



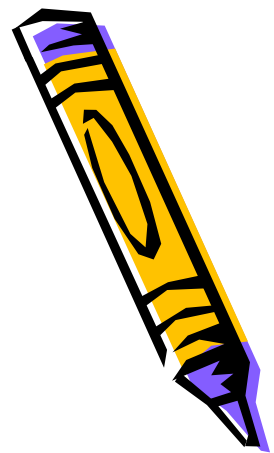
The IEP

Individualized Educational Program



The IEP

is the process and document that outlines what a free appropriate public education (FAPE) is for an individual child.



The IEP determines:

- Least restrictive environment for an individual student. . .
- Supplementary aids and services. . .
- Related services a child needs to benefit from their education.



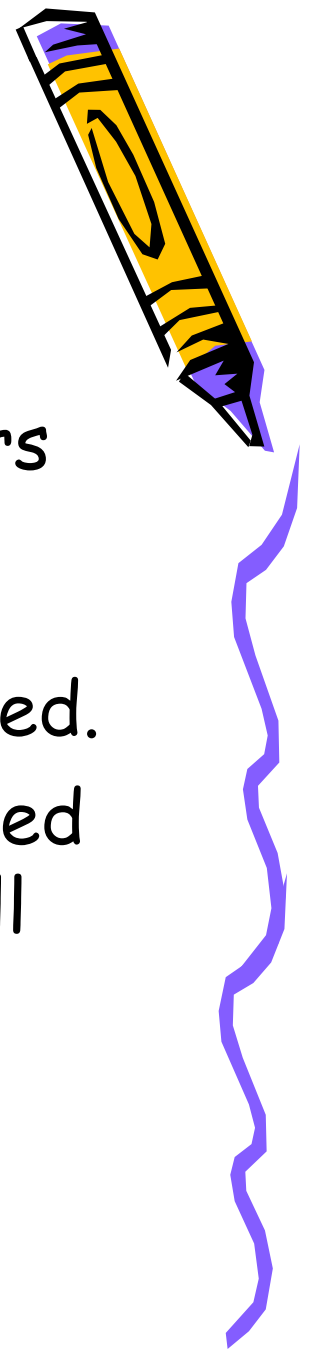
The IEP

focuses more now than in the past on ensuring that students with disabilities have significant access to the general curriculum.

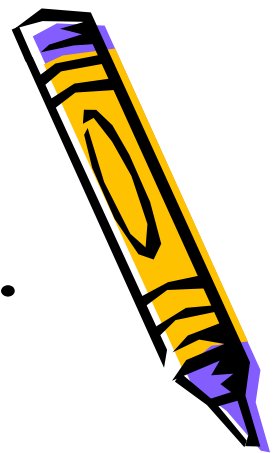


IDEA 2004 includes:

- Procedures to permit IEP team members to be excused from attending an IEP meeting if the team member's area of expertise or focus is not being addressed.
- A process to allow the IEP to be amended without pulling together a meeting of all IEP team members.



An appropriate education is individualized, but it takes a team.



The Team includes:

- The student's parents;
- At least one regular education teacher, if the student participates in regular education;
- At least one special education teacher if the student participates in special education;



IEP Team (cont.)



- A representative of the school district (usually the LEA or principal) qualified to provide, or supervise providing, specially designed instruction to meet the unique needs of students with disabilities and who is knowledgeable about both the general curriculum and the availability of the district's resources;
- An individual who can interpret the evaluation(s) and impact on the child's instruction;

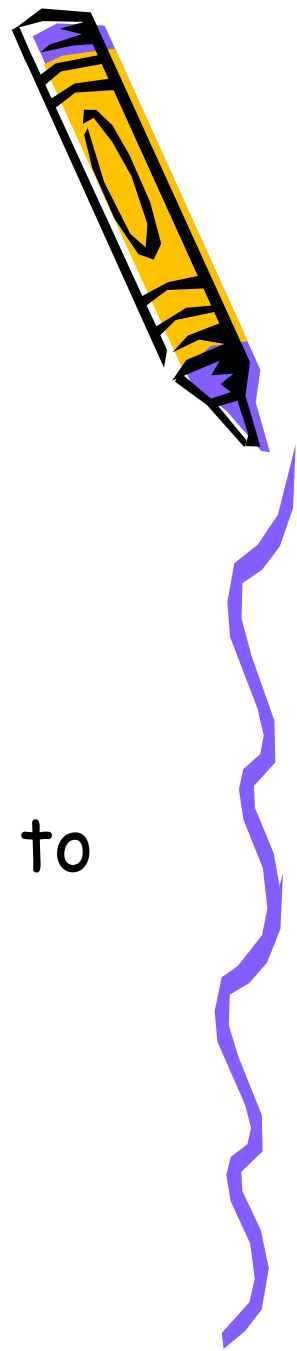


IEP Team (cont.)



- At the parents' or school district's discretion, individuals with prior knowledge regarding the child's needs;
- Student, whenever appropriate;
- Part C service coordinator if the student has received early childhood services and if the parents request help with "transition".



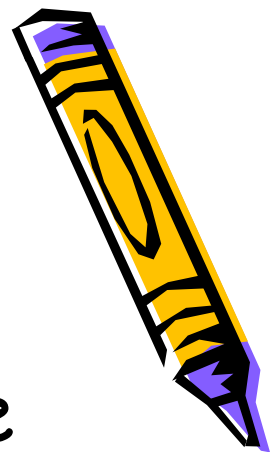


To facilitate parent participation, the school district is required to:

- State purpose of meeting
- Schedule meeting convenient for the parents
- Notify parents in reasonable time prior to
- Provide interpreters to non-English speaking parents



IDEA 2004 encourages alternative means of participating in the IEP meeting; for example, by conference call or video conference.



Team Absences



IDEA 2004 - an IEP member may be excused from attending all or part of an IEP meeting, if:

- the team member's area of the curriculum **will not** be discussed during the meeting; or
- the team member's area of the curriculum or related services **will** be discussed.



When the team member's area will **not be** discussed. .

There are times when a member's area will not be discussed; there are also occasions in which the team member may have provided input related to the team member's area of responsibility or expertise in an earlier portion of the meeting.

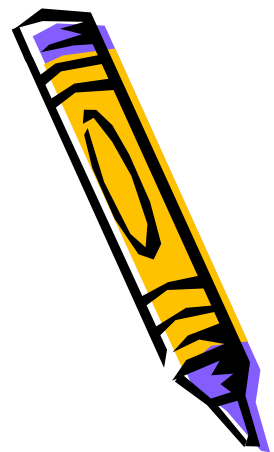
NOTE: both the parents and the school district must agree to excuse an IEP team member from attending.



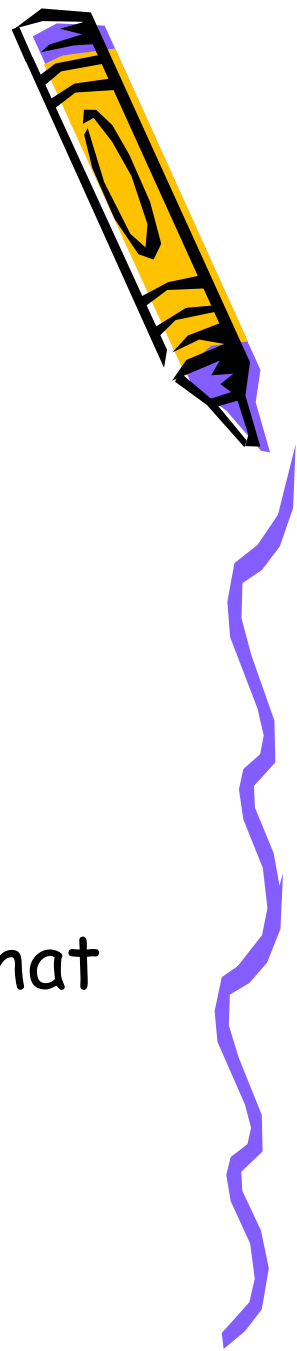
When the team member's area or expertise **will be** discussed. .

But, for some reason, the member cannot attend, the parents and school district can agree to excuse the member.

NOTE: the excused team member **must** submit input into developing the IEP **prior** to the meeting in **writing** to the **parent** and the IEP team.



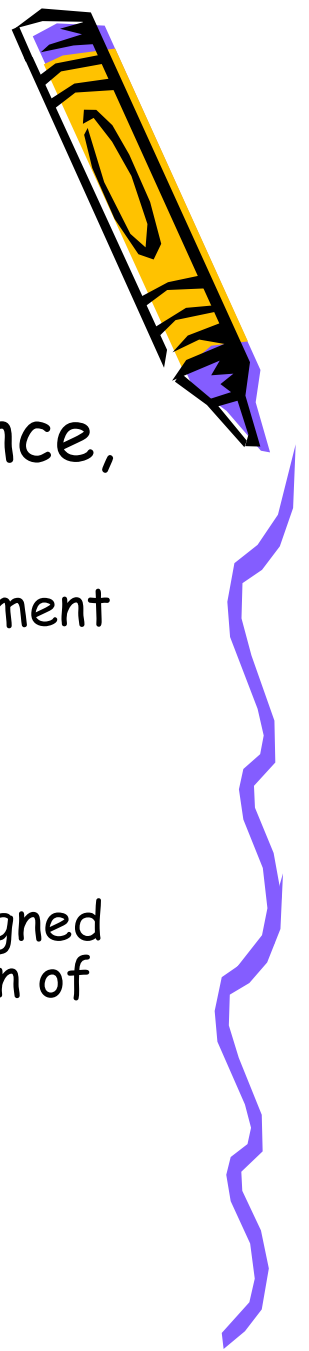
Consideration of Special Factors



- IEP team must take into account the student's strengths, parent's concerns, results of most recent evaluation(s), student's academic, developmental, and functional needs.
- In addition, there are special factors that must be considered.



Components of the IEP



1. State present levels of academic achievement and functional performance, including:
 - a. How the student's disability affects their involvement and progress in the general curriculum;
 - b. (For preschool children, as appropriate) How the disability affects the child's participation in appropriate activities; and
 - c. (For students who take alternate assessments aligned to alternate achievement standards) A description of goals or objectives.



Components (cont.)



2. State measurable annual goals, including academic and functional goals, designed to:
 - a. meet their needs that result from the disability in a way that will enable them to be involved in and make progress in the general curriculum; and
 - b. meet other educational needs that result from their disability.



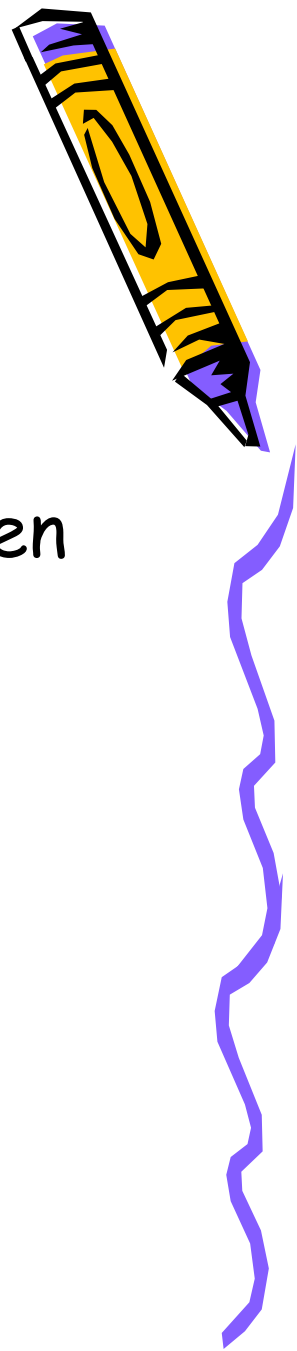
Components (cont.)



3. State how their progress toward meeting the annual goals will be measured and when periodic reports will be provided.
4. State special education, related services, supplementary aids and services to be provided.



Components (cont.)



5. Explanation of the extent that the student will **not** participate with children without disabilities in the regular classroom, extracurricular and nonacademic activities, if any.



Components (cont.)

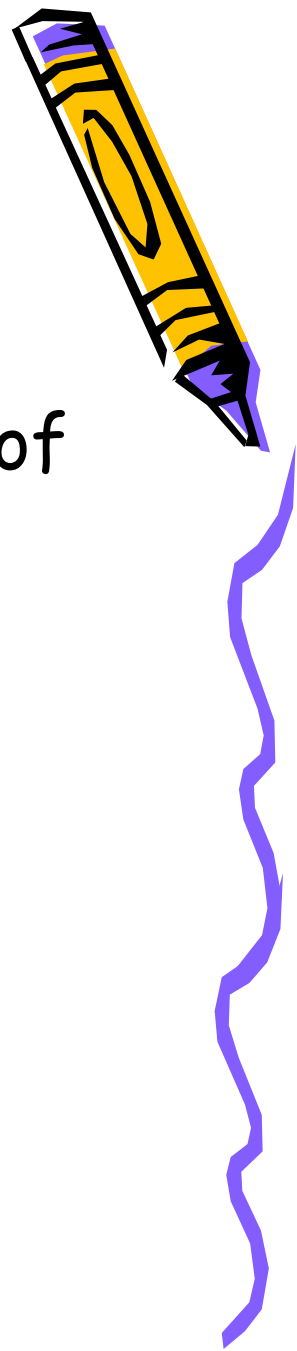


6. State appropriate accommodations necessary to measure academic achievement and functional performance on assessments, and if determined they take an alternate assessment, provide:
 - a. statement why the student cannot participate in the regular assessment;
 - b. statement that the alternate assessment selected is appropriate.



Components (cont.)

7. The **projected date** for the beginning of the services. Anticipated frequency, location, and duration of those services and modifications.



Components (cont.)



8. Transition Plan initiated first IEP meeting held after student turns 16

a. appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and independent living skills

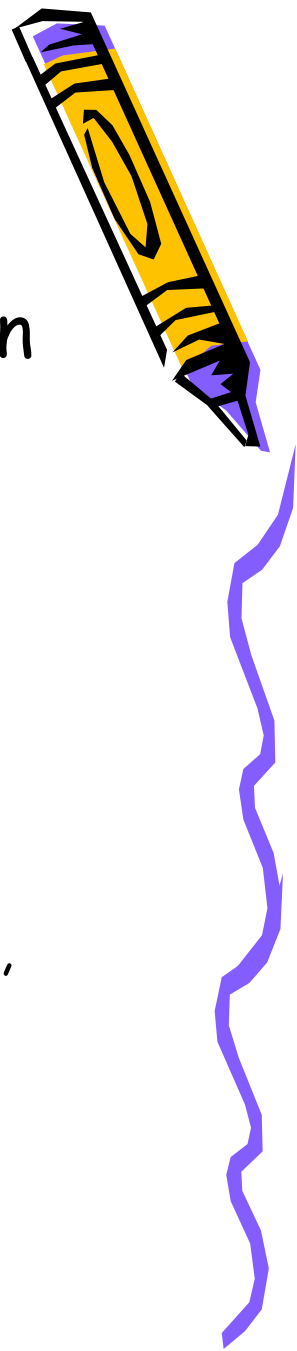
b. the transition services needed to assist the student in reaching those goals;

c. one year prior to 18 years of age, a statement the student has been informed of his rights under IDEA.

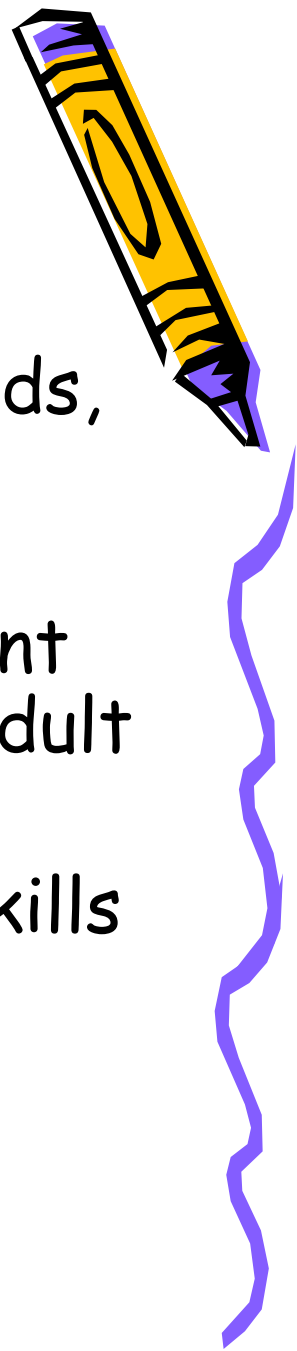


Transition Services

- Transition services should be included in the first IEP at the time the student turns 16.
- A coordinated set of activities that transition the student from school to post-school.
 - a. postsecondary education, vocational training, integrated employment, continuing adult education, adult services, independent living and community participation.



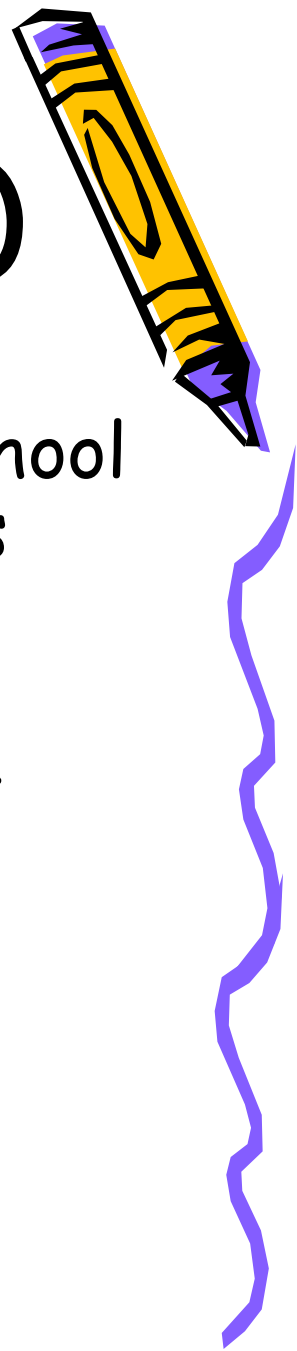
Transition planning. . .



- Based upon the individual student's needs, strengths, preferences and interests.
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives.
- Can also include, acquiring daily living skills and functional vocational evaluation.



Transition planning (cont.)



- Input from agencies, other than the school district, that provide services to adults with disabilities.
- Connect the student to people, organizations, and agencies the student may need to use for assistance in the future.



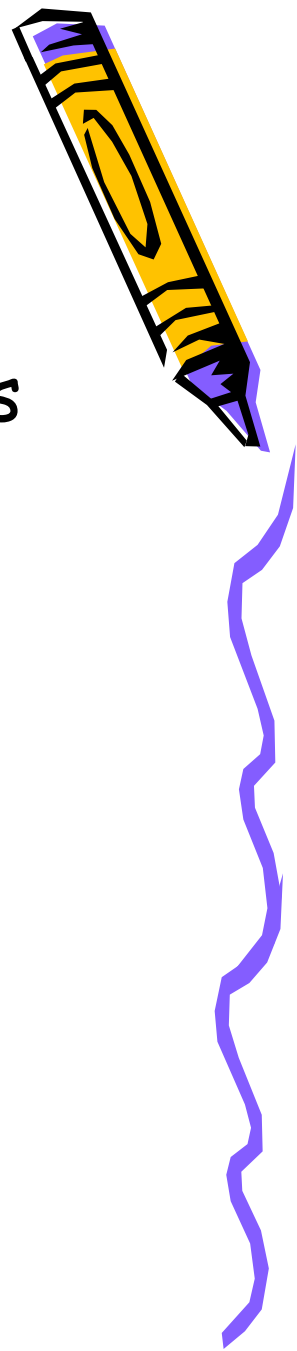
Reviewing, Revising and Amending the IEP



- The IEP must be reviewed annually, but can be reviewed more frequently.
- Under IDEA 2004, if parents and district agree, changes to IEP can be documented in writing and IEP amended without redrafting entire IEP.



Some Final Thoughts



- IEP meetings can be stressful as well as emotional—take someone with you
- Prepare yourself for the meeting
 - Make a list of your concerns
 - Note your child's strengths
 - List goals you'd like to see accomplished
 - Be clear about what you want
 - Know your "bottom line"



More thoughts



- Provide outside evaluations/information
- Ask questions /clarification
- Acknowledge others' positions
- Take notes / keep your original copies
- School is responsible for what is in writing
- Leave with a copy of the IEP
- Volunteer at the school
- Learn the lingo
- Complete survey at annual review



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