

FAIRFIELD AREA SCHOOL DISTRICT
Guidelines

INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT
AND ANNUAL REVIEW AND REVISION

5240

5240.1 IEP (Individualized Education Program)

1.1 Purpose of IEP Team

Based upon the ER (Evaluation Report) which should reflect the student's needs, the purpose of the IEP Team is to:

Develop an IEP for a student if determined to be exceptional.

Based on the MDT's (Multi-disciplinary Team) determination of exceptionality, a student must meet both of the following criteria - 1) has one or more of the physical or mental disabilities as defined in Chapter 16 or is gifted and 2) is in need of specially designed instruction.

Arrive at a determination of educational placement, change in educational placement, or continuation of educational placement.

An IEP will not be developed for students who are not in need of special education; however, recommendations can be made to assist a student to be more successful in his/her educational setting.

1.2 IEP Team Membership

A single member of the IEP Team may meet two (2) or more of the qualifications specified below.

The IEP Team may not consist of fewer than two (2) people besides the parent(s).

Members of the IEP Team include:

The student's parent(s)

The student, if 18 years of age or older, or if the parents choose to have the student participate.

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A representative of the District who can ensure that the services specified in the IEP will be delivered and who is qualified to provide or supervise provision of special education (principal, instructional advisor, supervisors)

One or more of the student's current teachers

The person(s) who initiated the identification/screening process (teacher, parent, principal) (initial IEP placement only)

A person who is familiar with the placement options of the district

A member of the IST if appropriate (psychologist, principal, instructional advisor, teacher)

One of more members of the MDT which completed the most recent evaluation or re-evaluation (instructional advisor, teacher, psychologist, clinician, principal)

A person qualified to conduct a diagnostic examination of students if a student is suspected of having a specific learning disability.

Other individuals at the discretion of the parent(s) or District (clinicians or other professionals providing evaluations).

1.3 Contents of the IEP (SE-904 p. 1, 2, 3 or SE-907 p. 1, 2, 3, (Transition)

The IEP shall contain:

Statement of present levels of educational performance

Statement of annual goals and short term learning outcomes

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Statement of the extent to which a student will be able to participate in educational programs with non-eligible students and of the adaptations, if any, to activities which are necessary to ensure the student's meaningful participation.

Statement of specific special education services, programs and related services to be provided including, if appropriate, the following:

Assistive Technology
Vocational Education
Extended School Year Programs
Adaptive Physical Education
Behavior Management Programs
Transition Service
Enrichment and Advancement

Projected dates for initiation and anticipated duration of special education services, programs, and related services.

Appropriate objective criteria, assessment procedures and time lines for determining, on at least an annual basis, whether the goals and learning outcomes are being achieved. This includes criteria by which it can be determined that the student no longer requires special education.

A plan for the completion of necessary credits for graduation developed at least three (3) years prior to the anticipated year of graduation.

Signatures and positions of IEP Team participants and the date of the meeting.

For eligible students sixteen (16) years of age and older, the educational components of an Individual Transition Plan (ITP)-- (does not include gifted).

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The Transition IEP shall contain the following items:

Student's interest, abilities, and aptitudes
Desired post-school outcomes
Sequential activities that support the development of desired
post-school outcomes
Person responsible for implementing each activity
Support services
Person or agency responsible for the continuation of transition
planning

(Note: These surveys can be used to collect this information -
SE-935 Student Transition Survey
SE-934S Parent/Guardian Transition Survey
SE-934L Parent/Guardian Transition Survey
SE-936 Educational Transition Survey)

1.4 IEP Process

Within 20 school days after issuance of the MDT's evaluation or re-evaluation, an IEP will be developed. (The team may choose to move immediately into the IEP conference as noted below.)

It is the responsibility of the IEP Team Chairperson (principal, instructional advisor, supervisors) to notify the parents and other team participants of the following in writing using SE-915 - Parent Notification of the IEP Conference:

Purpose, times, and location of the meeting (mutually agreed upon)
Names of persons expected to attend
Educational rights available to protect the student and parent
That a determination of a student's eligibility will be made
That an IEP will be developed if the student is determined to be eligible.

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The chairperson will document attempts to involve parents in the IEP meeting. The SE-910 conference report can be used for this purpose.

If the MDT meeting is held and all participants are in agreement, the IEP meeting may begin immediately at its conclusion.

The IEP Chairperson is responsible to ensure that all necessary paperwork is completed during the conference and any follow-up distribution afterward: i.e., IEP SE-904; IEP Conference Report SE-910; Notice of Recommended Educational Placement SE-905; Penn Data Child Tracking Form SE-378.

The IEP will be implemented within 10 school days after completion.

The IEP will be reviewed and, if necessary, revised at least annually and whenever a major change in program and/or placement is suggested.

1.5 IEP - Related Items

The following items should be addressed in the student's IEP, if appropriate:

1.5.1 Graduation Planning - A plan for the completion of necessary credits for graduation developed at least three (3) years prior to anticipated graduation (for all exceptional students, including gifted).

Diplomas will be granted by the student's district of residence for all eligible students satisfactorily completing a special education program provided that the principal, upon recommendation from the IEP Team, certifies the student's IEP has been completed. (Refer to PA Special Education Regulations 14-39)

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- 1.5.2 Extended School Year - Students with severe disabilities should be considered for education services beyond 180 days. If eligible, the extended school year program plan should be described in the IEP. (Refer to PA Special Education Regulations 14-34)
- 1.5.3 Transition - The IEP for students 16 years of age and older shall incorporate the educational activities of an Individual Transition Plan - ITP. (Refer to PA Special Education Regulations 14-37.)
- 1.5.4 Behavior management - For each eligible student who exhibits behavior problems which interfere with the student's ability to learn, including students in Emotional Support Programs, the IEP will include provisions for behavior management. (BIP) A brief description of the techniques and methods used for behavior management should be included, as well as reference to the curriculum which will be taught (i.e., as outlined in the school handbook).

5240.2 Annual IEP Review/Revision

2.1 Timeline

A student's IEP must be reviewed and, if necessary, revised annually.

When a student is reevaluated at least once every three years or two years for students identified as mentally retarded, that student's IEP will be reviewed and, if necessary, revised based on the reevaluation. The IEP will be developed within 20 school days after issuance of an MDT's reevaluation.

The IEP will be implemented as soon as possible, but no later than 10 school days after its completion.

2.2 IEP Team Membership

Refer to 1.2 of this guideline.

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Typically, the Annual IEP review team will consist of the parent(s); student, if applicable; the student's special education teacher; a regular education teacher; and an LEA representative (principal, instructional advisor, supervisor).

2.3 Contents of the IEP

Refer to 1.3 of these guidelines.

2.4 Process for Annual Review of the IEP

After conferring with the IEP team chairperson (principal, instructional advisor, supervisor) about possible dates, it will be the responsibility of the special education teacher to arrange the IEP Review Conference using SE-916 - Request to Attend an IEP Meeting for Review and Revision.

The special education teacher will notify other team participants about the scheduled dates and time for the meeting.

The special education teacher will document all attempts to involve parents in the IEP meeting using the SE-910 - IEP Conference Report.

The IEP chairperson is responsible to ensure that all necessary paperwork is completed during the conference and any follow-up distribution afterward; i.e., Individualized Educational Program (SE-904 or SE-907); IEP Conference Report (Se-910); Notice of Recommended Educational Placement (SE-905), if required.

The IEP will be implemented within 10 school days after completion.

2.5 IEP for Transfer Students

IEP's of exceptional students transferring from another in-state school district will be implemented immediately with a reevaluation taking place within 60 school days.