

INDIVIDUALIZED EDUCATION PROGRAM

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within the district's jurisdiction. (34 CFR 300.323)

MEMBERS OF THE IEP TEAM

The IEP team for any student shall include at least the following members: (20 USC 1414(d)(1); 34 CFR 300.321)

1. The parents/guardians of the student with a disability.
2. If the student is or may be participating in the regular education program, not less than one regular education teacher.
3. Not less than one special education teacher, or where appropriate, not less than one special education provider for the student.
4. A representative of the district who is:
 - a. qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - b. knowledgeable of the general curriculum; and
 - c. knowledgeable about the availability of district and state resources.
5. An individual who can interpret the instructional implication of evaluation results, who may already be a member of the team as described above.
6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate.
7. Whenever appropriate, the student with a disability.
8. Transition service participants, to include:
 - a. The student with the disability if a purpose of the meeting will be to consider post-secondary goals and transition services needed to assist the student to meet those goals. If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.
 - b. To the extent appropriate and with consent of the parent or student who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services.

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9. For students enrolled in a private school who receive special education services from the District, a representative of the private school.

In addition, any of the following may participate, as appropriate:

1. Related services personnel if the student's evaluation indicates the need for a specific related service.
2. Any other person whose competence is needed because of the nature and extent of the student's disability.
3. A public agency representative fluent in the student's primary language.

IEP MEETINGS

The IEP team shall meet: (20 USC 1414(d))

1. Within 30 days of determining a child eligible for special education and related services.
2. When considering a change in the IEP, including placement.
3. Whenever the parent/guardian or other IEP team member makes a request for a meeting to develop, review or revise the IEP.
4. On or before the annual review date to:
 - a. Review the student's progress and to determine whether the student's annual goals are being achieved.
 - b. Review the IEP and the appropriateness of placement.
 - c. Make any necessary revisions to the IEP.
5. To review or create an assessment plan to develop a behavior intervention plan in discipline matters related to suspensions or expulsions.

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 CFR 300.322). When conducting IEP meetings, the parent and district may agree to use alternative means to attend or participate in the meeting, such as video conferences or telephone conference calls.

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An IEP meeting may be conducted without a parent/guardian in attendance only if the district is unable to convince the parent/guardian that he/she should attend. In this case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, such as: (34 CFR 300.322)

1. detailed records of telephone calls made or attempted and the results of those calls;
2. copies of correspondence sent to the parent/guardian and any response received; and
3. detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

CONTENTS OF THE IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: (20 USC 1414(d); 34 CFR 300.320 and 300.324; AS 14.30.278; 4 AAC 52.140)

1. A statement of the present levels of the student's academic achievement and functional performance, including of the following:
 - a. How the student's disability affects his/her involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students).
 - b. How the student will be involved and progress in the general education curriculum.
 - c. For the preschool child, as appropriate, how the disability affects his/her participation in appropriate activities.
2. A statement of measurable annual goals, including both academic and functional goals and short-term objectives or benchmarks related to:
 - a. Meeting the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general curriculum.

For a preschool child, as appropriate, meeting the child's needs that result from his/her disability to enable the child to participate in appropriate activities.
 - b. Meeting each of the student's other educational needs that result from the student's disability.
3. A statement of the program modification accommodations for the student and support that will be provided to school personnel in order for the student to:
 - a. Advance appropriately towards attaining the annual goals.
 - b. Be involved and progress in the general curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities.

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(cf. 6145 – *Extracurricular and Co-curricular Activities*)

- c. Be educated and participate with other students, with and without disabilities, in the activities in this item.

(cf. 3541.2 – *Transportation of Exceptional Children*)

4. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in the activities described in item #3 above.
5. A statement of any individual accommodations in the administration of state or districtwide assessments that are necessary to measure academic achievement and functional performance in such assessment.
 - a. If the IEP team determines that the student will take an alternate districtwide assessment of student achievement (or part of such an assessment), a statement of:
 - (1) why the student cannot participate in the regular assessment; and
 - (2) identify the particular alternate assessment selected and why it is appropriate for the student.
6. The projected date for the beginning of the services and modifications described in item #3 above and the anticipated frequency, location and duration of those services and modifications.
7. A statement of secondary transition service needs, as follows:
 - a. Beginning at 16, and annually thereafter, a statement of appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.
 - b. The transition services (including courses of study) needed to assist the student in reaching those goals.
 - c. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to IDEA that will transfer to the student upon reaching age 18.
8. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.
 - a. How the student's progress toward the annual goals described in item #2 above will be measured.
 - b. When the student's parents/guardians will be regularly informed (by such means as periodic reports on progress), at least as often as parent/guardians of students without disabilities, of:
 - (1) Their child's progress towards the annual goals described in item #2 above.

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- (2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.

- 10. A statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student and a statement of the program modifications or supports for school personnel that will be provided for the student.

(cf. 6146.5 – Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Where appropriate, the IEP shall also include:

- 1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district’s prescribed course of study and to meet or exceed proficiency standards required for graduation.
- 2. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English.
- 3. Extended school year services when needed, as determined by the IEP team.
- 4. Provision for transition into the regular education program if the student is to be transferred from a special class or center, or nonpublic, nonsectarian school, into a regular education program in a public school for any part of the school day.

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.
- b. Support the transition of the student from the special education program into the regular education program.

(cf. 6178 – Vocational Education)

(cf. 6181 – Charter Schools)

- 5. Specialized services, materials and equipment for students with low incidence disabilities.

DEVELOPMENT, REVIEW AND REVISION OF THE IEP

In developing or revising the IEP, the IEP team shall consider the following: (20 USC 1414(d); 34 CFR 300.324).

- 1. The strengths of the student.
- 2. The concerns of the parents/guardians for enhancing the education of their child.
- 3. The results of the initial evaluation or most recent evaluation of the student.

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4. The academic, developmental, and functional needs of the student.
5. As appropriate, the results of the student's performance on any general state or districtwide assessment programs.
6. In the case of a student whose behavior impedes his/her learning or that of others, if appropriate, positive behavioral interventions, strategies and supports to address that behavior.
7. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP.
8. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the student.
9. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
10. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items 1-10 above, the IEP team determines that a student needs a particular device or service in order to receive a free and appropriate public education (FAPE), the IEP team must include a statement to that effect in the student's IEP. (34 CFR 300.324)

The IEP may be revised, as appropriate, to address: (20 USC 1414(d)).

1. Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate.
2. The results of any reevaluation conducted.
3. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 20 USC 1414(c)(1)(B).
4. The student's anticipated needs.
5. Other matters.

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review and revision of the student's IEP. (34 CFR 300.324)

PARENT/GUARDIAN NOTICE

The Superintendent or designee shall send parent/guardians notice of the IEP team meetings early enough to ensure that they will have an opportunity to attend. This notice shall: (34 CFR 300.322)

1. Indicate the purpose, time and location of the meeting.
2. Indicate who has been invited to attend and their role.

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3. Inform the parents/guardians of the provisions of 34 CFR 300.321(a)(6) and (c), relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student.
4. For students age 16, or younger when appropriate:
 - a. Indicate that the purpose of the meeting is the consideration of needed transition services for the student.
 - b. Indicate that the district will invite the student to the IEP meeting.
 - c. Identify any other agency that will be invited to send a representative, assuming the parent or eligible student consents.

Added 1/12

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