



Preparing for the Admission and Release Committee (ARC) Individualized Education Program (IEP) Meeting

Part of the Building the Legacy training curriculum developed by NICHCY, 2007 | Updated by CPIR, 2016 –

Adapted & presented for Kentucky by KY-SPIN

Kentucky Special Parent Involvement Network (KY-SPIN) Parent Training & Information (PTI) Center

Funded by the U.S. Dept. of Education under IDEA since 1988 when Kentucky first received a PTI. KY-SPIN Parent Center provides training, information and support for children and youth with all types of disabilities (birth through 26 years old), their parents, families and professionals.



We do NOT

Act as attorneys

We DO

Empower families to advocate for their children effectively.

Provide “peer-to-peer” support to help families access needed information and resources.

Disclosure

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Today's Agenda

- The IEP Team: Who's a Member?
- Content of the IEP
- Least Restrictive Environment & Decision Making
- Meetings of the IEP Team





Within **30 days** of determination that the child needs special education and related services...

...an IEP Team meeting must be conducted to develop the child's IEP

§300.323(c)

Prior Written Notice



Who must be included on the IEP Team?

The child's parent(s) or educational representative



Ensuring Parent Participation

The public agency must take **whatever action is necessary** to ensure that the parent understands the proceedings of the IEP Team meeting...

...including arranging for an **interpreter for parents...**

- with deafness, or
- whose native language is other than English



§300.322(c)

Special Education Teacher

No less than 1 of the child's special education teachers*



* Or, when appropriate, not less than 1 of the child's special education providers

Regular Education Teacher

* If child is, or may be, participating in regular education environment



Not less than 1 of
child's regular
education
teachers*

Representative of public agency

Must be:

Qualified to provide (or supervise the provision of) specially designed instruction to meet the unique needs of children with disabilities

Knowledgeable about general education curriculum

Knowledgeable about the availability of resources of public agency

Individual(s) who can interpret evaluation results

May:

Already be a member of the IEP team for another purpose but may *not* be the child's parent.



Others with “knowledge or special expertise” about the child

This person:

Attends “at the discretion of the parent or the agency”

May be a related services provider (*as appropriate*)

“Knowledge or special expertise” about the child is determined by whoever invites the individual to be part of the IEP Team



The child with a disability

The **focus** of all this discussion and planning!

- **Must** be invited to attend whenever appropriate
- **Must** be invited to a meeting where postsecondary goals and transition services needed to reach those goals will be considered

If a child does not attend the meeting, other steps must be taken to ensure that the child's preferences and interests are considered

Excusing a Member from Attending the Meeting

When a member of the IEP Team's area is **NOT** being modified **or** discussed, the member may be excused from attending the meeting, in whole or in part, under two conditions:

- Parents and LEA must agree that the member's attendance is **not** necessary
- Parents' agreement (and the LEA's) must be in writing



§300.321(e)(1)
300.321(e)(2)

Parent Participation at the Meeting

May the agency hold the IEP meeting *without* the parent in attendance?

Yes, if the public agency is unable to convince the parents to attend

In this case

The agency must keep detailed records of its attempts to arrange a mutually agreed-on time and place for the meeting

Talking about transition

the student... previously discussed participants...



Representatives of other agencies likely to be responsible for providing or paying for transition services

Consent Alert!

Parental consent is required (or the student's consent if he or she has reached the age of majority)...

...**before** public agencies may invite reps from a participating agency to attend an IEP meeting where postsecondary goals and transition services needed to reach those goals will be considered



Another Special Transition Time

If parents ask, the Public agency must invite the Part C service coordinator (or other reps of the Part C system) to the initial IEP meeting to assist with a smooth transition in services.



When a child served under
Part C...



...moves to Part B

Special Education

Statement of the special education and related services and supplementary aids and services to be provided to, or on behalf of the child.

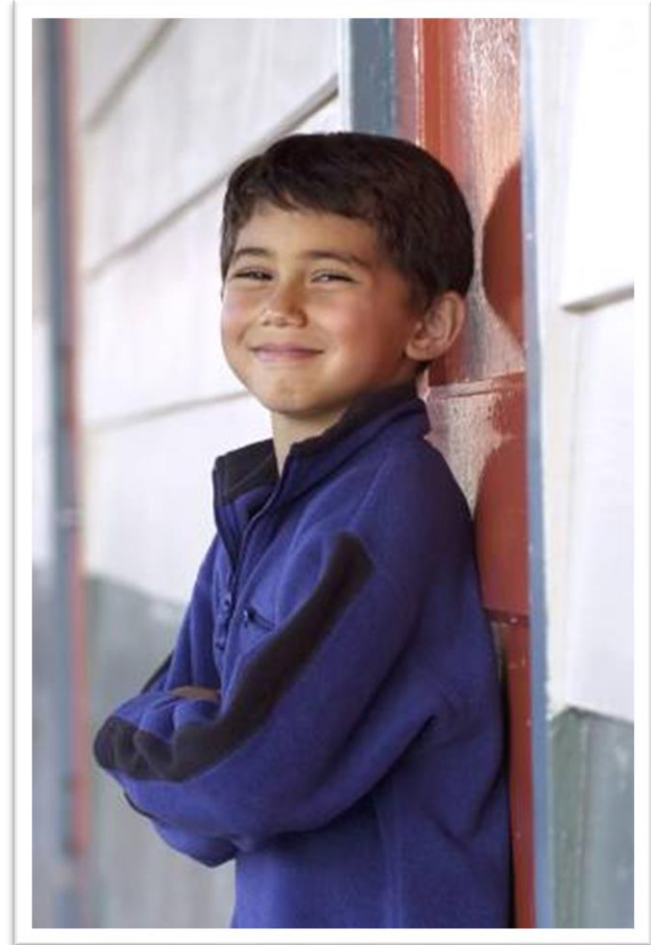
§300.320(a)(4)

§300.39

Present Levels

The Child's present levels
of **academic achievement**
and **functional performance**

This includes how a child's disability
affects the child's involvement
and progress in the general
education curriculum



§300.320(a)(1)

Annual Goals

Measurable **annual goals**, including academic and functional goals designed to...

- Meet the child's needs that result from the child's disability

to enable the child to be involved in and make progress in the general education curriculum and

- Meet each of the child's other educational needs that result from the child's disability

Goal Writing

Writing goals can be one of the hardest parts of developing the IEP.

What does the child need to learn or do academically?

What does he or she need to learn or do functionally?

What's reasonable to achieve in a year?

Can you measure whether or not the child has reached the goal?



Fxstageadmin (2023) What are smart goals? how do you set them?: FCS Blog, Fossil Consulting Services, Inc. Available at: <https://www.fossilconsulting.com/blog/qualifications-and-training/setting-smart-training-goals/> (Accessed: 02 August 2024).

Reporting Progress

Description of...

When **periodic reports** will be provided on the child's progress toward meeting the annual goals

Examples given in the law?

Quarterly or other periodic reports,
concurrent with the issuance of report cards

§300.320(a)(3)

Extent of Nonparticipation

Explanation of the...

Extent, if any, to which the child will **not** participate with nondisabled children in the general education curriculum, extracurricular activities, and other nonacademic activities

Supplementary Aids and Services (SAS)

Service Delivery

- When the services and modifications to be provided will begin
- How **often** they will be provided
- **Where** they will be provided
- How long they will last

Related Service, Aid or Modification	Frequency	Location	Beginning Date	Duration
Speech Therapy	5x per week	General education setting	02/16/2023	20 minutes
Occupational Therapy	2x per week	Therapy room	02/16/2023	10 minutes

§300.320(a)(7)

Modifications

Usually a **modification** means *a change in what is being taught to or expected from the student.*

Examples:

- Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification.
- Shortened assignments: Student still has to do same level/skill of work, but not as much work as other students.

Accommodations

An **accommodation** is *a change that helps a student overcome or work around the disability.*

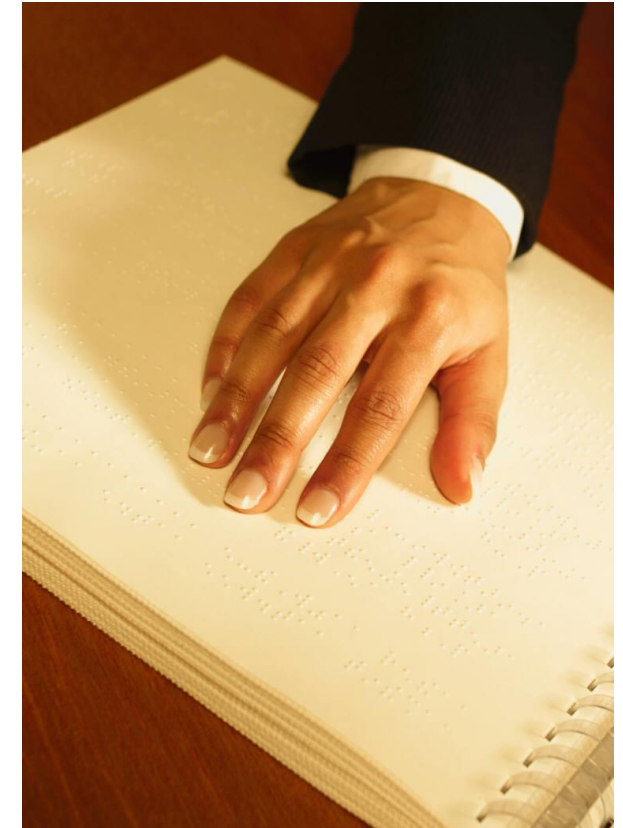
Example:

Allowing a student, who has trouble writing, to give his answers orally is an example of an accommodation. This student is still expected to know the same material and answer the same questions as fully as the other students, but he doesn't have to write his answers to show that he knows the information.

Accommodations

Including but not limited to...

- Visual prompts
- Previewing questions
- Advanced organizers
- Listening guides
- Large print materials
- Braille
- Reader
- Scribe
- Manipulatives
- Extended time (e.g., double time or time and a half)
- Interpreter
- Reinforcement and behavior modification strategies
- Paraphrasing
- Calculator
- Use of technology



Transition

Beginning no later than the first IEP to be in effect after the child is 16* **(eighth grade or age 14 in KY)**

**Or younger if determined appropriate by the IEP Team*



§300.43

Special Factors to Consider

The IEP Team must consider special factors associated with

Behavior

Children whose **behavior** impedes their own learning or the learning of others



§300.324(a)(2)(i)-(v)

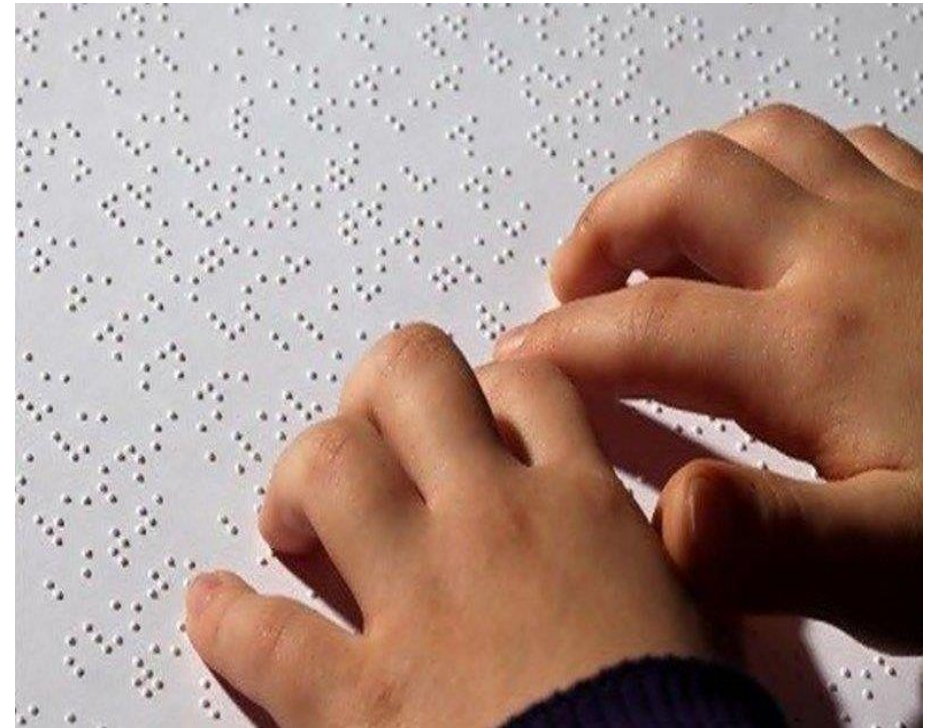
Limited English Proficiency

Language and communication needs of children with limited English proficiency



Instruction in Braille

Instruction in Braille and the use of Braille for children who are blind or visually impaired



Communication Needs

Communication needs of *all* children, with particular emphasis on children who are deaf or hard of hearing



Assistive Technology and Services

Regardless of the child's disability, IEP Team must consider:

Whether the child needs assistive technology devices and services



§300.6
§300.5

Placement

Placement can occur in a range of settings, including a regular classroom, a special education class, a pull-out program, or a separate school.



Defining Least Restrictive Environment (LRE)

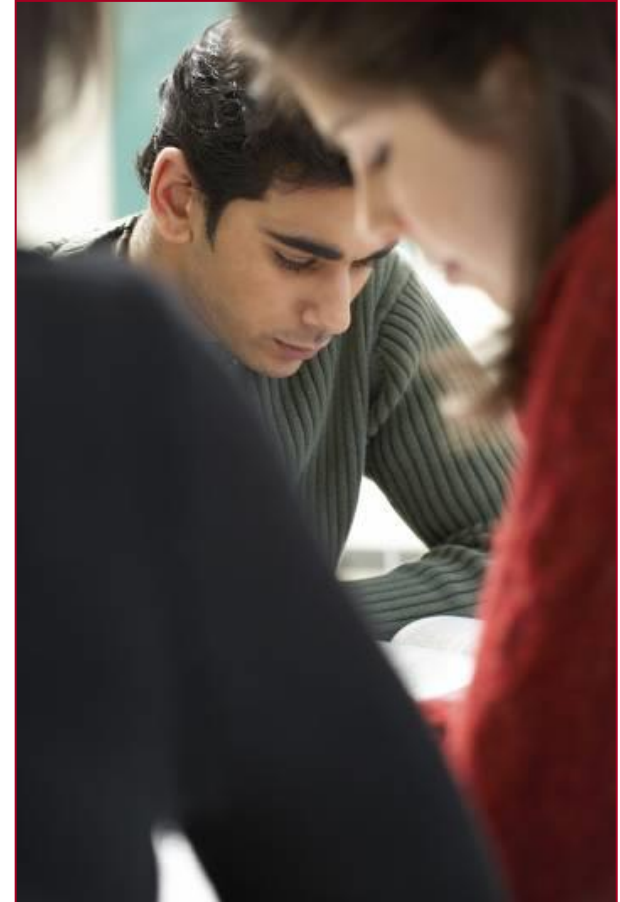


Each public agency must ensure that, To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled *and* **LRE requirements**

Defining LRE continued

Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs *only*...

...if the nature or severity of the disability is such that education in regular classes *with the use of supplementary aids and services* cannot be achieved satisfactorily



Defining LRE

Individualized Placement

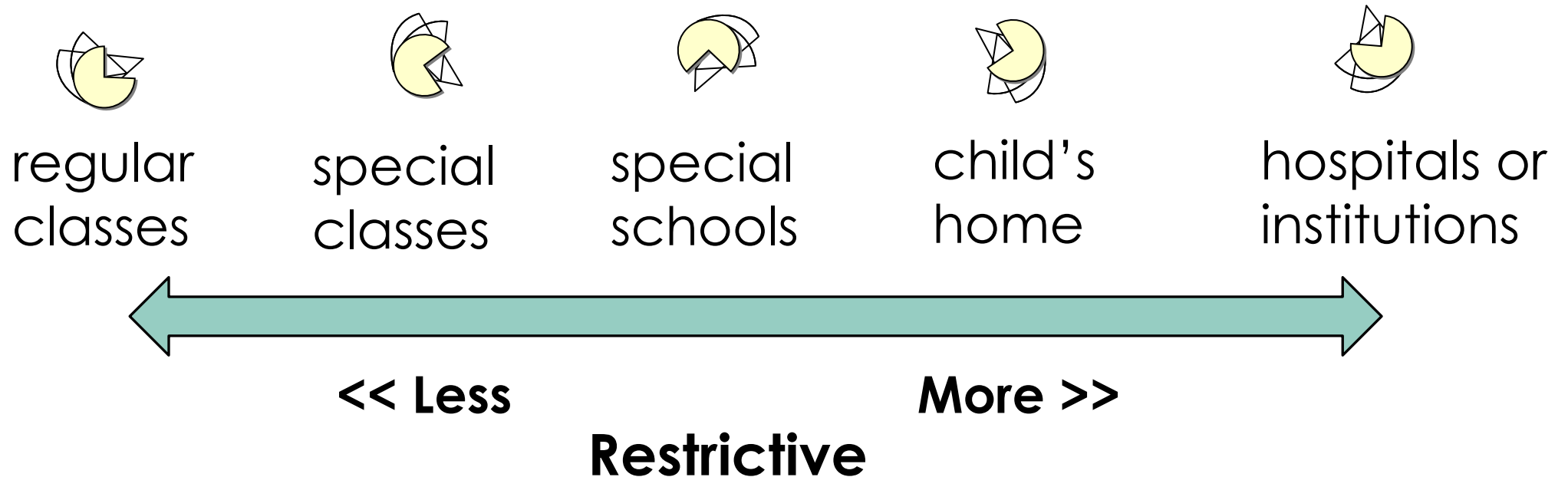
Placement decisions **must** be based on a child's unique needs and IEP, **not** on administrative convenience, disability/program label, or allocation of funds.



Defining LRE

Continuum of Alternative Placements

...includes instruction in:



Defining LRE

Placement Decisions

Placement decisions are made by a group of persons, including the parents, who are knowledgeable

- About the child
- The meaning of the evaluation data
- The placement options



Defining LRE

Placements

The child's placement is determined at least annually

Is based on the child's IEP

Is as close as possible to the child's home

Unless the child's IEP requires another arrangement, the child is educated in the school that he or she would attend if nondisabled



Defining LRE

Consideration must be given to any potential harmful effect on the child or on the quality of services that he or she needs.

A child with a disability may not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum



www.parentcenterhub.org/lre-resources/

§300.116(d)-(e)

Placement in Certain Circumstances

During the Appeals Process, Discipline Procedures

Placement and School Discipline

www.parentcenterhub.org/disciplineplacements/

IDEA's Regulations on Discipline

www.parentcenterhub.org/disciplinereg/

Placement and School Discipline

www.parentcenterhub.org/disciplineplacements/

Child's Placement During the Appeal Process

www.parentcenterhub.org/pendency/

IDEA Sec. 300.536 Change of Placement because of Disciplinary Removals

sites.ed.gov/idea/regs/b/e/300.536

OSEP Questions and Answers On Discipline Procedures

www2.ed.gov/policy/speced/guid/idea/discipline-q-a.pdf

KDE Procedural Safeguards

apps.legislature.ky.gov/law/kar/titles/707/001/340/

Defining LRE

Participation in Extracurricular/Nonacademic Services and Activities

Each public agency must ensure that...

The child has supplementary aids and services determined appropriate and necessary by the child's IEP Team to participate in **nonacademic** and **extracurricular** services and activities



*Meals, Recess, clubs,
Transportation,
Athletics, and more*



Summarizing LRE

Special education is *not* a place. It's a set of services and supports.

Where a child with a disability receives special education services is that child's *placement*.



When will the IEP be implemented?

AS SOON AS POSSIBLE FOLLOWING DEVELOPMENT OF THE IEP

Special education and related services must be made available to the child PER the child's IEP.

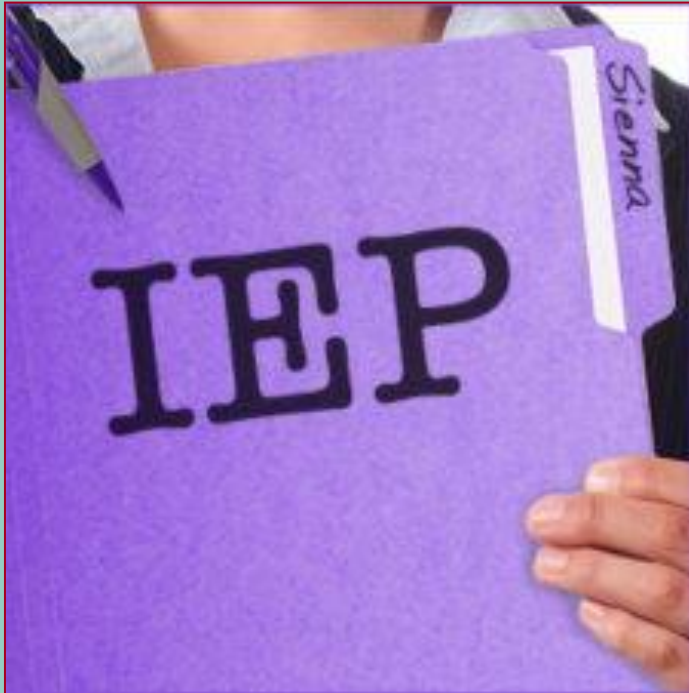


ALL SERVICE PROVIDERS WHO WILL BE IMPLEMENTING THE IEP

- Must have access to the IEP
- Must be informed of their specific responsibilities
- Must be informed of specific accommodations, modifications, and supports to be provided to the child in accordance with the IEP

When the IEP Is Completed

The public agency must give the parent a copy of the child's IEP at no cost to the parent



Reviewing & Revising the IEP

Review periodically,
but **not less** than
annually



Meeting w/out Meeting

Does the team have to physically meet if parents or the LEA want to amend or modify the IEP?

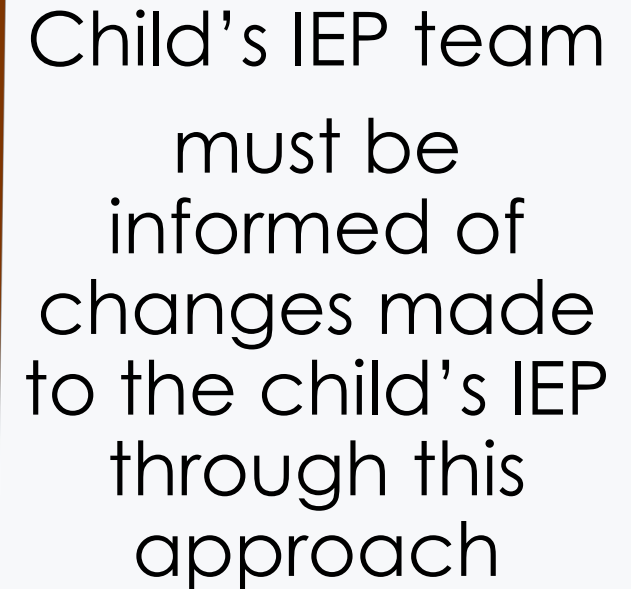
No, not necessarily,
subject to certain conditions



Meeting w/out Meeting

When may this occur?

- Only for changes being made to the child's IEP *after* the annual IEP team meeting for a school year
- Only if parents and LEA agree *not* to convene the meeting
- Only if parents and LEA instead develop a *written* document to amend or modify the child's current IEP

A graphic of a clipboard with a white sheet of paper and a brown border. The paper contains text about IEP team notification.

Child's IEP team
must be
informed of
changes made
to the child's IEP
through this
approach

Coming together is a
beginning;
keeping together is
progress;
working together is
success.

-Henry Ford

Words to Know

Admissions and Release Committee (ARC): A group of individuals responsible for developing, reviewing, or revising the Individual Education Program (IEP) for a child with a disability. Composed of the child's parents, child or youth if appropriate, regular education teacher of the child or youth; special education teacher of the child or a special education teacher who is knowledgeable about the child's suspected disability; representative of the LEA knowledgeable about the general curriculum and the availability of resources, an individual who can interpret the evaluation results, an individual who can interpret the instructional implication of evaluation results; an individual who has knowledge or special expertise regarding the child, related service personnel, as appropriate. Also referred to as IEP Team.

State Education Agency (SEA) – Kentucky Department of Education (KDE)

Local Education Agency (LEA) – Local Public School District

Words to Know

Prior Written Notice (PWN) Written notice provided to parents each time the school proposes to take or refuses to take certain actions.

- Initiate or change the identification, evaluation, or educational placement of your child;
- Proposes to initiate or change the provision of FAPE to your child (**Free Appropriate Public Education**);
- Refuses to initiate or change the identification, evaluation, or educational placement of your child;
- Refuses to initiate or change the provision of FAPE to your child

Words to Know

Present Levels of Academic Achievement and Performance: - How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities

Annual Goals: Statements in a student's IEP that outline the major expectations for that student during the upcoming twelve months must be objective and measurable.

Functional Goals: Goals that are designed to meet the needs of a child that result from the child's disability and enable the child to be involved in and make progress in the general education curriculum or meet the child's other educational needs resulting from his disability

Special Education: Means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

Words to Know

Related Services: transportation and developmental, corrective, and other support services that a child with disabilities requires in order to benefit from education; examples of related services include: speech pathology and audiology, psychological services, physical and occupational therapy, recreation, counseling services, interpreters for the hearing impaired, and medical services for diagnostic and evaluation purposes.

Extracurricular Activities and Nonacademic Activities: School activities that fall outside the realm of the general curriculum. These are usually voluntary and tend to be more social than academic.

The Department: The US Department of Education

Alternate Assessment: Assessments used with students who are unable to take the typically administered standardized tests, even with accommodations; generally reserved for students with the most significant disabilities.

Words to Know

Supplementary Aids and Services- aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate

IAES- Interim Alternative Educational Setting

Least Restrictive Environment (LRE) refers to the setting where a child with a disability can receive an appropriate education designed to meet his or her educational needs alongside peers without disabilities to the maximum extent appropriate.

General Education Curriculum: The subject matter provided to children without disabilities and the associated skills they are expected to develop and apply. Examples: math, science, history, language arts.



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<https://forms.gle/bS8BvpGvqZDySLc36>

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