WHAT IS AN IEP?

IEP DEFINITION

Individualized Education Plan (IEP)
- Written document that explains the individualized educational plan/program for a student with an exceptionality, including the goals and services needed to provide specialized instruction, which will enable the student to progress in the general education curriculum

IEP PURPOSE

- Set appropriate educational goals for a student with an exceptionality
- Define what services are needed for a student with an exceptionality to receive a free, appropriate public education (FAPE)

IEP DEVELOPMENT

When is the IEP developed?
- After a student is first determined to have a disability or exceptionality, the IEP must be developed within 30 calendar days (and also within 60 school days from when the school receives the

parents' consent to the special education evaluation until the start of the special education services)

- ◆ The student's IEP is then reviewed annually

IEP Team

- ◆ The IEP team works together to develop an appropriate IEP for the student. The team includes:
  - Legal education decision maker of the student (parents, student who is 18 or older, legal guardian)
  - At least one regular education teacher
  - At least one special education teacher
  - Principal (or other representative of the local education agency)
  - Others who have knowledge or special expertise about the student
  - Student (The student must be invited, starting at age 14 when transition services are discussed)
  - Parents may also invite individuals who have knowledge or special expertise about the student
  - Persons from outside agencies that are likely to provide transition services (starting at age 14 or older, when post-secondary goals and transition are discussed)

IEP CONTENT

What is in an IEP?

- ◆ **Present Levels of Academic Achievement and Functional Performance (PLAAFPs)**

- o Describes how the student is performing & how the student's exceptionality affects his/her progress in the general education curriculum in the following areas:
  - Health
  - Social/Emotional
  - General Intelligence
  - Academic
  - Communication
  - Skills Needed for Transition (for students 14 and older)
- o The parent's information and concerns about the student's education are also discussed and documented
- o The present levels of academic achievement and functional performance include the baseline data that is utilized to develop Annual Goals

- ◆ **Annual Goals**
  - o The IEP team develops measureable academic or functional goals
    - Annual Goals are developed in relation to the student's needs
    - Annual Goals allow the student to be involved in and progress in the general education curriculum
    - The student should be able to reasonably accomplish the Annual Goals within the IEP year
    - Annual Goals must be measureable and contain the following components:

      timeframe, condition, behavior, criteria

      Example:

      By the next annual IEP, Anne will read 90 words per minute with 0 errors when given a 2nd grade level oral reading fluency passage.

- After developing Annual Goals, the IEP Team determines the services and supports needed to make it possible for the student to attain Annual Goals

◆ **Benchmarks/Short Term Objectives**
- Only required if student takes the alternate assessment
- Benchmarks are major milestones along the way to achieving the IEP Annual Goal
- Short Term Objectives are instructional steps to achieve the IEP Annual Goal

(The IEP will also include a description of how progress toward meeting the Annual Goals will be measured.)

◆ **Special Education Services**
- Specially designed, individualized services that enable the student to make progress toward Annual Goals

Examples:

- Special education services in the general education Reading class
- Special education services in the special education classroom for Reading

◆ **Related Services**
- Special services that are needed to support the special education services which will enable the student to make progress toward Annual Goals

Examples:

- Speech/Language services (if not an exceptionality)
- Physical Therapy services (if not an exceptionality)

◆ **Supplementary Aids & Services**
  o Services, aids and supports that are provided so that the student will be able to participate with general education peers to the maximum extent appropriate
    ▪ Includes Accommodations, which are a change in formatting, timing, setting, scheduling, response or presentation

      Examples:

      - Read aloud
      - Extended time

◆ **Program Modifications**
  o When a student requires more than accommodations to participate in the general education curriculum, the student may require modifications
    ▪ Modifications change what is being measured

      Examples:

      - Alternate assignments/tests
      - Shortened assignments that focus on key concepts

◆ **Supports for School Personnel**

- Supports needed for staff that need to be provided so the student will be able to advance appropriately toward attaining annual goals and to be involved and progress in the general education curriculum

    Examples:

    - Sign language training
    - Software program training

In summary, the IEP Team discusses and documents the student's Present Levels of Academic Achievement and Functional Performance, utilizing the data to determine IEP Goals and Services that will enable to the student to receive a free, appropriate public education (FAPE).

PLAAFPs → GOALS → SERVICES

- ◆ **FREQUENCY, LOCATION & DURATION**

    - **Frequency** is how often the service/support will be provided
      Examples:

        - Two days per week
        - Once per quarter

    - **Location** is where the service will be provided in relation to general education peers
      Examples:

        - General education classroom

- Special education classroom

- **Duration** is how long the service/support will be provided Examples:

  - Thirty minutes
  - Length of the individualized testing session
- **The following IEP services/supports must specify frequency, location and duration**
  - Special Education Services
  - Related Services
  - Supplementary Aids & Services
  - Program Modifications
  - Supports for School Personnel

- **Transition Services & Post-Secondary Goals**
  - At age 14, or earlier, if needed
  - Provided for students with disabilities
  - Student and team determine appropriate Post-Secondary Goals (Post-Secondary Training/Education, Career/Job, and Independent Living, if needed)
  - IEP Team then determines transition services needed in order to meet Post-Secondary Goals
  - Explains plans for graduation- if needed, some students may attend school until the end of the school year that the student turns 21

When the student turns 17, the IEP must also include that the parent and student have been informed that rights related to educational decisions will be transferred to the student at age 18.

- ◆ **Participation in the General Education Curriculum and Environment**
  - o The IEP must explain the time when the student will not participate in
    - ▪ the general education environment
    - ▪ extracurricular activities
    - ▪ nonacademic activities

- ◆ **State and District Assessments**
  - o Accommodations for state and district assessments needed by the student will be documented in the IEP
  - o The IEP Team may decide that a particular state or district assessment is not appropriate. The following are options for the state assessment:
    - ▪ General Assessment with or without accommodations
    - ▪ Kansas Alternate Assessment
      - • If student meets criteria
      - • If student will take the Alternate Assessment, the IEP will include:
        - o Why the General Assessment is not appropriate
        - o Why the Alternate Assessment is appropriate

- ◆ **Special Situations**
  - o Some students may have special needs that may require special services

- Behavior issues- the IEP Team may consider strategies including Positive Behavioral Interventions and Supports (PBIS)
- Limited English proficiency- the IEP Team will consider the language needs of the student as they relate to the IEP
- Blind or visually impaired- the IEP Team will consider whether instruction in Braille is appropriate
- Deaf or hard of hearing- the IEP Team will consider the student's language and communication needs
- Assistive Technology- the IEP Team will consider the need for assistive technology and services

QUESTIONS?

- ◆ Contact your student's special education teacher/provider or the school psychologist who is conducting the evaluation
- ◆ Kansas State Department of Education: Parent Rights in Special Education (Procedural Safeguards) Document: http://www.ksde.org/Portals/0/SES/forms/KSDE_IDEA_Part_B_ProcSafeguardsKansas.pdf
- ◆ Disability Rights Center of Kansas (DRC): http://www.drckansas.org/
- ◆ Families Together, Inc: http://www.familiestogetherinc.com/
- ◆ Kansas Parent Information Center (KPIRC): http://ksdetasn.org/kpirc

DOCUMENT SOURCES

-Adapted from KSDE's "Parent's Guide to Special Education in Kansas", http://www.ksde.org/Portals/0/SES/pubs/spedguide.pdf

-Kansas Special Education Services Process Handbook, Kansas State Department of Education, Special Education Services. http://www.ksde.org/Portals/0/SES/PH/PH-complete.pdf?ver=2015-01-30-144654-223

-Individuals with Disabilities Improvement Act of 2004. http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2C