

## Individual Education Plan

Regulations governing the development and content of an Individual Education Program are contained in Federal Law, the Individuals with Disabilities Education Act (IDEA), P.L. 105-17, and in the Washington Administrative Code (WAC 392-172).

All students who have been found eligible for special education must have an IEP developed prior to the delivery of services. The first IEP must be written within 30 calendar days after the completion of the evaluation. Subsequent IEPs must be reviewed and revised, at least annually. The parents and/or the school may request a meeting more often than once per year.

A team of people, at least consisting of: the parent, the student (when appropriate), a district representative who is familiar with the general education environment in the school district, a special education teacher, and at least one regular education teacher, if the child is participating, or may be participating, in the general education environment, will participate in a meeting to develop a program to meet the needs of the student as determined by the evaluation. Others may be at the meeting if the parents or the school has asked them.

The school district must arrange for the meeting to be held at a mutually agreed upon time and place, and they must tell the parents the purpose of the meeting and who will attend the meeting. If the parents do not read or understand English, the district must arrange for a translation of written materials and an interpreter at the meetings. The school district may have an IEP meeting without the parents if the district can prove through careful documentation that the parents will not attend. If the parents cannot attend, the school district must take steps to insure that the parents have the opportunity to participate.

The IEP has several parts:

- **Present Levels of Performance** -- A description of how the student is doing at this time and how his/her disability impacts on his/her involvement and progress in the general education curriculum.
- **Annual Goals and Short-term Objectives/Benchmarks** -- Statements telling what the student will be expected to attain. They will address ways in which to meet the student's needs that result from his/her disability so that he/she will be able to be involved in and progress in the general education curriculum. They must be measurable, give information on how the district will assess if your student has achieved the goals, and be based on your student's unique needs identified by the IEP team.
- **Specific Special Education and Related Services** -- The supports and services that a student needs to benefit from his/her special education program, including frequency, amount, and location, as determined by the IEP team.
- **Supplementary Aids and Services, Program Modifications or Supports for School Personnel** -- Changes or alterations of the general education curriculum and/or presentation, and support provided on behalf of the student to allow him/her to successfully participate.
- **Statewide and District Wide Assessments** -- Statement describing how the student will participate, including the individual accommodations the he/she will receive. In the event, the student cannot participate, even with accommodations, why that assessment is not appropriate, and how the child will be assessed.
- **Transition Services** -- Must be included for students age 14 and older -- a statement of needs, goals and objectives focusing on the student's course of study, defining a set of activities to promote movement from school to post-school activities including activities such as employment, continuing education, daily living skills. The student **must** be invited to attend any IEP meeting that includes transition.
- **Age of Majority Notice** -- Documentation that informed notice was provided to the student and the parent at the IEP prior to the student's 17th birthday, stating that the rights will transfer to him/her on reaching the age of majority (age 18).

- **Projected Dates for Initiation of all Special Needs Services** -- Date services will begin, as soon as possible after meeting.
- **Duration of Each Service** -- The number of school days, the number of hours per day, and the length of the school year for services to be provided, including the need for extended school year.
- **Progress toward the Annual Goals** -- Statements describing how the parent will be informed of the student's progress and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year.
- **Special Factors** -- Considerations made for each student in the areas of behavior, limited English proficiency, blind or visual impairments, communication needs, and assistive technology devices and services. Each of these areas must be considered and if the service is needed, the service and support must be described.

A student's placement must be determined **after** the IEP has been written. That placement can be in one or a combination of settings. The IEP team designs the placement so that a student with disabilities will be educated with the students without disabilities to the maximum extent appropriate to his/her needs. The school district must include an explanation of the extent, if any, which the child will not participate with non-disabled children in the regular class and in the education and related services.

If the parents and the school cannot come to an agreement on an IEP for a student, the parents may sign the plan indicating the areas of agreement and disagreement and the steps to be taken to resolve the disagreement. If the parents refuse to sign the IEP, the district can provide the parents with a written prior notice of the proposed change, along with a copy of parent's rights. At this time, the parents may initiate a due process hearing and/or request formal mediation, to resolve the differences. If the parents desire such a hearing, the Office to the Superintendent of Public Instruction must be notified in writing. If no hearing is initiated, the school district may implement the proposed change in services (**unless** it is the child's first IEP in the district).

If the parents refuse consent for an initial placement in special education, the school district may initiate a due process hearing to overrule the parent's refusal. Until the decision is received, the student remains in his/her present education setting.

REMEMBER The IEP **must** be individualized to meet the student's needs.