

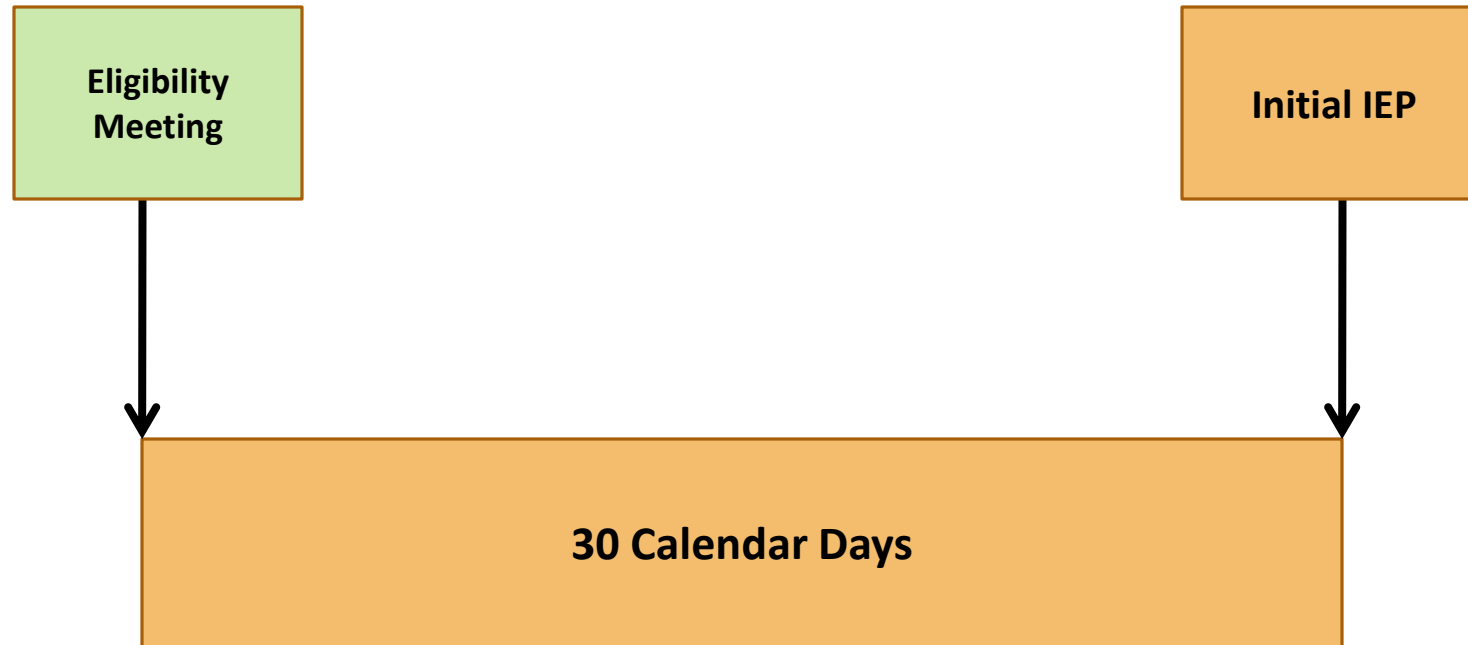
Individualized Education Program (IEP) Back to the Basics

SEAC, DECEMBER 6, 2017

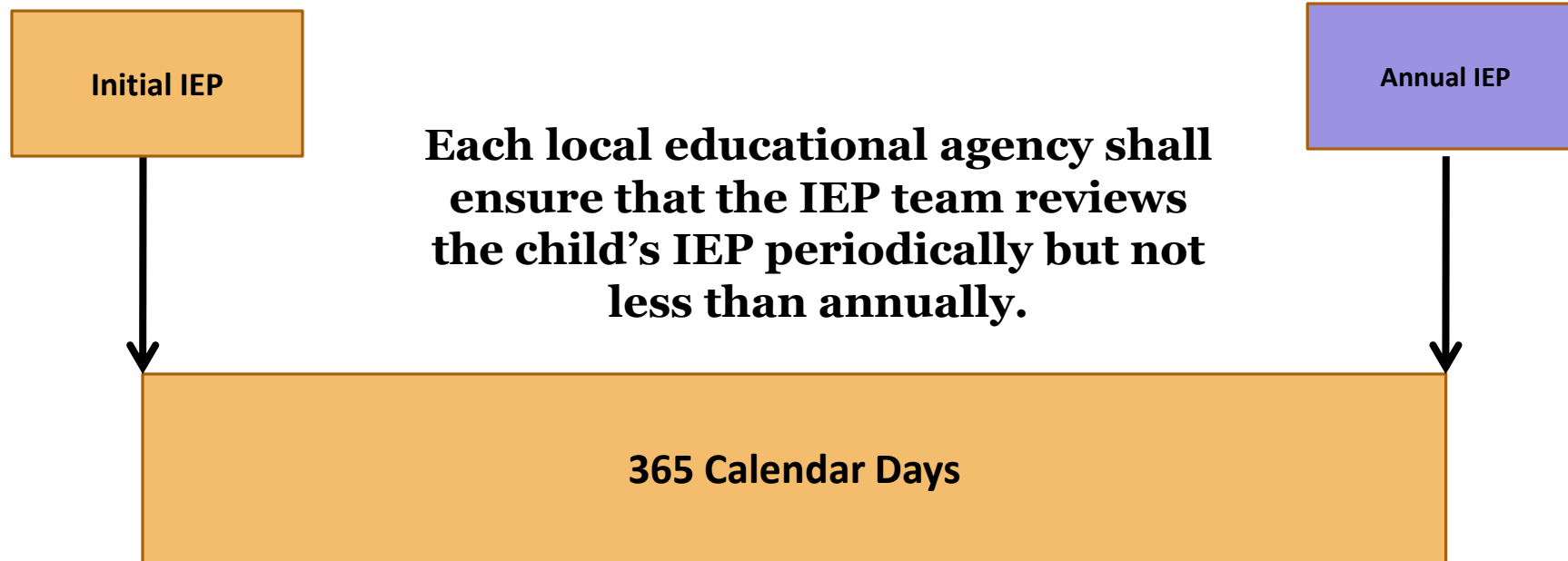
MEGAN WAGNER

SPECIAL EDUCATION SUPERVISOR

Initial Eligibility To Initial IEP



Initial IEP to Annual IEP



Each local educational agency shall ensure that the IEP team reviews the child's IEP periodically but not less than annually.

The annual IEP can be held at any time prior to 365 days at the request of a team member.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The PLAAFP contains a statement of the child's performance including:

- **Student's assessment history and eligibility documentation**
- **The impact of the disability**
- **Progress based on data collected within the current school year**
- **Strengths**
- **Need(s)/Weaknesses.**
- **Functional abilities, needs, and transition.**
- **Concerns of the Parent for Enhancing the Education of their Child**
- **Factors for IEP Team Consideration**

Factors for IEP Team Considerations

- **In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports.**
- **In the case of a child with limited English proficiency, consider language needs**
- **In the case of a child who is blind or visually impaired, provide for instruction in Braille and use of Braille.**
- **Consider the communication needs of the child**
- **Consider the child's needs for benchmarks or short term objectives**
- **In the case of a child who is deaf or hard of hearing, consider the child's language and communication needs.**
- **Consider whether the child requires assistive technology devices and services**

Measurable Annual Goals

- **The IEP must state measurable annual goals, including academic and functional goals for your child, that he/she can accomplish in one year.**
- **Annual goals (as deemed required) may include short term objectives or benchmarks.**
- **If your child's IEP provides that your child will participate in alternative assessments that reflect alternative achievement standards, the IEP are required to include benchmarks or short-term objectives.**
- **The goals must relate to meeting the needs that result from your child's disability.**

Measuring Progress

The IEP must state:

- **How your child's progress toward the annual goal will be measured;**
- **When you will receive periodic reports on your child's progress toward meeting his or her annual goals.**

Progress reports are provided on a quarterly basis on a timeline consistent with report cards.

Participation in State and Division Wide Assessments

The IEP must include a statement explaining:

- **Any accommodations or modifications for the state or divisionwide assessments;**
- **Reasons for your child's nonparticipation in the state or divisionwide assessments;**
- **How your child's nonparticipation in these assessments will affect his or her promotion and diploma status**
- **How your child will be assessed in each area of nonparticipation, and why the particular alternate assessment is appropriate for your child.**

Special Education Services

This statement also includes changes to the program or supports for school personnel that will be provided for your child to:

- **Advance appropriately toward attaining the annual goals;**
- **Be involved and progress in the general curriculum;**
- **Participate in extracurricular and other nonacademic activities**

Special Education Services Cont.

The IEP must state:

- **What month, day, and year the services will start;**
- **How often they will be provided;**
- **Where they will be provided; and,**
- **How long they will last.**

The IEP must include an explanation about the extent of your child's nonparticipation in general education classes and activities.

Least Restrictive Environment (LRE)

- **LRE means that children with disabilities are educated with children without disabilities to the maximum extent appropriate.**
- **Your child must not be placed in special classes or separate schools unless education in general education classes with aids and services cannot be achieved satisfactorily.**
- **Similarly, your child must be able to participate with children without disabilities, to the maximum extent appropriate, in nonacademic activities such as meals and recess, or extracurricular activities.**

Related Services

- **Related Services means transportation and such developmental, corrective, and other supportive services as are required for a child with a disability to benefit from special education.**
- **Can include but are not limited to: speech-language, physical therapy, occupational therapy, counseling services, and nursing services.**
- **A child who is eligible for special education is then eligible for related services, as deemed required by the IEP team in order to benefit from their special education services.**
- **The type and amount of related services a child needs is determined by the IEP team.**

Extended School Year

Extended school year services shall be provided if a child's IEP team determines on an individual basis that the services are necessary for the provision of a free appropriate public education to the child, because the benefits a child with a disability gains during the regular school year will be significantly jeopardized if extended school year services are not provided.

Transition Plan

- **Before your child enters secondary school, but no later than the first IEP to be in effect when your child reaches age 14 (or younger, if the IEP team decides it's appropriate), your child's IEP must include:**
- **Post-secondary goals, appropriate to your child's age, which are measurable and based on age-appropriate assessments. The goals should relate to training, education, employment, and if appropriate, independent living;**
- **Transition services which must be based on your child's needs and take into account your child's strengths, preferences, and interests. These services may also include activities such as instruction, related services, and community experiences.**

Prior Written Notice

Parents must receive this notice when the school proposes or refuses to:

- a. Initiate or change your child's identification**
- b. Initiate an evaluation**
- c. Initiate or change your child's educational placement (including graduation with a standard or advanced studies diploma)**
- d. Initiate or change the provision of a free appropriate public education for your child**

Prior Written Notices are typically provided no later than 10 business days following the IEP meeting.

Procedural Safeguards Notice

Another type of notice is the procedural safeguards notice, which provides an explanation of your legal rights.

A copy of the procedural safeguards notice must be given once a year.

http://www.doe.virginia.gov/special_ed/regulations/state/procedural_safeguards/english_procedural_safeguards.pdf

Parent Participation

- **Parents must be provided an opportunity to participate in meetings concerning your child's special education identification, evaluation, and educational placement and the provision of free appropriate public education (FAPE) to him or her.**
- **The school must provide notice of a meeting early enough to ensure that you have an opportunity to participate.**

How Can I Support and Encourage My Child's Learning?

- **Talk with other parents of children with disabilities, contact Parent Resource Services, get involved in a local parent group, and attend workshops to learn more about the education of children with disabilities.**
- **Attend all meetings concerning your child**
- **Contact your school when you have questions.**
- **Communicate requests, concerns, or problems**
- **Explain any special equipment, medication, or medical problem your child has.**

How Can I Support and Encourage My Child's Learning? (cont.)

- **Let the teacher(s) know about any activities or big events that may influence your child's performance in school.**
- **Ask the teacher(s) how you can build upon your child's school activities at home.**
- **Encourage behavior that leads to success in school**

**Remember that YOU and the SCHOOL want success for your child.
Working together can make this happen.**

Resources

Staff Supports within LCPS:

- **General Education Teacher / Special Education Teacher / Case Manager**
- **Assistant Principal**
- **Principal**
- **Special Education Supervisor**

The Parent Resource Services can be of support at any time throughout any process.

Resources Cont.

Also available to you are more formal procedures for resolving disputes:

- **Mediation**
- **Due process hearing**
- **Complaint**

Parent Resource Services:

www.lcps.org/parentresourceservices

Virginia Department of Education:

http://www.doe.virginia.gov/special_ed/index.shtml

United States Department of Education: <http://www.ed.gov>