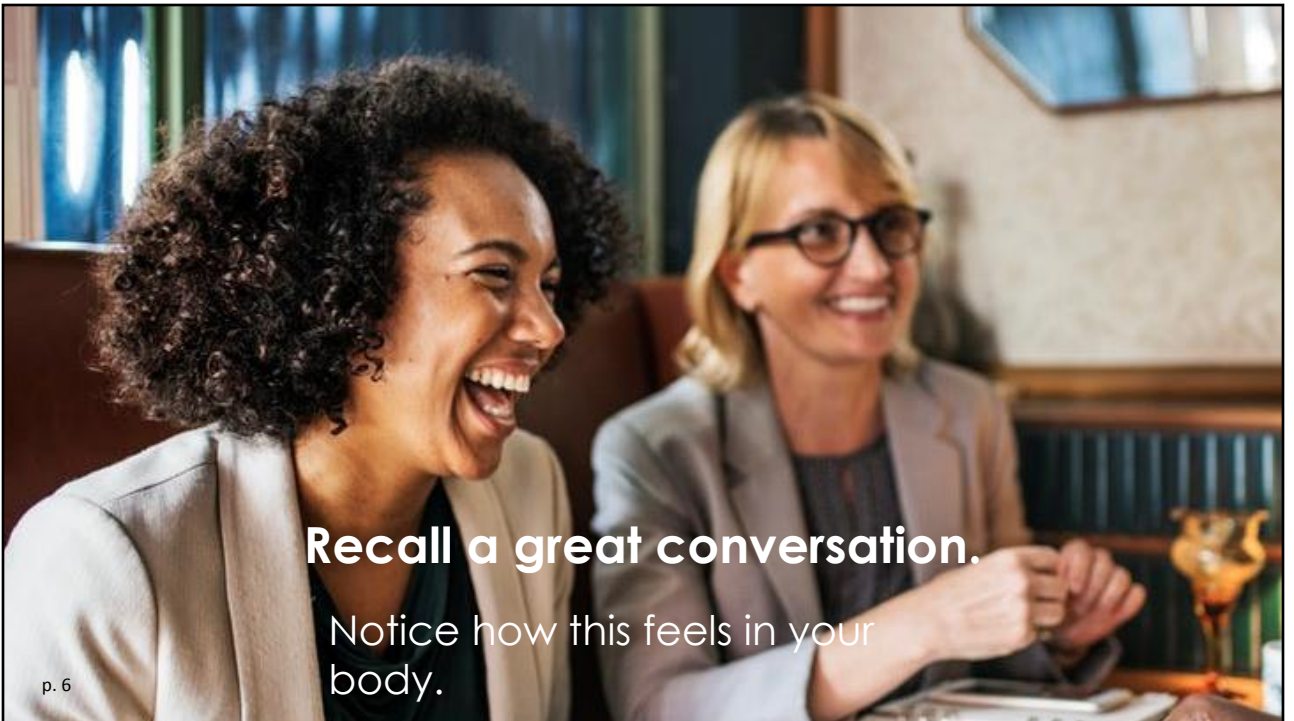
*Jackie Stavros and Cheri Torres*



**Recall a critical  
or destructive  
conversation  
you were in.**

Notice how this feels in your  
body.



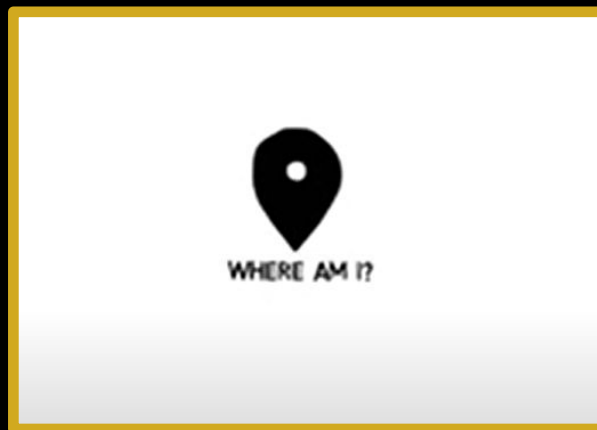


**Recall a great conversation.**

Notice how this feels in your  
body.



## Location, Location, Location By the Conscious Leadership Group

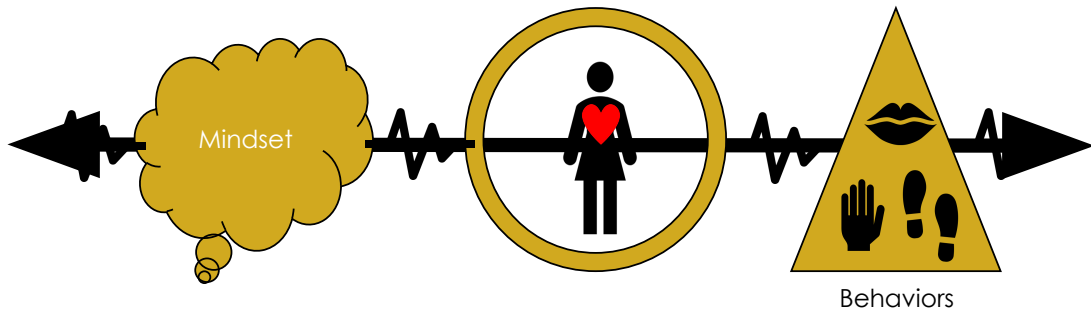


Tune In

Pause

Breathe

Get Curious



## Using Generative Questions To Shift Tone and Direction of a Conversation

### Generative Questions Shift *Tone* and *Direction*

<b>Build Connection</b>	<ul style="list-style-type: none"><li>• What do you think?</li><li>• Can you tell me more, specifically what you'd like?</li><li>• How do you see it?</li><li>• I can see this is upsetting for you. How can I support you?</li><li>• What exactly happened?</li></ul>
<b>Shared Understanding</b>	<ul style="list-style-type: none"><li>• What was your experience?</li><li>• What are you hoping will happen here?</li><li>• What do you think needs to happen?</li><li>• May I share my experience?</li><li>• How might we come to a shared understanding about this, so we can move forward together?</li></ul>
<b>Create Shared Outcomes</b>	<ul style="list-style-type: none"><li>• What are you hoping will happen here?</li><li>• What do you think needs to happen?</li><li>• Imagine the outcome works for everyone. What would that look like for you?</li><li>• What needs to happen for you for this to work?</li><li>• If we were designing this from scratch, what would it look like?</li></ul>
<b>Make the Invisible Visible</b>	<ul style="list-style-type: none"><li>• What assumptions are we making?</li><li>• What exactly are we hoping to accomplish here?</li><li>• What do you believe?</li><li>• How might our past experiences or biases be impacting what's possible here?</li></ul>
<b>Identify Strengths and Best Practices</b>	<ul style="list-style-type: none"><li>• What strengths do you bring to this team?</li><li>• When have you been part of a high-performance team? Tell me about it.</li><li>• Who's doing a really good job at this? What might we learn from them?</li></ul>

Generative Questions

## Anchor in action not REaction

Professional written communication

Model assumptions of best intent

Prepare for Meetings

Follow agenda and use it to guide meetings

Make communication expectations clear

Communication Diets- Shady Swipe when necessary

Step in when things escalate in a meeting

Pause meeting and reconvene if necessary

Whatever anybody says or does,  
assume positive intent.  
You will be amazed at how your  
whole approach to a person or  
problem becomes different.

- Indra Nooyi  
[www.abettertodaymedia.com](http://www.abettertodaymedia.com)

## Setting the Environment Up for Collaboration

As you set up for your meeting, ask yourself the following questions:

- Does the set up encourage participation from all members?
- Is the parent on one side of the table across from all of the team members?
- Is someone meeting the parent in the office?
- Is there room at the table for everyone?

## Which admin do you want to be?



What message do you want to send?

## Resources

- [IEP Elements Checklist](#)
- [Role of the LEA Representative](#)
  - YouTube Video, ~6 mins
- [Conversations Worth Having](#)
- [Generative Questions to Shift Tone and Direction](#)
- [Location, Location, Location](#)