



# Parent Training and Information (PTI) Program

## INDIVIDUAL EDUCATION PROGRAM (IEP)

Regulations governing the development and content of an Individual Education Program are contained in Federal Law, the Individuals with Disabilities Education Act (IDEA), P. L. 108-446, and in the Washington Administrative Code (WAC 392-172A).

All students who have been found eligible for special education must have an IEP developed prior to the delivery of services. The first IEP must be written within 30 calendar days after the completion of the evaluation. Subsequent IEP's must be reviewed and revised, at least annually. The parents and/or the school may request a meeting more often than once per year.

A team of people, at least consisting of: the parent, the student (when appropriate), a district representative who is familiar with the general education environment in the school district, a special education teacher, and at least one regular education teacher, if the child is participating, or may be participating, in the general education environment, will participate in a meeting to develop a program to meet the needs of the student as determined by the evaluation. Others may be at the meeting if the parents or the school has asked them.

### Sections of an IEP include:

- A statement of a student's **present levels of academic achievement and functional performance**
- **How the student's disability affects the his/her involvement and progress** in the general education curriculum; or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities
- **Measurable annual goals**, including academic and functional goals
- **For students who will take alternate assessments** aligned to alternate achievement standards, a description of **benchmarks or short-term objectives**
- **How the district will measure the student's progress** toward meeting goals
- **How the school will communicate to parents** the student's progress toward the goals
- A statement of **special education and related services and supplementary aids and services** based on peer reviewed research to the extent practicable to be provided to the student
- A statement of **program modifications and supports for school personnel** to enable the student to be involved and make progress in the general education classroom
- **How the student will be involved in and make progress in the general education curriculum and participate with other students in extracurricular and other nonacademic activities**
- A statement of the **appropriate accommodations** the student will need in order to participate in statewide and district wide assessments
- **Extended school year services**
- **Aversive interventions, if necessary**

- **The dates the services will start, the duration, how often, where and for how many minutes they will be provided**
- **Beginning not later than age 16, transition services**, including appropriate measurable postsecondary goals related to training, education, employment, and independent living skills and the courses of study needed for the student to reach those goals
- **Transfer of rights at age of majority** statement

A student's placement must be determined **after** the IEP has been written. That placement can be in one or a combination of settings. The IEP team designs the placement so that a student with disabilities will be educated with students without disabilities to the maximum extent appropriate to his/her needs. The school district must include an explanation of the extent, if any, which the child **will not** participate with non-disabled children in the regular class and in the education and related services.

If the parents and the school cannot come to an agreement on an IEP for a student, the parents may sign the plan indicating the areas of agreement and disagreement and the steps to be taken to resolve the disagreement. If the parents refuse to sign the IEP, the district can provide the parents with a written prior notice of the proposed change, along with a copy of parent's rights. At this time, the parents may initiate a due process hearing and/or request formal mediation, to resolve the differences. If the parents desire such a hearing, the Office to the Superintendent of Public Instruction must be notified in writing. If no hearing is initiated, the school district may implement the proposed change in services (**unless** it is the child's first IEP in the district).

**REMEMBER:     *The IEP must be individualized to meet the student's needs.***

**For additional information contact Parent Training Program at 1-800-572-7368 v/tty or at [pave@wapave.org](mailto:pave@wapave.org)**

We have Parent Training and Information (PTI) Offices throughout the State. Contact our main office toll-free at 1-800-572-7368 (v/tty), [pave@wapave.org](mailto:pave@wapave.org) or visit our website [www.wapave.org](http://www.wapave.org) for the office closest to you.