

INDIVIDUALIZED EDUCATION PROGRAMS

The primary purpose of an IEP Team meeting is to design an IEP that will meet the unique needs of an eligible student. The IEP Team plans the special education and related services designed to provide access to and progress in the general curriculum. The parent or adult student, district personnel and other IEP Team members should come prepared to participate in an open discussion regarding the student's individual needs and how those needs affect the student's mastery of the content standards and objectives. Placement decisions must be considered after the special education services are determined.

The IEP meeting serves as a communication vehicle between the parent or adult student and district personnel that enables them, as equal participants, to make joint, informed decisions regarding the student's special education services. All members of the IEP Team are expected to work toward consensus regarding the content of the student's IEP to ensure that he or she receives FAPE.

The WVDE provides IEP and special education process forms/templates, including the online IEP, to ensure that all IEPs are developed in compliance with federal and state regulations. Therefore, districts are required to use the WVDE Online IEP in the development of a student's IEP. The IEP requirements are listed below.

A. Student Information

All IEPs must include the required demographic components.

B. Documentation of Attendance

The district must ensure the attendance and participation of the IEP Team members at the IEP meeting. Signatures and positions of team members document attendance.

Team member signatures including parent or adult student do not reflect agreement or disagreement with the IEP, but only indicate attendance.

C. Considerations

In developing each student's IEP, the IEP Team must consider:

1. Strengths of the student;
2. Concerns of the parents for enhancing the education of their child;
3. Results of the initial evaluation or most recent evaluation of the student; and
4. Academic, developmental and functional needs of the student.

D. Present Levels of Academic Achievement and Functional Performance

Using the information considered in Part C, the IEP Team identifies and develops statements of present levels of academic achievement and functional performance and measurable annual goals that enable school personnel to track the effectiveness of services and to accurately report progress toward goals.

E. Goals and/or Objectives

Measurable academic and functional annual goals must be related to the needs described in the present levels of academic achievement and performance statements.

F. Transition Services

Secondary transition services are defined as a coordinated set of activities for a student with an exceptionality that are designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation. The activities include instruction, community experiences, development of employment and other post school adult-living objectives and, if appropriate, acquisition of daily living skills and a provision of functional vocational evaluation. These activities are based on the individual student's needs, taking into account the student's preferences and interests.

G. Statement of Special Education and Related Services

Each student's IEP must describe the special education and related services, supplementary aids and services, based on peer-reviewed research to the extent practicable, and program modifications or supports for school personnel that will be provided to or on behalf of the student to enable the student to:

H. Extended School Year (ESY) Services

For students with disabilities, the IEP Team must annually determine and document a student's need for ESY services. Students entitled to ESY services are those who require special education and related services in excess of the regular school year to maintain identified critical skills as described in the current IEP.

I. Statewide and District-wide Achievement Testing

Students with disabilities participate at the grade level at which they are enrolled in all components of the West Virginia Measures of Academic Progress under standard conditions or with accommodations based upon the criteria in either regular or alternate accountability assessments.

J. Least Restrictive Environment Considerations and Placement Decisions

An eligible student must be educated with general education students in the general education classroom to the maximum extent appropriate. Removal from the general education environment occurs only when the nature or severity of the exceptionality is such that education in general classes and other settings with general education students cannot be achieved satisfactorily even with the use of supplementary aids and services. This requirement is known as the LRE. An appropriate LRE is one that enables the student to receive IEP services and make reasonable gains toward goals identified in an IEP.

