

Individualized Education Program (IEP) Meeting

Did You Know?!

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a student's individual needs. Every student who receives special education services must have an Individualized Education Program (IEP).

Did You Know?!

The Individualized Education Program (IEP) is developed for each eligible student with a disability. The Part B of the Individuals with Disability Education Act (IDEA) regulations specify, at 34 CFR §§300.320-300.328, the procedures that school districts **must** follow to develop, review, and revise the Individualized Education Program (IEP) for each child.

Did You Know?!

Each individual State will also have their own regulations. In Washington State the Washington Administrative Codes (WAC) are Washington State's regulations. The Rules for the Provision of Special Education are found in Section 392-172A of the WAC. Under this section you will find WAC 392-172A-03110. This lists the, "**Development, review, and revision of the IEP**" in other words what the Individualized Education Program (IEP) team must consider.

Did You Know?!

The student's Individualized Education Program (IEP) Team must meet at least once a year to discuss the student's progress and make any needed changes.

Did You Know?!

A parent may request an Individualized Education Program (IEP) meeting.

Did You Know?!

The entire Individualized Education Program (IEP) Team is to be present unless the parent has given permission, in advance, along with the District Representative, for a mandatory team member to be excused.

Did You Know?!

Inclusion is not a term used in the Individuals with Disabilities Education Act (IDEA). The IDEA **does** require though that school districts educate students with disabilities in the Least Restrictive Environment (LRE).

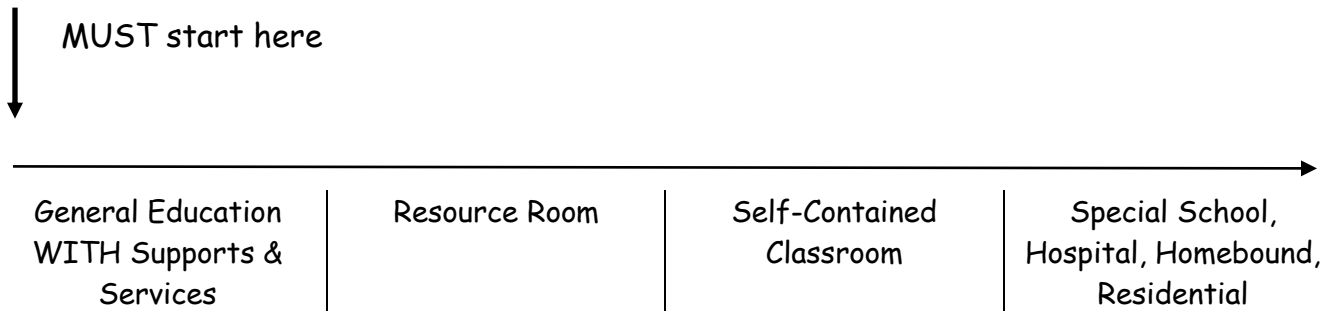
Did You Know?!

The **Least Restrictive Environment (LRE)** means that a student who has a disability should have the same opportunity to be educated with students without disabilities, to the greatest extent appropriate, providing supplementary aids and services.

Did You Know?!

Inclusion in Education refers to a model wherein students with disabilities spend most or all of their time with non-disabled (general education) students.

The Individuals with Disabilities Education Act (IDEA) requires each school district to ensure a **Continuum of Placements**. The general education classroom is the **first placement** to consider when implementing the Least Restrictive Environment (LRE).



Did You Know?!

Inclusion in special education is an important part of the **Continuum of Placements** of special education placements required by the Individuals with Disabilities Education Act (IDEA). Inclusion refers to the practice of **educating children with learning disabilities and other types of disabilities in the regular education classroom**

Did You Know?!

It is the **location** or **setting** of the Special Education Service Minutes, listed on the Individualized Education Program (IEP), that shows the amount of time spent a student with a disability is with non-disabled (general education) students.

Did You Know?!

It is the students Individualized Education Program (IEP) Team who makes the decision on where the student receives their Special Education Service Minutes.

Did You Know?!

The Individualized Education Program (IEP) Team must make sure each student with a disability participates with non-disabled students in the extracurricular services and activities to the maximum extent appropriate for the needs of the student. Individuals with Disabilities Education Act (IDEA) 34 CRF 300.117. The IEP Team must ensure that each student with a disability has the Supplementary Aids and Services appropriate and necessary to participate in nonacademic settings.

Did You Know?!

Extracurricular Activities and Nonacademic Activities refer to school activities that fall outside of the area of the general curriculum. They tend to be more social than academic and they typically involve other children of the same age. They may be organized and lead by teachers or other school personnel. Examples include school sports, school clubs, recess, assemblies, school newspapers, after-school programs.

Important

A parent should not sign the Individualized Education Program (IEP) document until the end of the meeting. By waiting, a parent may write in who left early or who arrived late. A parent should write in, "Attendance Only", and then sign their name.

Terminology to Understand

Continuum of Placement is found in Section 300.115 Individuals with Disabilities Education Act (IDEA). It is the procedures to ensure a student is educated, to the maximum extent appropriate, with children who do not have a disability. It is to "ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for Special Education Services and Related Services." This goes hand in hand with the requirement that a child with a disability must be placed in the Least Restrictive Environment (LRE).

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The **Least Restrictive Environment (LRE)** means that a student who has a disability should have the same opportunity to be educated with students without disabilities, to the greatest extent appropriate, providing supplementary aids and services. Please see Washington Administrative Code WAC 392-172A-02050.

"To the maximum extent appropriate, **children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled**, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." 20 U.S.C. 1412(a)(5)(A)

A **Related Service** is to assist a student with a disability to benefit from special education. A related service helps a student reach their IEP Goals. It can be in many forms. i.e. counseling services, audiology, transportation, assistive technology, occupational therapy, school health services, etc. Please see Washington Administrative Code (WAC) 392-172A-01155 (exclusions are listed)

"The term "**Supplementary Aids and Services**" means aids, services, and other supports that are provided in general education classes or other education-related settings to enable students eligible for special education to be educated with nondisabled students to the maximum extent appropriate in accordance with the least restrictive environment requirements in WAC 392-172A-02050 through 392-172A-02065" Washington Administrative Code (WAC) 392-172A-01185