



Dissecting an IEP

An In-depth Look at Individual Education Programs (IEP)

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Purposes of the IEP

Involves school personnel and parents in determining required special education and related services

Serves as a written contract that requires school district to provide a FAPE, Free and Appropriate Public Education.

Commits school to providing specific special education and related services in a good faith effort






Purposes of the IEP

Allows government agencies and courts to monitor special education services and school's compliance

Serves as an evaluation with the inclusion of measurable goals and objectives






IEP Mandate

Must meet unique needs of the student
(Individual Educational Plan)

IEP is both a process and a written document
that results in an individualized and
meaningful IEP that provides a FAPE






IEP Development

Within 30 days after eligibility is determined, the IEP team must meet to develop the IEP

It is permissible to bring draft IEP to IEP meeting as long as discussion occurs

Parental consent is required to provide services delineated in the IEP





IEP Development

IEP must be implemented as soon as possible after the IEP meeting unless meeting occurs during a school vacation or when arrangement of services such as transportation are involved

An IEP team member can be excused for all or part of IEP meetings if parents and IEP team agree his/her presence is not necessary

IEP can be developed via alternative means to a face-to-face meeting if parents and school agree





IEP Development

Existing IEP can be amended without meeting if IEP team members agree

IEP can be amended, rather than redrafted, when applicable

Transfer students must receive FAPE in accordance with previous IEP

- Move in meeting
- 




IEP Team

Required participants include:

- ✓ Parents or guardians
- ✓ Special education teacher
- ✓ General education teacher
- ✓ School district representative that can commit district resources (Team Chair/Special Education Teacher)
- ✓ Person who can interpret evaluation results

May include:


- ✓ Related services providers
 - ✓ Student - required at age 16
 - ✓ Transition services personnel
- 



Parental Participation in IEP Meeting

Written notification of meeting must be sent (10 days considered adequate) including purpose, time, location, and attendees (N3)

Meeting must held at mutually agreeable time (Parents can reschedule if need be)
Alternative methods when parents can't attend (phone conversation)





Parental Participation in IEP Meeting

Non-custodial parent can attend IEP meeting if rights are not terminated

Foster parents can be recognized as the student's parent for legal purposes

Surrogate parent can be identified if biological parents cannot be located





Content of the IEP

Parent and/or Student Concerns

- Where parents concerns are inputted
- Where a student's concerns are inputted (if old enough)


Example: Mom is concerned that it is taking Johnny too long to complete his homework and that he doesn't turn it in.





Content of the IEP

Student Strengths (and Key Evaluation Results Summary next slide)

- Student's educational strengths
 - knows multiplication facts fluently
 - Has wonderful background knowledge
 - Interest areas-in/outside of school
 - Johnny enjoys watching Spongebob, reading books, playing with his sister and cats
 - Significant personal attributes
 - Johnny is a kind, friendly, respectful person
 - Personal accomplishments
 - Johnny earned a “Paw” for helping a student at lunch
- 




Content of the IEP

What is student's type of disability (ies)?

- Primary Disability: Autism, Health, Specific Learning Disability
- Secondary Disability: Communication


General Education Performance including MCAS/district test results, achievement towards goals and lack of progress, if any?

- Most recent MCAS scores that have been released
 - Most recent evaluation results summary (WISC-III), (WIAT-III) (WJ) etc
 - Quick summary of general education performance
- 



Content of the IEP

Vision Statement- *“I have a dream.” Martin Luther King*


- Consider the next 1-5 years, what vision do you have for your child?
 - Mom would like to see Johnny passing in his homework more consistently and independently.
 - Beginning no later than age 14, the statement should be based on the student's preferences, interest, include desired outcomes in adult living secondary and working environments
 - Mom would like to see Johnny take STEM classes in Highschool since he enjoys building things and wants to be an engineer when he grows up.
- 



Content of the IEP

Present Levels of Educational Performance

A: General Curriculum, PLEP A


- ✓ Describes how disability affects student's participation in general education/appropriate activities
 - ✓ Includes academic performance; test scores; health; emotional & social development; prevocational/vocational skills
- 



Content of the IEP

Present Levels of Educational Performance


B: Other Educational Needs-speech, behavior, ape

- Affect of Disability on Progress
 - Accommodation(s)
 - Specifically Designed Instruction
 - Content
 - Methodology/Delivery of Instruction
 - Performance Criteria
- 



Content of the IEP


Measurable Annual Goals

- ✓ Based on current level of performance
 - ✓ 1+ goals per identified need(s)
 - ✓ Short-term objectives included for most students with disabilities
 - ✓ Includes how and when measure will occur; reporting at least as often as reports for general education
- 



Content of IEP


Service Delivery Grid

- Grid A: Consultation (Indirect Service)
 - Example: 1 x 10 Speech
 - Grid B: Special Education and Related Services in General Education (Direct Service)
 - Grid C: Special Education and Related Services in Other Settings (Direct Service)
- 



Content of the IEP

Special Education & Related Services

- ✓ Based on student needs, NOT ON AVAILABILITY OF SERVICES
 - ✓ Amount, frequency, & duration of services
 - ✓ Based on peer-reviewed research
- 



Content of IEP


Nonparticipation Justification

- Why does student need to be removed from general education setting?
 - Examples: Speech, small group reading, all in-district programs

Schedule Modification

- Shorter day/longer day
- Shorter year/longer year
 - Extended school year-ESY


Transportation Services

- Transportation to day school/no-special transportation
 - Regular transportation vehicle with modifications/specialized equipment-yes-special transportation
 - Special transportation vehicle with modifications/specialized equipment-yes-special transportation
- 



Content of the IEP

State of District-Wide Assessment (MCAS Testing)

- ✓ Accommodations required for student to participate in high-stakes testing or alternative assessments to be conducted instead
 - ✓ Participates like any other student but with accommodations
 - ✓ Takes Alternate Portfolio Assessment
 - Will not receive diploma with this
- 



Content of the IEP

Additional Information

Other issues related to secondary transition

- Anticipated graduation date
- Interagency responsibilities
- Age of majority transfer of rights
- Referral recommendation

School Assurance

Parent Options/Responses

Bullying Blurb


Efforts to obtain parent/student participation if not in attendance





Content of the IEP


Special Education Placement Consent Form
Dates
Placement Location-should be specific
Placement Parent Options
Signature





Content of the IEP


Time Frame of IEP

- ✓ Initiated as soon as written, unless written during school vacation/summer or when short delay required for services to be provided
 - ✓ Transfer students served within 1 week of transfer
 - ✓ Must be in place before student placed in special education
- 



Content of the IEP


Transition Services

- ✓ Begin at age 16, 14 in some cases
 - ✓ Help students prepare for life after school
 - ✓ Focus on postsecondary education, training, employment, & independent living
 - ✓ Based on measurable postsecondary goals
- 



Content of the IEP


Progress Toward Annual Goals

- ✓ Measurement criteria & procedures for determining progress towards measurable goals
 - ✓ How parents will be informed about student progress - “IEP report card”
- 



Content of the IEP


Special Considerations

- ✓ Behavior intervention plan for students with behavior challenges
 - ✓ Language needs for students with limited English proficiency
 - ✓ Braille instruction/use of Braille for students with visual impairments, unless deemed inappropriate
 - ✓ Communication and language needs for students with hearing impairments
 - ✓ Need for assistive technology devices/services
- 



Content of the IEP

Placement Decisions

- ✓ Made by IEP team, including parents
 - ✓ Determined after IEP developed
 - ✓ Decided after least restrictive environment determined
- 



Substantive Requirements

Parents must be equal partners; however, they do not have absolute veto

IEP must be reviewed annually or sooner if progress is lacking

All teachers involved in implementing IEP must have access to it; must be implemented as written

Districts are still responsible for IEPs of students placed in private school by districts

