

IEP MEETING

Once a student has been found eligible for special education and related services or speech/language services, an IEP meeting must be held. This meeting is required before any special education services can commence. The purpose of the meeting is to determine the student's current educational status and develop a program designed to meet the student's unique needs. This meeting may be held immediately after the eligibility meeting with parent consent or within 15 days of the eligibility meeting.

All evaluative reports will be sent for review 10 days prior to the scheduled meeting as well as all requests for attendance excusals for specific district personnel.

At the beginning of the meeting, all participants will be asked to sign and date an attendance sheet. This signature does not indicate consent or approval of the IEP. The IEP team may work from a blank or draft version of the IEP.

The student's present levels of academic achievement and functional performance will be discussed, including how the child's disability affects involvement and progress in the general education curriculum. For preschool children there will be a description of how the disability affects the child's participation in appropriate activities. This discussion will include the results of the initial or most recent evaluation and, as appropriate, consider the student's performance on any general statewide or district assessment. The sources of information including evaluation data, teacher reports, classroom observations, and other relevant information will be listed. The strengths of the student and the concerns of the parent will also be stated as well as the interests and preferences of the student, if age 14 and older.

If the IEP team determines that the student needs a particular assistive device or service, the IEP must include a statement to that effect in the appropriate section. These needs may include behavioral, communication, language, hearing, and vision and may additionally require assistive technology.

A statement regarding your child's transition from an elementary to secondary program will be included based upon factors such as age, social, academic, and vocational development.

Beginning at age 14, a transition plan for the student's future will begin to be developed. A statement will be written about the student's interests and preferences and post secondary plans.

At age 16, the IEP will list the multi-year plan for promoting movement from school to the student's desired post-school outcomes.

At least three years before the student's 18th birthday, a statement advising both parent and student of the transfer of rights at age 18 will be included in the IEP.

Annual measurable academic and functional goals may be developed that are related to the core curriculum content standards through the general education curriculum unless otherwise required according to the student's educational needs. Annual benchmarks or short term objectives will be included as will methods of progress reporting will be addressed.

The IEP will explain the extent, if any, to which the student will not participate with nondisabled peers in the general education class and in extracurricular and nonacademic activities and determine whether the student requires an extended school year (ESY) program.

Participation in district and state assessment will be addressed; and, if necessary, modifications and or accommodations will be developed. Beginning at age 14, the IEP will identify the State and local graduation requirements that the student will be expected to meet for graduation. If the student is exempted from meeting any of the graduation requirements that all students are expected to meet or if any of the requirements are modified, this is addressed with a rationale.

Special education services are listed by instructional area. For in-class programs, the amount of time the resource teacher is present in an in-class support class is noted. Related services are listed with the frequency, location (in class or pull out) and duration (length of session).

The least restrictive environment (LRE) is typically the student's neighborhood school. This is always considered first for placement, however, the IEP may be delivered in another school in the district, another public school district or a state approved school for special education students if that is considered the LRE for that particular student.

An IEP may be amended without a meeting if the parent or district makes a written request for such change and both parties are in agreement.

Parental consent is required to implement the initial IEP. The program and services will not begin prior to signed consent. All IEPs will be reviewed annually or more often if required.