



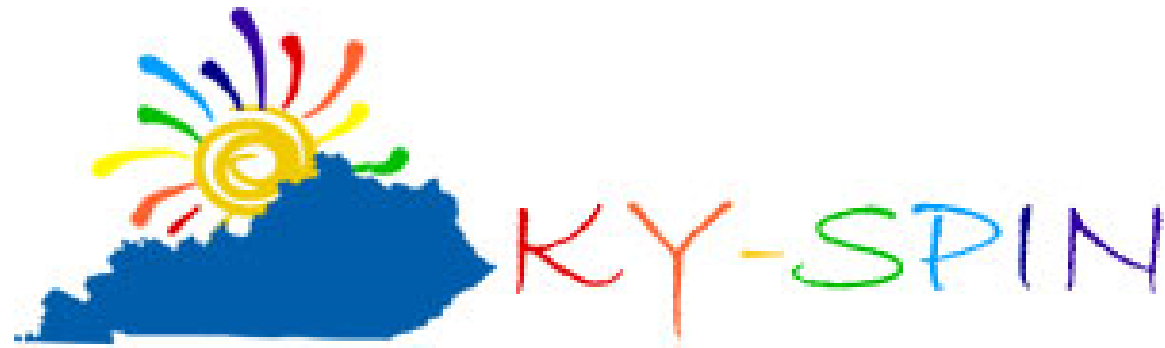
presents

**Preparing for the Admissions Release Committee (IEP
TEAM) Meeting Series
Session 3**
Meetings of the IEP Team

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



Meetings of the IEP Team

Produced by NICHCY, 2007 | Updated by CPIR, 2016

Words to Know:

- **Admissions Release Committee (ARC):** A group of individuals responsible for developing, reviewing or revising the Individual Education Program (IEP) for a child with a disability. Composed of the child's parents, child or youth if appropriate, regular education teacher of the child or youth; special education teacher of the child or a special education teacher who is knowledgeable about the child's suspected disability; representative of the LEA knowledgeable about the general curriculum and the availability of resources, an individual who can interpret the evaluation results, an individual who can interpret the instructional implication of evaluation results; an individual who has knowledge or special expertise regarding the child, related service personnel, as appropriate. Also referred to as IEP Team.
- **Prior Written Notice (PWN):** Informs parents of their rights. It is a form that the school must use to tell parents why they're doing what they're doing or why they're not doing what they're doing—they must tell parents in writing.
- **State Education Agency (SEA) - Kentucky Department of Education (KDE)**
- **Local Education Agency (LEA) - Local Public School District**



Everything You Wanted to Know About... IEP Team Meetings



- Scheduling the meeting



- Developing the IEP



- Special factors IEP Team must consider



- Excusing a member from the meeting



- Implementing the IEP

This session also looks at:

- Reviewing and revising IEPs
- When the IEP can be amended without an IEP Team meeting
- Special IEP situations



Who must a public agency include on the IEP Team?



What's in the IEP?

- The child's present levels of academic achievement and functional performance, including—
- 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;
- Measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the 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;

What's in the IEP?

- For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- A description of how the child's progress toward meeting the annual goals will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals will be provided;
- A 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, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—
 - To advance appropriately toward attaining the annual goals;
 - To be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and
 - To be educated and participate with other children with disabilities and nondisabled children

What's in the IEP?

- An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class
- A 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
- State or districtwide assessment of student achievement, a statement of why—
 - 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 a statement of why—
 - The child cannot participate in the regular assessment; and
 - The particular alternate assessment selected is appropriate for the child; and
- The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.



What's in the IEP?

- *Transition services.* Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—
- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - The transition services (including courses of study) needed to assist the child in reaching those goals.
- *Transfer of rights at age of majority.* Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority (age 18 in Kentucky)



Coming together is a beginning;
keeping together is progress;
working together is success.

--*Henry Ford*





For Starters:

Within **30 days** of determination that the child needs special education and related services...

...an IEP Team meeting must be conducted to develop the child's IEP

§300.323(c)



Scheduling the IEP Meeting

JANUARY 2021						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Public agency must:

- schedule an IEP meeting at a mutually agreed-upon time and place; and
- provide parents with specific information about the meeting

[§300.322\(a\)](#)

[§300.322\(b\)](#)

[§300.321\(f\)](#)



Ensuring Parent Participation

The public agency must take **whatever action is necessary** to ensure that the parent understands the proceedings of the IEP Team meeting...

...including arranging for an **interpreter for parents**...

- with deafness, or
- whose native language is other than English



§300.322(c)



Developing the IEP

The IEP Team must consider...



- Strengths of the child
- Concerns of parents for enhancing their child's education
- Results of the child's initial evaluation (*or most recent evaluation*)
- Academic, developmental, and functional needs of the child

Special Factors to Consider

IEP Team must consider special factors associated with:

Children whose **behavior** impedes own learning or learning of others



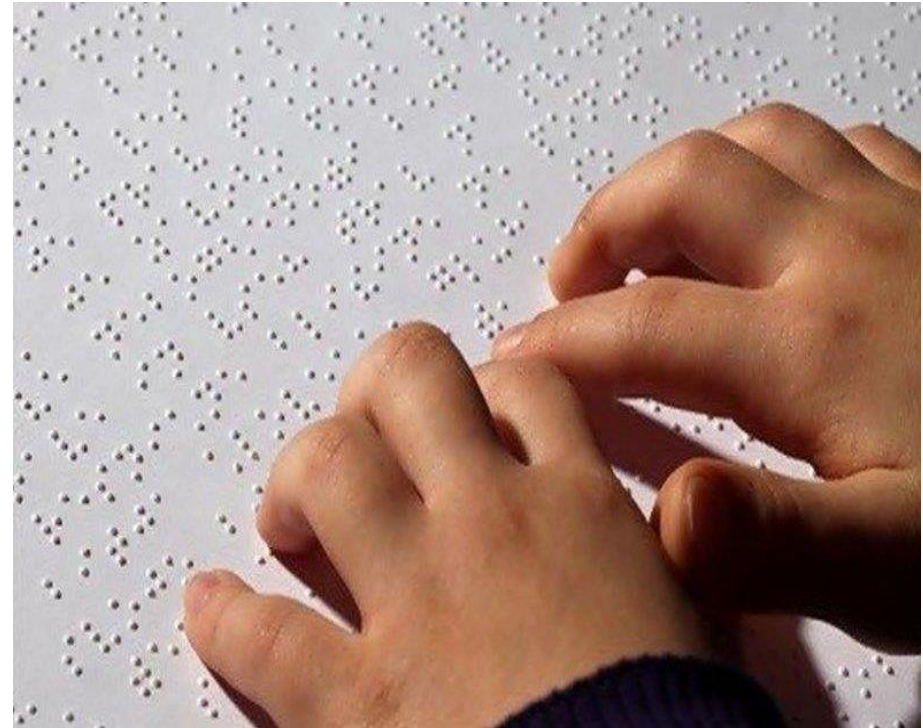
Special Factors to Consider

Language and communication needs of children with limited English proficiency



Special Factors to Consider

Instruction in Braille and the use of Braille for children who are blind or visually impaired



Special Factors to Consider

Communication needs of *all* children, with particular emphasis on children who are deaf or hard of hearing



Special Factors to Consider

Regardless of the child's disability, IEP Team must consider:

Whether the child needs assistive technology devices and services



§300.5

§300.6



Excusing a Member from Attending the Meeting

When a member of the IEP Team's area is **NOT** being modified **or** discussed, the member may be excused from attending the meeting, in whole or in part, under two conditions:

- Parents and LEA must agree that the member's attendance is *not* necessary
- Parents' agreement (and the LEA's) must be in writing



§300.321(e)(1)

300.321(e)(2)

Excusing a Member from Attending the Meeting

May a certain member of the IEP Team be excused if his or her subject area *is* going to be discussed?

Yes, **if**:

- Parents and LEA consent to excuse the member
- Member submits, in writing to the parent and the IEP Team, input into the development of the IEP before the meeting

Parent consent to excuse any member must be in writing



§300.321(e)(2)

Parent Participation at the Meeting

May the agency hold the IEP meeting *without* the parent in attendance?

Yes, if the public agency is unable to convince the parents to attend

In this case:

The agency must keep detailed records of its attempts to arrange a mutually agreed-on time and place for the meeting

For Children With Disabilities Aged 3* Through 5

An **IEP** or an **IFSP**?

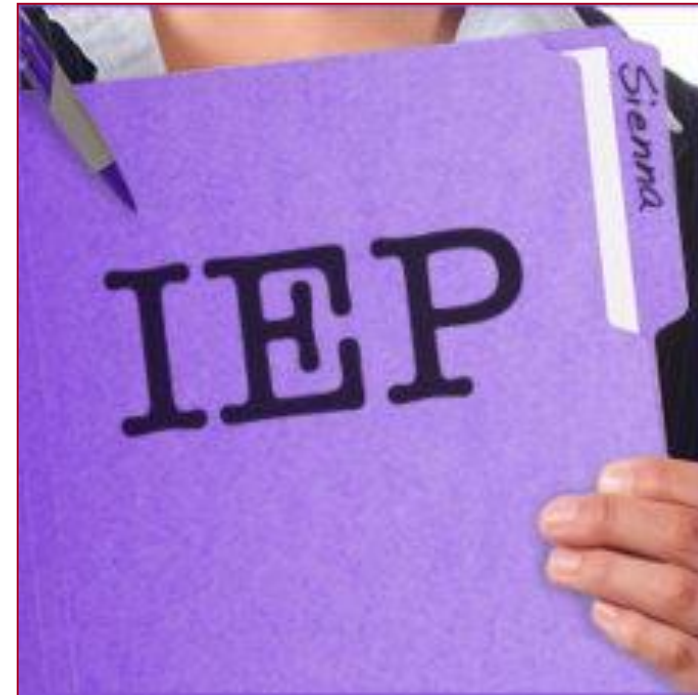


* At the State's discretion, §300.323(b) also can apply to children with disabilities who *will turn* 3 during the school year

§300.323(b)

When the IEP Is Completed...

The public agency must give the parent a copy of the child's IEP at no cost to the parent





Placement

Implementing the IEP

As soon as possible following development of the IEP...

Special education and related services must be made available to the child in accordance with the child's IEP



All Service Providers Who Will Be Implementing the IEP...

- Must have access to the IEP
- Must be informed of their specific responsibilities
- Must be informed of specific accommodations, modifications, and supports to be provided to the child, in accordance with the IEP

When IEPs Must Be In Effect



At the beginning of each school year...

...each public agency must have an IEP
(*as defined in §300.320*)
in effect for **each child**
with a disability within its jurisdiction

Reviewing & Revising the IEP

- Review periodically but **not less** than annually
- Revise as appropriate in accordance with §300.324(b)(1) and (2)



Meeting w/out Meeting (*Part A*)



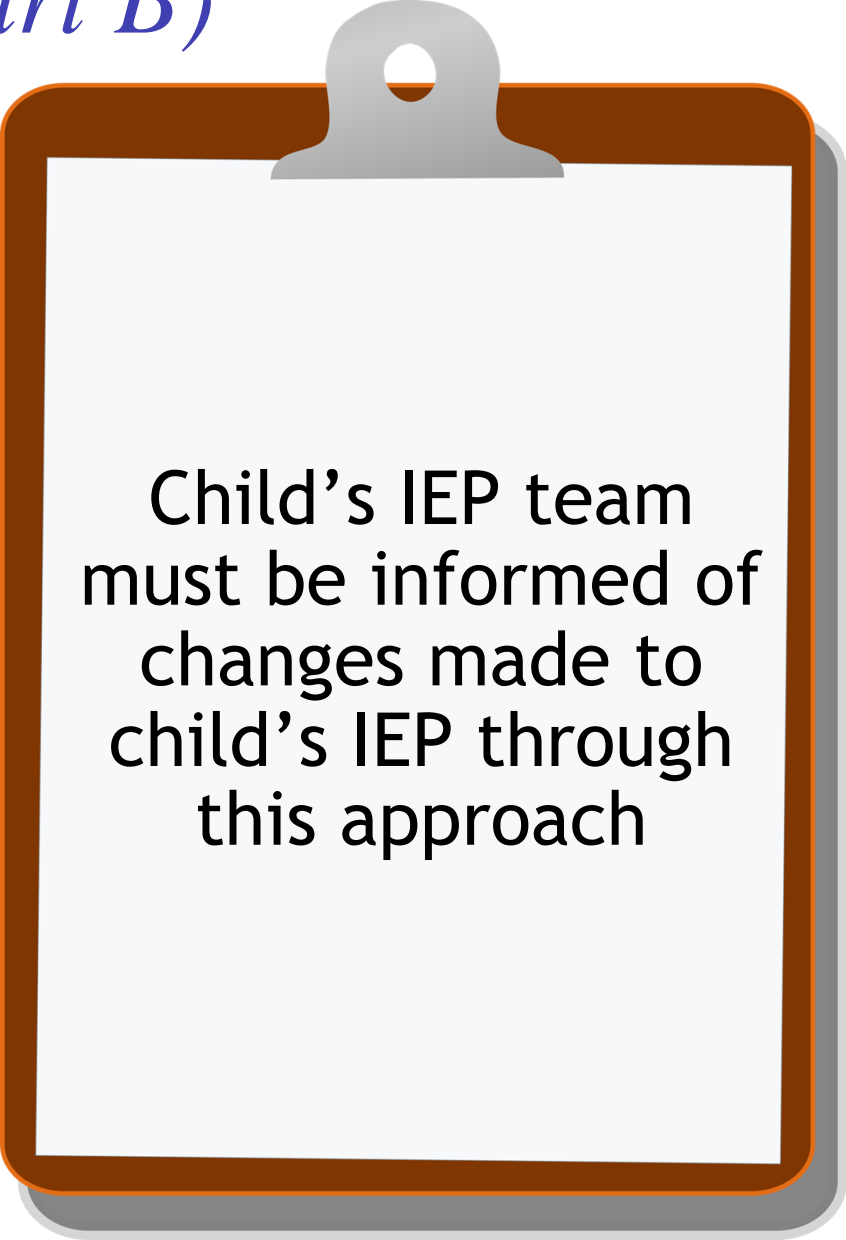
If parents or LEA want to amend or modify the IEP, does the team have to actually, *physically*, meet?

No, not necessarily,
subject to certain conditions

Meeting w/out Meeting (*Part B*)

When may this occur?

- Only for changes being made to the child's IEP *after* the annual IEP Team meeting for a school year
- Only if parents and LEA agree *not* to convene the meeting
- Only if parents and LEA instead develop a *written* document to amend or modify the child's current IEP



Child's IEP team
must be informed of
changes made to
child's IEP through
this approach

Special IEP Situations, under IDEA 2004

1 Children placed in private schools by the public agency

2 Children with an IEP transferring between schools

1 Children placed in private schools by the public agency



- What the **public** agency must do *before*
- What the **public** agency must do *after*

Other Provisions

- Private school may initiate and conduct IEP meetings to review and revise the IEP, *at discretion of* public agency
- Even though the private school implements a child's IEP, responsibility for compliance with this part remains with the public agency and the SEA

2 Children with an IEP transferring between schools

In the same State, but in different public agencies

The new public agency must, in consultation with parents, provide FAPE to the child (including services comparable to those in the child's existing IEP), *until* it either—

- adopts the IEP from the last public agency, or
- develops, adopts, and implements a new IEP
(*that meets requirements in §§ 300.320 – 300.324*)

Necessary circumstance:
Child must have had an IEP that was in effect and must enroll in new school in the same school year

2 Children with an IEP transferring between schools

In different States

The new public agency must, in consultation with parents, provide FAPE to the child (including services comparable to those in the child's existing IEP), *until* it—

- conducts an evaluation (if new agency determines this is necessary), *and*
- develops, adopts, and implements a new IEP if appropriate

Necessary circumstance:
Child must have had an IEP that was in effect in the previous public agency and must enroll in new school in the same school year

Transferring the child's records

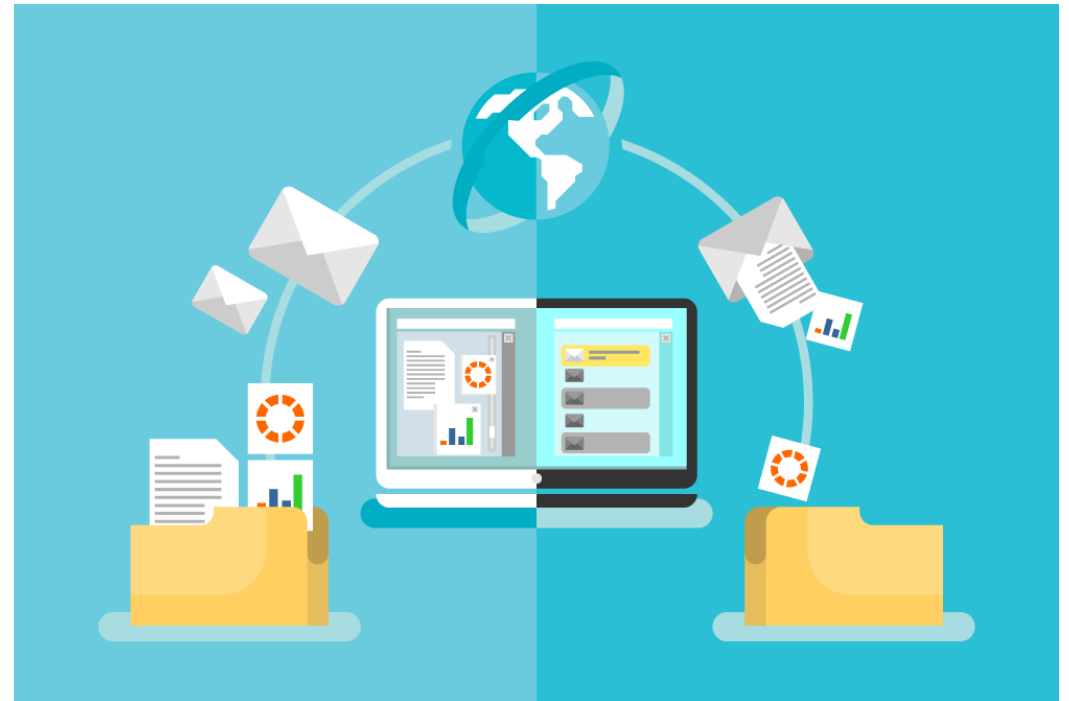
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The new public agency must take reasonable steps to promptly obtain the child's records from the previous public agency*

&

2

The previous public agency must take reasonable steps to promptly respond to the request
[§300.323(g)]



**Pursuant to 34 CFR 99.31(a)(2)*



Questions and Review

Meetings of the IEP Team:

- Within 30 days of determination that the child needs special education and related services... an IEP Team meeting must be conducted to develop the child's IEP
- Reviewing and revising IEPs
 - At least once per year
- IEP can be amended without an IEP Team meeting
 - Only for changes being made to the child's IEP *after* the annual IEP Team meeting for a school year
 - Only if parents and LEA agree *not* to convene the meeting
 - Only if parents and LEA instead develop a *written* document to amend or modify the child's current IEP
- Special IEP situations
 - Children placed in private schools by the public agency
 - Children with an IEP transferring between schools



If you still have questions...

(800) 525-7746

(502) 937-6894

spininc@kyspin.com

www.kyspin.com

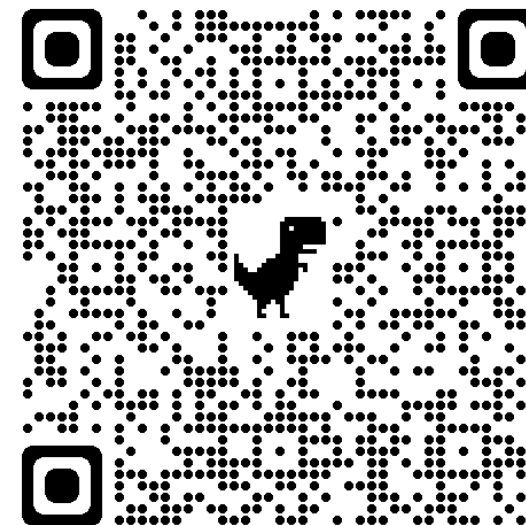
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Please complete
our evaluation



<https://forms.gle/tSCH4gQM68B7TnyB7>

Information modified from

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

