



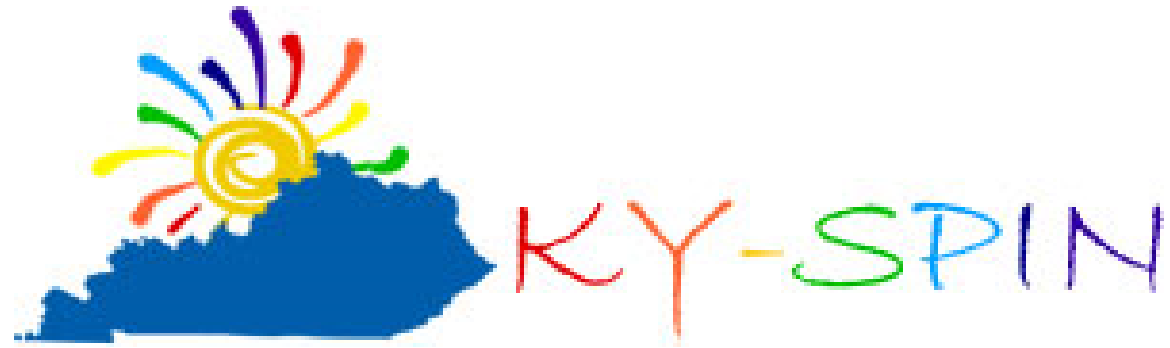
presents

Preparing for the Admissions Release Committee (IEP  
TEAM) Meeting Series  
Session 2  
**Contents of the IEP**

Part of the Building the Legacy training curriculum developed by NICHCY, 2007 |  
Updated by CPIR, 2016 – Adapted & presented for Kentucky by KY-SPIN

# Kentucky Special Parent Involvement Network (KY-SPIN ) Parent Training & Information (PTI) Center

Funded by the U.S. Dept. of Education under IDEA since 1988 when Kentucky first received a PTI. KY-SPIN Parent Center provides training, information and support for children and youth with all types of disabilities (birth through 26 years old), their parents, families and professionals.



We do NOT:  
Act as Attorneys

We DO:



- ♥ Empower Families to Effectively Advocate for their Children
- ♥ Provide “peer to peer” support to help families access needed information and resources

# Contents of the Series:

- 1) The IEP Team: Who's a Member?
- 2) Content of the IEP
- 3) Meetings of the IEP Team
- 4) Least Restrictive Environment  
Decision Making



# Session Agenda:

- Part 1: The Big Picture
- Part 2: A Concrete Example
- Part 3: A Close Look at the IEP

# Words to Know:

- **Present Levels of Academic Achievement and Performance:** - How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities
- **Annual Goals:** Statements in a student's IEP that outline the major expectations for that student during the upcoming twelve months; must be objective and measurable.
- **Functional Goals:** Goals that are designed to meet the needs of a child that result from the child's disability and enable the child to be involved in and make progress in the general education curriculum or meet the child's other educational needs resulting from his disability
- **Special Education:** Means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.
- **Alternate Assessment:** Assessments used with students who are unable to take the typically administered standardized tests, even with accommodations; generally reserved for students with the most significant disabilities.

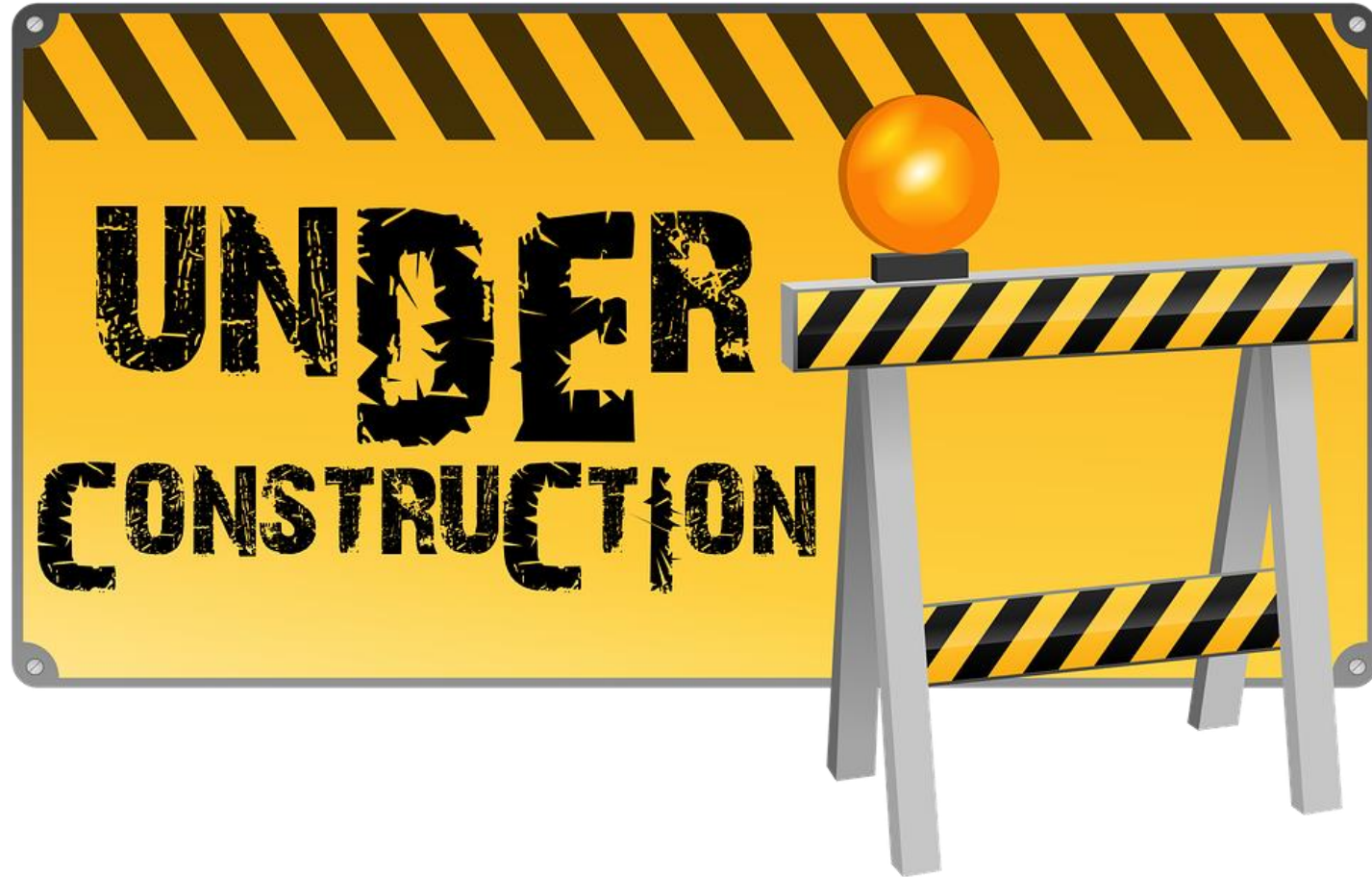


# Words to Know Continued:

- **Related Services:** transportation and developmental, corrective, and other support services that a child with disabilities requires in order to benefit from education; examples of related services include: speech pathology and audiology, psychological services, physical and occupational therapy, recreation, counseling services, interpreters for the hearing impaired, and medical services for diagnostic and evaluation purposes.
- **General Education Curriculum:** The subject matter provided to children without disabilities and the associated skills they are expected to develop and apply. Examples: math, science, history, language arts.
- **Extracurricular Activities and Nonacademic Activities:** School activities that fall outside the realm of the general curriculum. These are usually voluntary and tend to be more social than academic.
- **The Department:** The US Department of Education



# Part 1. The Big Picture





# Part 1. The Big Picture

*Access to and participation in...*



General Education  
Curriculum



Nonacademic  
Activities



Extracurricular  
Activities

# Part 1. The Big Picture

**A building needs:**



**A Setting**

**A child with a disability needs:**



**A Plan**



## **Part B INDIVIDUALIZED E**

The Individualized Education Program (IEP) for each eligible child with a disability. The Part B §§300.320-300.328, the procedures that apply to and revise the IEP for each child. The de

# Part 1. The Big Picture

**A building needs...**



**A construction crew**



**Systematic supports**

**A child with a disability needs...**



## Part 2. A Concrete Example

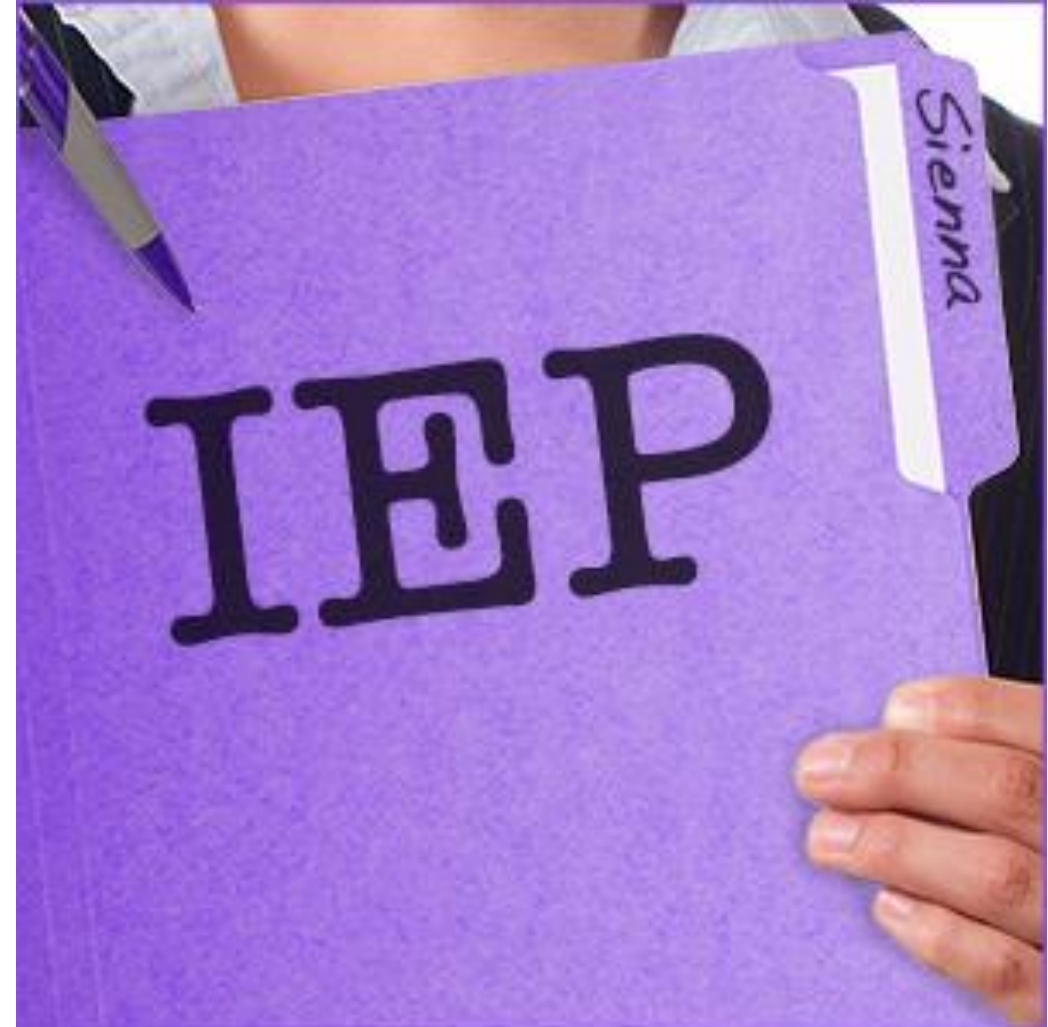


Becky is 7, smart, and eager to learn. She has special health care needs—specifically, juvenile diabetes—that adversely affect her educational performance.

What 2 critical elements do you think Becky will need in school so that her diabetes doesn't interfere with her learning?

# Elements of Becky's IEP

- Training of staff
- Freedom to eat in class and elsewhere
- School health services
- Specific arrangements for field trips & special events
- Specific arrangements for absences from school



# Part 3. A Close Look



*At the bricks  
and mortar of an...*

**Individualized Education  
Program!**

# IEP Document: What's Included?

## “Present Levels”

- 1 *Statement of the...*  
Child's present levels  
of **academic achievement**  
and **functional performance**

This includes:

How a child's disability affects the child's involvement and progress in the general education curriculum



§300.320(a)(1)

# IEP Document: What's Included?

## “Annual Goals”

2

A *Statement of ...*  
Measurable **annual goals**,  
including academic and  
functional goals





# IEP Document: What's Included?

## “Annual Goals”

These measurable annual goals must be designed to...

- Meet child's needs that result from child's disability  
*to enable the child to be involved in and make progress in the general education curriculum; and*
- Meet each of the child's other educational needs that result from the child's disability



# Writing goals can be one of the hardest parts of developing the IEP

- What does the child need to learn or do **academically**?
- What does he or she need to learn or do **functionally**?
- What's reasonable to achieve **in a year**?
- Can you **measure** whether or not the child has reached the goal?



# IEP Document: What's Included?

- 2 B *Description of ...*  
Benchmarks or short-term objectives\*

\* For those who take alternate assessments aligned to alternate achievement standards



§300.320(a)(2)(ii)

# IEP Document: What's Included?

## “Measuring Progress”



### 3 *Description of...*

How the child's progress toward meeting the annual goals will be measured

...and... →

§300.320(a)(3)

# IEP Document: What's Included?

## *“Reporting Progress”*

*Description of...*

When **periodic reports** will be provided on child's progress toward meeting the annual goals

**Examples** given in the law?

Quarterly or other periodic reports, concurrent with the issuance of report cards

§300.320(a)(3)



# IEP Document: What's Included?

## “Special Education...”

- 4 *Statement of the...*  
Special education and related services and supplementary aids and services\* to be provided to the child, or on behalf of the child... →

\*These must be based on peer-reviewed research to the extent practicable

§300.39  
§300.320(a)(4)



# IEP Document: What's Included?

## “Special Education...”

- 4 *Statement of the...*  
Program modifications or supports for school personnel that will be provided for the child...

*to...*

i	ii	iii
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§300.20(a)(4)



# IEP Document: What's Included?

## “Extent of Nonparticipation”

### 5 *Explanation of the...*

Extent, if any, to which the child will **not** participate with nondisabled children in the regular class and in activities already described\*

\* Involvement and progress in the general education curriculum, extracurricular activities, and other nonacademic activities



# IEP Document: What's Included?

## “Assessment Accommodations”

### 6 *Statement of...*

Any individual appropriate **accommodations** that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments\*...

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\* These must be consistent with section [612\(a\)\(16\)](#)

[§300.320\(a\)\(6\)](#)



# IEP Document: What's Included?

## What must be included in IEP?

...if the IEP team determines that the child must take an *alternate assessment* instead of a particular regular State or districtwide assessment of student achievement...



§300.320(a)(6)

# IEP Document: What's Included?

## *Statement of...*

- Why the child cannot participate in the regular assessment; and
- Why the particular alternate assessment selected is appropriate for the child



§300.320(a)(6)

# IEP Document: What's Included?

## “Service Delivery”

### 7 *Statements projecting...*

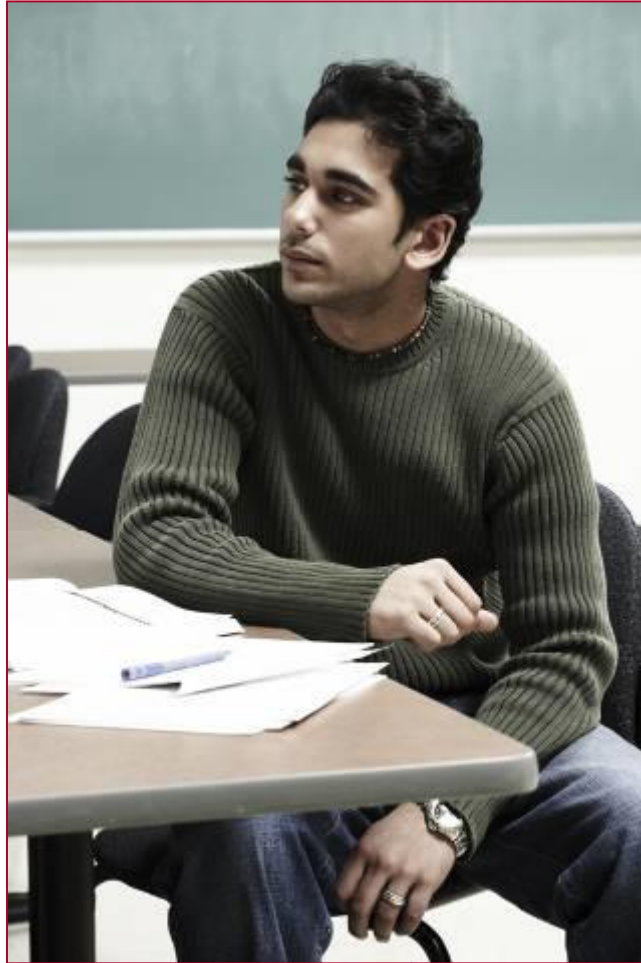
- When the services and modifications to be provided will begin
- How **often** they will be provided
- **Where** they will be provided
- How long they will last

Service, Aid or Modification	Frequency	Location	Beginning Date	Duration
Speech Therapy	5x per week	General education setting	02/16/2023	20 minutes
Occupational Therapy	2x per week	Therapy room	02/16/2023	10 minutes

§300.320(a)(7)



# IEP Document: What's Included?



- 8 Beginning no later than the first IEP to be in effect after the child is 16\* (eighth grade or age 14 in KY)...

And updated annually thereafter...

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*\*Or younger if determined appropriate by the IEP Team*

# IEP Document: What's Included?



§300.520

## 9 “Transfer of Rights”

Beginning no later than one year before the child reaches the **age of majority** under State law...

...the child must be informed of any upcoming **transfer of rights**

<http://www.parentcenterhub.org/repository/age-of-majority-parentguide/>



# Additional Considerations When Developing the IEP

- Special factors IEP Team must consider
- Strengths of the child
- Concerns of parents for enhancing their child's education
- IEPs / IFSPs for children aged 3-5



# Review and Questions

## A child with a disability needs:



Access to, and participation in the General Education curriculum, Nonacademic activities, and extracurricular activities



A team and a plan for support



Measurable goals, accommodations, and modifications



To have graduation and transition needs considered and addressed in the IEP





# If you still have questions...

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(502) 937-6894

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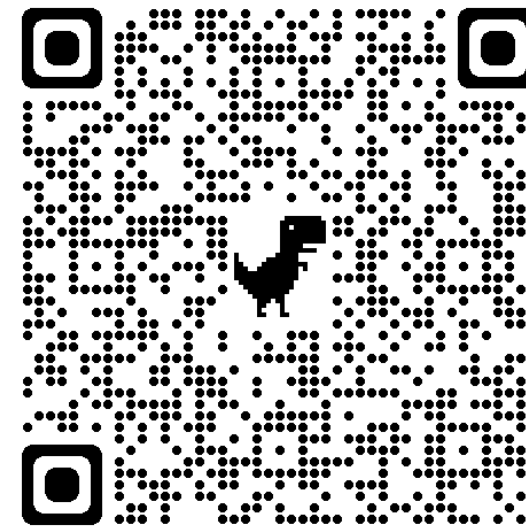
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our evaluation



<https://forms.gle/4sFzneLYukk29SsA8>

Information modified from

Center for Parent Information and Resources (CPIR)  
Building the Legacy training curriculum on IDEA 2004

