EDS 510

Requirements of IEP Development & Implementation under Reauthorization of IDEIA

NASET Study Hours Awarded for this Course: 15

Course Overview

The federal law in special education is The Individuals with Disabilities Education Improvement Act, also known as IDEA or IDEIA. The centerpiece of IDEIA is the requirement that each eligible student have an individualized education program (IEP). The contents of the IEP are designed to provide a road map for the child's educational programming during the course of the coming year. Under IDEIA, an *individualized education program* or *IEP* is a written statement for a child with a disability that is developed, reviewed, and revised in accordance with the law [34 C.F.R. 300.22]. The IEP is the primary mechanism for ensuring that students receive an appropriate education. An IEP summarizes all the information gathered concerning the student, sets the expectations of what the student will learn over the next year and prescribes the types and amount of special services the student will receive.

The focus of this professional development course will be to answer the following questions about related services:

- What is an individualized education program (IEP)?
- Does every student in special education have an IEP?
- What must be included in an IEP?
- What are present levels of educational performance (PLEP)?
- What do present levels of educational performance describe for preschoolers?
- What are measureable annual goals?
- What are assistive technology devices and services?
- What does it mean that the IEP must contain an explanation for why the child will not participate with nondisabled children in the general education classroom and activities?
- What is required in the statement of any procedural modifications in the administration of state or district wide assessments of student achievement?
- What does the IEP require in terms of dates, frequency, location and duration of services?
- Does the IEP Team need to consider extended school year (ESY) services?
- What are some factors to consider in deciding whether a child is eligible for ESY?
- What are transition services?
- Are students required to be involved in their transition planning?
- Are school districts required to ensure that the goal of employment or independent living is achieved?
- Must an IEP include measurable postsecondary goals based on age-appropriate transition assessments for every 16-year-old student with a disability regardless of the student's skill levels relating to education, employment, and training?

- Must community access skills be included in the IEP as independent living skills?
  If an IEP Team chooses to address transition before age 16 (for example, at age 14), do the same requirements apply?
- Must public agencies measure whether postsecondary goals have been met once a student has graduated or has aged out?
- What is the age of majority?
- What happens when a student reaches the age of majority?
- What is progress monitoring?
- How often does the IEP Team need to report progress to parents?
- Are school districts required to provide evidence of effectiveness for instructional programs recommended by the IEP Team?
- When must an initial IEP be developed?
- Are educational placements based on the IEP?
- Who must be a part of the IEP team?
- Why are parents on the IEP Team?
- Can parents bring a lawyer to an IEP meeting?
- Are all members of the IEP Team mandated to be in attendance at an IEP meeting?
- Is parental participation required at IEP Team meetings?
- When must an IEP be in effect?
- What happens to a student's IEP if he or she transfers out of district or to a new State?
- What does IDEIA mandate regarding the development of an IEP?
- What does IDEIA mandate regarding the review and revisions of an IEP?
- Is an IEP meeting required before a public agency places a child with a disability in, or refers a child to, a private school or facility?
- Can students be declassified from special education?

Terminology you will learn in this course includes:

- Age of majority
- Annual goals
- Annual review
- Assistive technology device
- Assistive technology service
- Benchmarks
- Declassification
- Extended school year services
- High-Tech
- IEP team
- Individualized education program
- Low-Tech
- Present level of educational performance
- Progress monitoring
- Terminology
- Transition planning
- Transition services
- Triennial review