

The IEP

Parents Rights

- Must be provided to parents at least once per year
- Upon initial evaluation
- First request for due process
- When requested by parent
- Documentation is required whenever parent rights are provided

Notice of Meeting

- Parents must be given a 10-day written notice of IEP meetings.
- Parents may waive this right if date agreed upon is within the 10-day window.
- Manifestation determination meetings do not require a 10-day notice.

Assessments

- The IEP must include a statement of any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the child.
- For students participating in the KAMM, a goal **MUST** be written for that content area (reading &/or math).
- For students participating in the KAMM and/or Alternate Assessment, the IEP must include:
 - A statement of why the student cannot participate in the regular assessment
 - A statement of why the particular assessment selected is appropriate for the child

IEP Team Membership

- Parent(s)
- Not less than one general education teacher of the child (if the child is or may be participating in regular education environment)
- Not less than one special education teacher or special education provider of the child
- School representative that is qualified to provide or supervise the provision of specially designed instruction, knowledgeable about the general education curriculum, knowledgeable about the availability of resources of the local education agency (usually an administrator)
- An individual who can interpret the instructional implications of evaluation results
- Other individuals who have knowledge or special expertise regarding the child
- Whenever appropriate, the child with an exceptionality (**MUST** be invited if transition will be considered)
- A representative of a participating agency that is likely to be responsible for providing or paying for transition services must be invited.

- For early childhood transition, the parents may request that an invitation to the initial IEP meeting also include the Part C service coordinator or other representatives of the Part C system.

Considerations

Documentation must be provided that consideration has been given to the following:

- Strengths of the child
- Concerns of the parents
- Results of the most recent evaluation
- Academic, developmental, and functional needs of the child
- Behavior
- Limited English proficiency
- Communication needs
- Assistive technology needs
- Needs related to visual and hearing impairments

Present Levels of Academic Achievement and Functional Performance

The IEP must document:

- How the child's disability affects the child's involvement and progress in the general education curriculum
- For preschool children, how the disability affects the child's participation in appropriate activities
- Baseline data for any identified need that will be addressed through a measurable annual goal

IMPORTANT NOTE: Grades are not to be used as baseline data.

Measurable annual goals

Goals (both academic and functional) should:

- Meet needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum
- Meet the child's other educational needs that result from the child's disability
- A measurable annual goal identifies the:
 - Behavior
 - Criteria
 - Condition
 - Time frame

Objectives and Benchmarks

Objectives and benchmarks are only required if the child is participating in the Alternate Assessment.

Progress Reports

The IEP must:

- Contain a description of how the child's progress toward meeting the annual goals will be measured. A goal written correctly with the four parts will meet this requirement.
- Indicate when periodic reports on the progress child is making toward meeting the annual goals will be provided.

Statement of Services

The IEP must contain a statement of the special education and related services and supplementary aids and services (including accommodations), and a statement of the program modifications or supports for school personnel that will be provided to the child including:

- Projected date for beginning of all services and modifications
- Frequency, location and duration of all services and modifications
- Explanation of the extent to which the child will not participate with non-disabled children in the regular class

Secondary Transition

Secondary Transition Services must include:

- No later than the first IEP to be in effect when the child is 14,
 - Appropriate measurable postsecondary goals based on age appropriate transition assessments related to training/education, employment and where appropriate, independent living skills; and
 - The transition services including appropriate courses of study needed to assist the child in reaching the postsecondary goals; and
- Beginning at age 16, a statement of transition services including, when appropriate, a statement of the interagency responsibilities or any needed linkages
- Beginning at age 17, the IEP team must inform the student and the parents that at the age of majority under state law (18 in Kansas), the rights under IDEA will transfer to the student.

(Adapted from "IEP Guidance", Project Spot, 2005)

IEP Meeting Expectations

Case manager will:

- schedule the IEP meeting with parents;
- send notice to parents;
- invite all applicable staff (nurse, transition coordinator, teachers, administrator, etc);
- complete informal testing to gather information on current levels of performance;
- complete formal testing, if applicable;
- gather input from the team;
- contact school psychologist if concerns arise during testing or while gathering information from the team;
- develop goals (as well as benchmarks or objectives if student takes the alternate assessment) based on current levels;
- complete all IEP forms on WebKIDSS;
- write DRAFT at the top of the IEP until the meeting is concluded and the parent has given consent;
- share the draft IEP with team members prior to the scheduled meeting;
- make changes as needed in draft during the IEP meeting;
- enter those changes on the IEP in the KIDSS system;
- provide copy of final IEP to parents within one week after staffing and send it to the appropriate MIS clerk within two weeks;
- offer the parents a copy of their parents rights and make sure that they understand them;
- provide Director within ten days of IEP Meeting all IEP meeting required paperwork.

TIP Information

- Any changes in services and/or student personal information must be changed as soon as it is known in the WEB KIDSS system.
- Print out a copy of the TIP page, highlight changes, and send to the MIS clerk within one week of those changes.
- Include ALL required information on the TIP.
- Make sure that on the TIP page the neighborhood building and the responsible building are correct. They will BE THE SAME unless a student is attending a private school.
- The LAST page of the IEP is where the attendance building is documented and may be different than the neighborhood and responsible building (e.g., a student is attending a program not available in their home school that is located in a building other than their home school).

Tips for the TIPS pages

Demographics/Parents/School Data Page + Anticipated Services Chart = Teacher Information Pages (TIP)

What needs to be updated at least annually on the Demographic page?

- Student's grade level
- Possibly the responsible and neighborhood building (these should be the same unless the student is attending a private school)
- Student's personal information (address, phone numbers, etc.)

What needs to be updated at least annually on the Anticipated Services page?

- At the annual IEP meeting, any changes in services, service dates & service providers must be made.
- Check that the services and providers match
- Check the attendance building. A student may be attending a different building than their neighborhood building.

Where can I find what codes to use?

- Codes for the TIP pages may be found in the Online User Manual for WebKIDSS. You will find instructions for accessing and copying the online manual in the IEP documents/forms section.

Special Education Services

- All services for school-aged students are to be for 36 weeks.
- Make sure that the IEP states that services are 36 weeks in the narrative section of the IEP!
- Goals are to be written for 36 weeks.
- Most IEPs will have a start date and end date that are different than the beginning and ending of the school year. If services will be different from one year to the next, this **MUST** be addressed in the narrative section of the IEP under "special education services" (e.g., on the narrative section - "During the 08-09 school year, the student will receive 60 minutes of inclusion services. During the 09-10 school year, the student will receive 120 minutes of inclusion services."). Also address this on the TIP page.

The IEP is a legal document and therefore staff must be extremely careful to ensure that all information contained in that document is up-to-date and correct. The MAR-NEM COOP director will pull IEPs throughout the school year to check for accuracy. Instances where information contained in the document is outdated or inaccurate must be completed. Spot checks of IEPs will be more frequent in the upcoming school year and any problems will be addressed directly with the personnel responsible for that information. Your resources for assistance with any questions regarding IEP accuracy are:

- The Director of Special Education
- MAR-NEM COOP School Psychologist