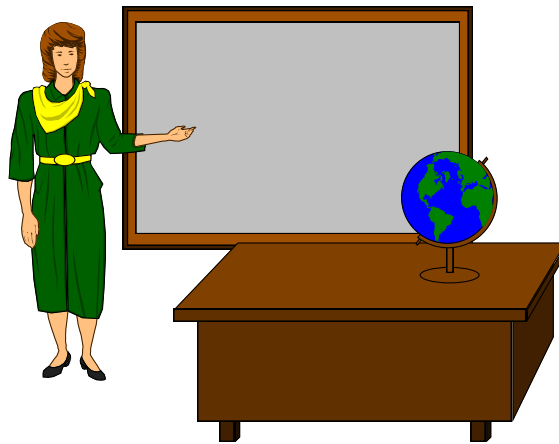


**INDIVIDUAL
EDUCATION
PROGRAM
(IEP)
DEVELOPMENT**



A Guide for General Education Teachers

What is the IEP? An *Individual Education Program* is a record of the decisions made by the Admissions and Release Committee (ARC) that sets forth in writing a plan of action and a commitment of the resources needed to enable a child with a disability to receive a free appropriate public education.



Meeting Requirements

In Kentucky the meeting to develop an IEP is called an Admissions and Release Committee (ARC) meeting. The ARC membership consists of the following members: parents; teacher(s), both general and special; chairperson; and the student if appropriate. By state and federal requirements, the IEP must be developed during the ARC meeting.

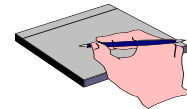
ARC members, including general education teachers, may bring proposed IEP items to the meeting. However, each item must be discussed, modified, accepted or rejected by the ARC.

If ARC members bring proposed IEP items to the meeting, the ARC Chairperson informs parents that the items are only suggested items and are subject to approval, modification, or rejection. The final IEP, however, must be completed at the ARC meeting.

A member of the ARC documents the final IEP in writing - usually on forms provided by the district. This person is generally called the IEP recorder.

Developing Individual IEP Components

The IEP recorder completes all personal data for the IEP, such as child's name, school, date of birth, age, grade, etc.



Present Level of Educational Performance - what your student can and cannot do compared to other children of a similar age. The ARC decides present level of performance based on review of the most recent evaluation data, as well as parent input and school progress data, and includes adverse effects on educational performance. Areas addressed are:

- physical functioning;
- communication functioning;
- cognitive functioning;
- social competence; and
- academic performance.

The ARC may include a summary of the student's performance in other areas as deemed educationally appropriate.

- *Annual Goals and Short Term Objectives* - what your student is going to be working on during the next twelve months. ARC members develop annual goals based on the needs described in the present level of performance.

The objectives/ benchmarks are specific steps that help your student work toward the annual goals.

Special Education and Related Services - the specially designed instruction and other services necessary to assist your student in working toward the goals and objectives.

ARC members describe the specially designed instruction needed, including when each service will begin and is expected to end, how much time will be spent each week and where each service will be provided (*initiation, duration, and location*).

Next, the ARC decides if any other related services, such as therapy, transportation, etc. are needed for your student. If needed, the ARC states the service, nature of the service, and initiation and duration of it.



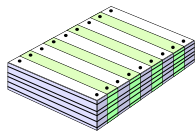
Participation in the General Education Program - how much of the school day your student will be in classes and activities with children who do not have a disability. The ARC describes the amount of time for participation in academic and nonacademic activities. The ARC also states any modifications and accommodations needed on a regular basis in order to participate. These modifications and accommodations may also be used for participation in district or statewide assessment.

Schedule for Review - when the progress on the objectives/ benchmarks of your student will be reported. The ARC sets a date to review the IEP. This review must be at least once per year and may be more frequent if needed.

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

Placement Placement is where the IEP will be implemented.

Before making the final placement decision, the ARC must discuss a variety of placement options based on where the IEP can best be implemented, starting with a general education class in a regular school building. Each option considered is documented on a summary of the meeting along with the rationale for the acceptance or rejection of the options.



Paperwork Attendance/ Participation in the ARC is documented by the signature of each member. Teachers must have access to the IEP.

If you have questions about the IEP, please talk with your principal, school counselor, or the director of special education for your school district.

