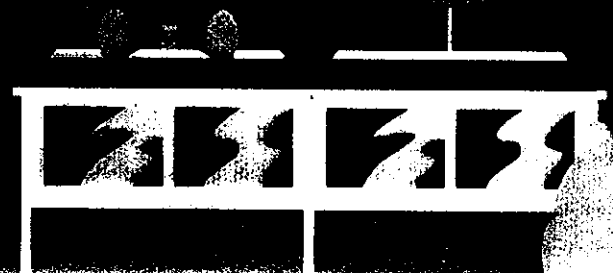
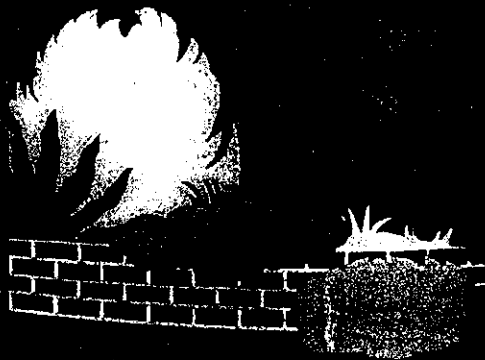
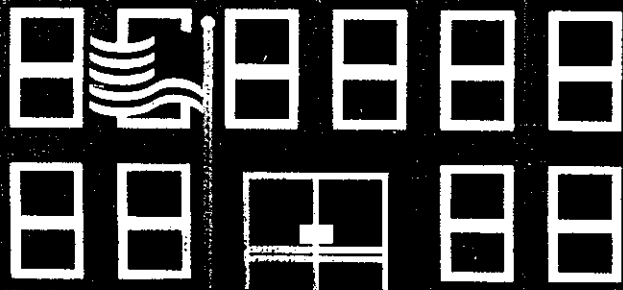




INDIVIDUALIZED EDUCATION PROGRAM (IEP)

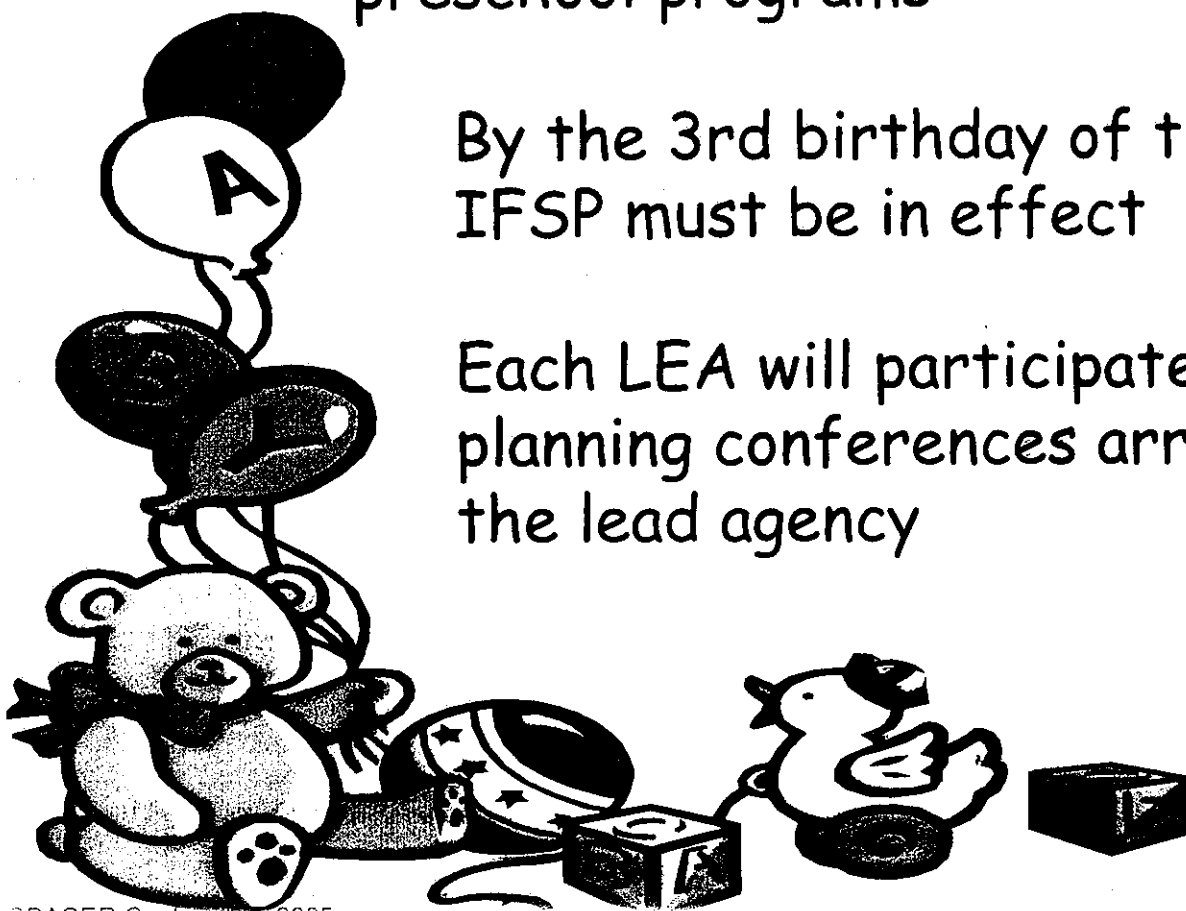


Transition from early intervention to preschool programs

Children in early intervention programs must experience a smooth and effective transition to preschool programs

By the 3rd birthday of the child, an IEP or IFSP must be in effect

Each LEA will participate in transition planning conferences arranged by the lead agency



Individual Family Service Plan

Birth
through
2 years



3 – 5?



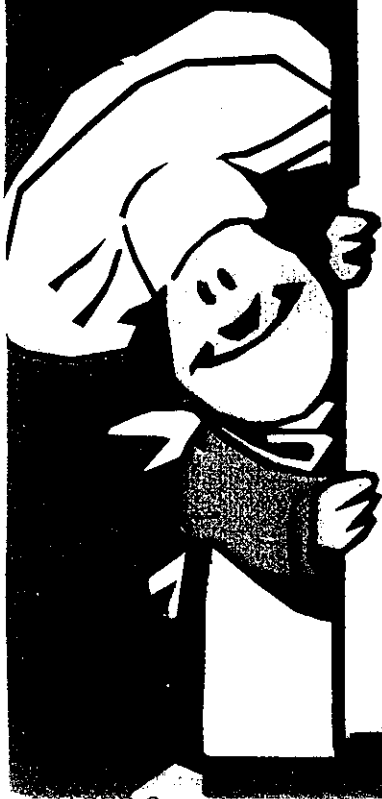
Family-centered
Multi-disciplinary
Coordinated

State policy
Parent agrees

Conference Planning

IEP Parent tips:

- ✦ Ask for and review evaluation data
- ✦ Know who will attend the meeting
- ✦ Gather information to share: medical, psychological, other assessments
- ✦ Write down your questions
- ✦ Write down your priorities
- ✦ Let someone know if the meeting time does not work for you



I E P T E A M

Members of the team

- ◆ Parent
- ◆ Regular education teacher
- ◆ Special education teacher
- ◆ LEA representative*
- ◆ A person who can interpret evaluation results
- ◆ Others with knowledge or expertise
- ◆ Child, when appropriate

*qualified to provide or supervise special education and knows about general curriculum and LEA resources

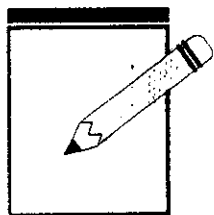
Members of the team

*Parent
agrees in
writing

- ◆ Attendance is not necessary* when an IEP team member's area is not modified or discussed
- ◆ A team member may be excused from attendance when the parent and the agency consent* to the excusal and
- ◆ The member submits input in writing to the parent and the team

*Parent
consents
in writing

If parent requests, the part C coordinator or other representatives shall be invited to the initial IEP meeting for a child who is transitioning from the part C system



IEP Components

written statements of.....

1. Present levels of academic achievement:

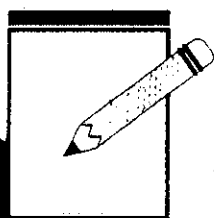
- ✓ how disability affects involvement and progress in the general curriculum



- ✓ for preschool age children, how disability affects participation in appropriate activities



- ✓ For children taking alternate assessments, benchmarks or short term objectives

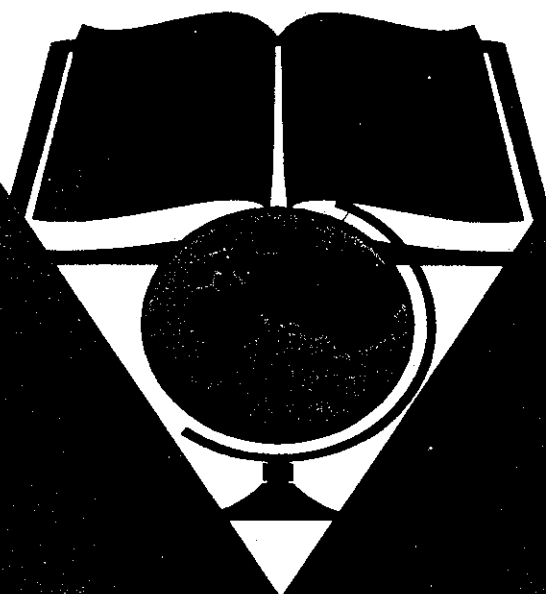


IEP Components

written statements of.....

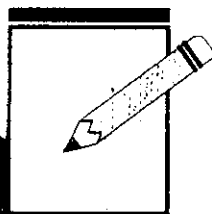
2. Measurable annual goals, including academic and functional goals to meet—

- ✓ Needs so the child can be involved and make progress in the general education curriculum
- ✓ Other educational needs that result from disability



Billy's IEP goals

3. How progress will be measured and when reports of progress will be issued



IEP Components

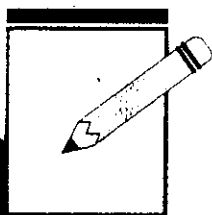
written statements of.....

4. Special education and related services and other supports and services for child to:

- advance toward annual goals
- progress in the general curriculum
- participate in extracurricular and non-academic activities
- be educated and participate with all children



5. Extent the child will not participate with non-disabled children in regular classes or activities



IEP Components

written statements of.....

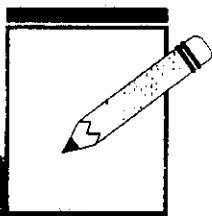
6. Any individual accommodations needed to measure academic achievement and functional performance on State and districtwide assessments

If the IEP team determines alternate assessment is needed, a statement of why—

- ◆ child cannot take regular assessment
- ◆ the alternate assessment is appropriate

7. Date services and modifications begin, and their frequency, location, and duration





State and Districtwide Assessments

All children with disabilities are expected to participate in all general State and districtwide assessments

➤ Accommodations as needed

➤ Alternate assessments as indicated in the IEP

- Aligned with State academic standards
- May measure achievement against State's alternate achievement standards



IEP Components

Annually, beginning at age 16

Goals based on age appropriate
transition assessments related to:

Training

Education

Employment

Independent living skills
(where appropriate)

Transition services needed
to reach the goals

One year before age of majority, a statement that the child has been
informed of rights that transfer to the child on majority



Transition Services

Coordinated set of activities

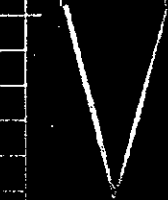
1. Results-oriented, focused on improving academic and functional achievement
2. Based on student needs, considering the student's interests and preferences
3. Includes instruction, related services, community experience, employment and other post-school adult living objectives, and when appropriate, daily living skills and functional vocational evaluation



Transfer of Rights

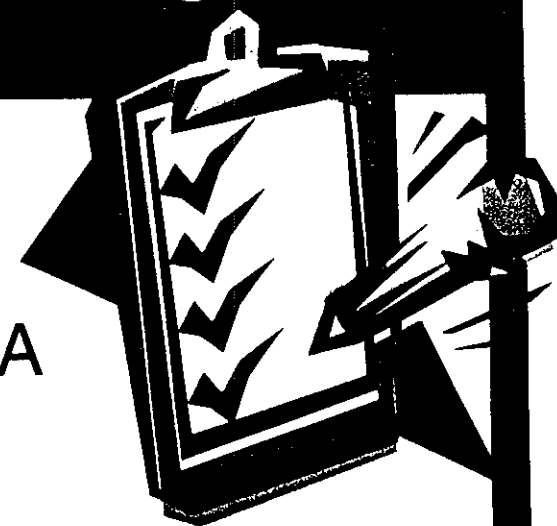
If a State transfers educational rights to students upon reaching the age of majority:

- Special education notice is provided to both the child and the parents
- All other rights given to parents transfer to the child, including to children in corrections
- The agency must notify both the individual student and the parents of the transfer of rights



Individualized Education Programs

- ✓ In effect at start of each school year
- ✓ In-state school district transfers:
FAPE, comparable services until the LEA
 - Adopts the previous IEP or
 - Develops new IEP
- ✓ Outside the state transfers:
FAPE, comparable services to old IEP until LEA:
 - Conducts an evaluation (if needed) and
 - Develops a new IEP
- ✓ Transmittal of records
 - New school must try to obtain records from previous
 - Previous school must take steps to respond



IEP Development

The team shall consider....

- The child's strengths and the concerns of parents for their education
- Results of initial or most recent evaluation
- Academic, developmental and functional needs



Special Factors

The team shall consider....

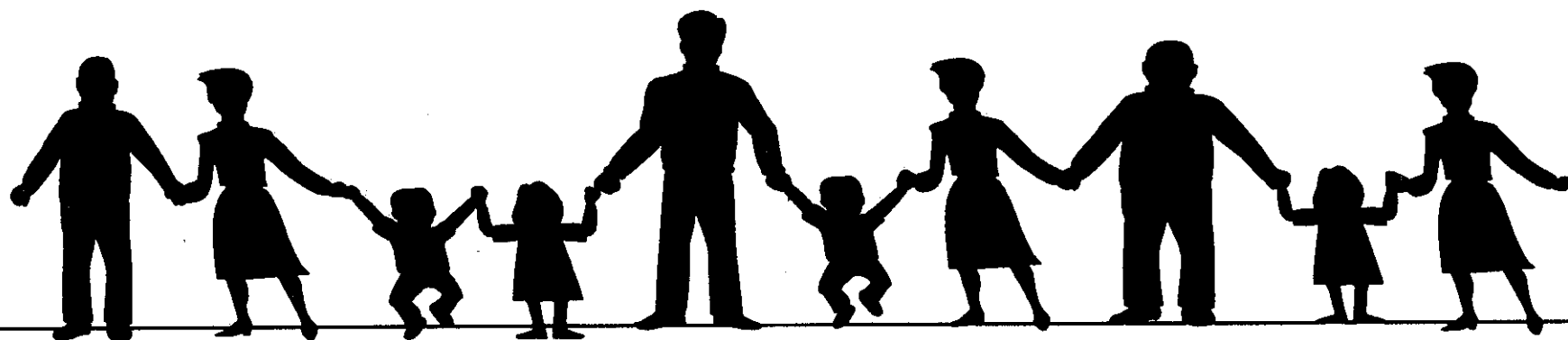
In the case of a child whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions, supports and other strategies to address that behavior



Special Factors

The team shall consider....

For a child with limited English proficiency,
consider the language needs of the child as they
relate to the child's IEP

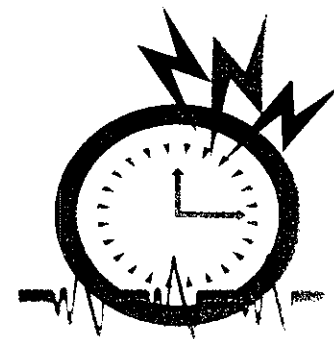


For a child who is blind or visually impaired,
provide instruction in Braille and the use of Braille,
unless the IEP team determines, after an
evaluation, that it is not appropriate

Special Factors

The team shall consider....

- The communication needs of children
- For a child who is deaf or hard of hearing:
 - language and communication needs
 - direct communication with peers/professionals in the child's language and communication mode
 - academic level
 - full needs, including direct instruction in the child's language and communication
- Whether child needs assistive technology devices and services



IEPs: Parents need to know

- ✦ To extent appropriate, the regular education teacher helps develop the IEP
- ✦ Parent and school may agree, *after the first annual IEP meeting*, to amend or modify the IEP without having another meeting that school year
- ✦ Reevaluations and IEP team meetings may be held at the same time
- ✦ The IEP may be changed at or without a meeting, and may have an amended page. **Parents may request a copy of the amended IEP**

IEPs: Parents need to know

A black and white photograph of a woman with dark hair, smiling, and holding a folder or book.

● EDUCATIONAL PLACEMENTS:

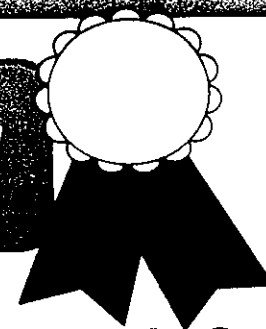
Parents are members of any group that makes decisions on placement`

● ALTERNATIVE WAYS TO MEET:

Parents and schools may agree to conduct IEP meetings, placement meetings or other meetings using alternative means (such as videos, conference calls)



IEPs: Parents need to know



I am unique!

- ✓ Are the IEP goals measurable?
- ✓ Is my child in the regular education environment all or part of the day? Why or why not?
 - ✓ Does the IEP list modifications, accommodations and supports, including for State and district-wide test accommodations?
- ✓ Is the school expecting the kind of progress I believe my child should make?
- ✓ Is my child expected (and able) to meet graduation requirements?
- ✓ When will the IEP be reviewed?

