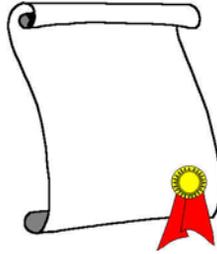


# INDIVIDUAL EDUCATION PROGRAM (IEP) DEVELOPMENT



## A Guide for Parents

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### What is the IEP?

An **Individual Education Program (IEP)** is a written plan of action describing the specially designed instruction and related services and supplementary aids and services the school will provide to meet the individual needs of your child. The IEP describes services, modifications, and accommodations that will be provided so your child can be involved in and progress in the general education curriculum.

### Meeting Requirements

By state and federal requirements, the IEP must be developed during a meeting in which all required members including parents, a district representation, regular and special education teachers, and your child, when appropriate, participate. In Kentucky, this meeting is called an **Admissions and Release Committee (ARC) meeting**. If the ARC is going to discuss transition to post-secondary environments, your child will be invited to the meeting.

ARC members, including parents, may bring proposed IEP items to the meeting. However, each item must be discussed, changed, and accepted or rejected by the ARC.

If ARC members bring proposed IEP items to the meeting, the ARC Chairperson must inform you that the items are only suggested items and are subject to approval, change, or rejection. However, the final IEP must be completed at an ARC meeting.

During the meeting, an ARC member makes a record of the IEP. This is done in writing or on a computer and usually the information is recorded on forms provided by the district.

### Developing Individual IEP Components

Personal data such as your child's name, school, date of birth, age, grade, etc. is usually included on an IEP.

**Present Level of Performance** - what your child can and cannot do compared to other children. The present levels of performance is based on recent evaluation data, your input and school progress data. It also includes how your child's disability affects his progress and involvement in the general education curriculum.

The present level of performance addresses:

- **physical functioning** - your child's health, medicine your child is taking, how well your child sees, hears, moves;
- **communication functioning** - how well your child talks and listens;
- **cognitive functioning**-how your child thinks and learns.;
- **social competence**-how your child gets along with other people and takes care of himself;
- **academic performance**-how well your child does in classes;
- **vocational functioning**- what your child wants to do for work when she finishes school and;
- **recreation and leisure functioning** -what your child likes to do for fun

**Measurable Annual Goals and Short Term Objectives (or Benchmarks)** - what your child is going to be working on during the coming year. ARC members develop **goals** based on the present levels of performance. **Goals** state what can reasonably be accomplished by your child within a 12 month period.

The ARC writes short term **objectives** or benchmarks to help your child reach short term objectives include

- what your child will be able to do (expected behavior);
- under what conditions (how, with what, when, and where) including how to check progress (**appropriate evaluation procedures**); and
- to what extent (how well the behavior must be done.) This is the **appropriate objective criteria**.

**Implementers** - who will be responsible for the short term objectives. The ARC states types of **implementers by title**- not by name. **Implementers** monitor and document progress toward mastery of the goals and objectives.

**Special Education and Related Services** - the **specially designed instruction** and other services the school is going to use to make sure your child meets the goals and objectives. ARC members describe the **specially designed instruction** needed, including when each service will begin and is expected to end and how much time each week each service will be provided and a general description of where services will be provided. (*initiation, duration, frequency, and location*).

Next, the ARC decides if any **related services**, such as transportation or therapy are needed for your child to benefit from **special education**. If needed, the ARC states the service, nature of the service, and initiation and duration of it.

**Participation in the Regular Education Program** - how much of the school day your child will be in classes and activities with children who do not have a disability. The ARC describes participation in academic and nonacademic activities, and the amount of time for participation, including **participation in state and district testing programs**. The ARC also states any supplementary aids and services and any modifications needed for participation.

**Transition**. If your child is moving from preschool to primary, school to school, or is age 14 or older, the ARC addresses transition as part of the IEP.

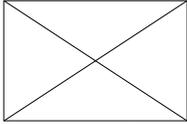
**Schedule for Review** - when the school is going to check on your child's progress. The ARC sets a date to review the IEP and decide if your child did what each objective said. This review must be at least once a year and may be more frequent if needed.

**Progress.** In addition to describing how your child's progress will be measured, the IEP includes how you will be regularly informed of progress and if the progress is enough for your child to meet his goals by the next annual review date. You will receive progress information as least as often as parents of nondisabled students are informed of their child's progress.

[Transfer of Rights](#)

At least one year before your child turns 18 years of age, the district must explain the rights your child will have when he turns 18 unless you go to court and a judge gives you the right to continue making educational decisions for your child.

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**Paperwork**

State and federal regulations DO NOT require a parent's signature on the IEP. However, it is an acceptable practice for school districts to ask parents to sign the IEP or meeting summary to show they participated in the meeting.

A copy of the IEP must be given or sent to parents.

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If you have questions about the IEP, please call your local school district for assistance.

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