

# Individualized Education Program (IEP)

## What You Can Expect

**Signature Page:** IEP Team members sign-in page. Signatures signify attendance and participation in the development of the IEP. Signatures do not signify agreement or disagreement with the IEP. You will be asked to sign-in.

**Student Information/Educational History Page:** contains personal demographic information (student name, date of birth, primary/secondary eligibility, parent/legal guardian information, etc.) and educational history which pertains to initial referral information and any past special education placements and/or services your child may have received. This page also documents student attendance history. You will be asked to verify your contact information on this page.

**Student Profile:** focuses on future goals for your child. You will be asked to develop a vision statement for your child and inform the IEP Team of any concerns for enhancing the education of your child. You will also be asked to help the IEP team to note strengths and areas of need (academic, developmental, and/or functional) for your child. At the bottom of this page you will see your child's latest test scores, both school based and state assessment scores.

**Present Levels of Academic Achievement, Functional and/or Behavioral Performance (also referred to as "PLAAFP"):** contains information about your child's present levels of performance gathered from your child's teachers, ancillary providers and yourself in the areas of academic achievement (e.g., reading, written language, math), functional performance (e.g., problem solving, processing skills, communication skills, life skills, memory function, processing speed, motor skills), and/or behavioral performance (e.g., social, emotional, behavior, attendance, energy level, sustained attention, impulse control). This may include for school age children, how your child's disability affects their involvement and progress in the general education curriculum and for preschool children, how your child's disability affects their participation in appropriate activities.

**Consideration of Special Factors:** contains a place to note any special factors your child may have and includes visual/hearing difficulties, limited English proficiency, assistive technology needs, medical and significant health needs and any changes in the general discipline matrices.

**Note:** If an FBA and or BIP has been developed this will be the page where that is discussed and documented.

**Consideration of Best Practices/Strategies for a Student with Autism:** contained in the IEP packet **only** for students with an eligibility of Autism. The IEP Team must carefully consider eleven Best Practices/Strategies when developing and

implementing an IEP for an eligible student with Autism. Only those strategies that the IEP Team determines are necessary must be included in the student's IEP.

**Transition Planning/Interagency Linkages:** contained in the IEP packet **only** for students Preschool through age 13. Transition planning includes activities and/or strategies designed to assist the student in transitioning from grade to grade and school to school, which are taken from the vision statement you created for your child in the Student Profile.

**Transition Services Plan:** contained in the IEP packet **only** for students who will turn 14 in their IEP year or for students who are 14+ years of age. You will first discuss measurable, post-secondary goals which are goals the IEP Team designs to address the student's goals after high school and are linked to the Student Profile. These goals will address Education and Training, Employment and Daily Living (if applicable). The IEP Team must plan coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. This will also contain information about the when the student reaches the age of majority and becomes their own legal guardian unless steps are taken for continued guardian. The following will also be reviewed and decided upon in the IEP Team meeting: a complete course of study for high school, documentation of progress towards high school graduation assessment, graduation option (Standard, Career Readiness, or Ability)\*, and progress towards graduation requirements.

**\*More information on Graduation Option can be found on the NMPED website at [https://webnew.ped.state.nm.us/wp-content/uploads/2024/02/1.25.24\\_Graduation\\_Memo-to-SPED-Directors.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2024/02/1.25.24_Graduation_Memo-to-SPED-Directors.pdf)**

**Note:**

If the student **meets graduation requirements on a Standard Graduation Option**, they will receive their high school diploma AND this will permanently end the student's right to a Free and Appropriate Public Education (FAPE). There will be no more IEPs and no more IEP Meetings. After graduation, the student will no longer be entitled to receive special education and related services from a school district or other local education agency.

If the student **meets graduation requirements on a Modified/Ability Graduation Option**, they will receive their high school diploma; HOWEVER, their right to a Free and Appropriate Public Education (FAPE) does not end. At the request of the adult student/parent, they may return for continued educational or transition needs on a Graduated-Continuing IEP (GC-IEP) or Graduated-Transition IEP (GT-IEP), as long as the student meets the age eligibility requirements (i.e. has not reached his or her 22<sup>nd</sup> birthday on the first day of the school year). The IEP Team will reconvene to determine needed educational services on a GC-IEP or GT-IEP.

If the student **does not meet graduation requirements** (e.g., needs to earn credits, pass high school graduation exam and/or complete IEP goals) **and is on a Standard, Career Readiness or Ability Graduation Option** they may return for continued educational or transition needs on an Continuing-IEP (C-IEP) or Transition-IEP (T-IEP) at the request of the adult student/parent, as long as the student meets the age eligibility requirements (i.e. has not reached his or her 22<sup>nd</sup> birthday on the first day of the school year). The IEP Team will reconvene to determine needed educational services on a C-IEP or T-IEP.

**Goals and Objectives/Benchmarks:** will contain goals and/or objectives/benchmarks generated from the appropriate standards (e.g., NM Standards/Common Core State Standards, Expanded Grade Band Expectations/Common Core Connectors. Employability & Career Development Standards, English Language Development Standards, and Preschool Standards) which are based on your child's unique needs and area(s) of concern, which were identified in the Present Levels of Performance (IEP Page 4). Because these goals are based on your child's current levels of performance and unique needs, you may be presented with ***draft*** goals which will be discussed with the IEP team for the final review and revision. **Remember you are an integral part of the team and you may propose different educationally relevant goals as you feel necessary.**

**Instructional Accommodations and/or Modifications, Supplementary Aids and Services, Supports for School Personnel:** contains accommodations/modifications that are needed for your child to access the general educational curriculum. Accommodations and modifications are not meant to give a student an advantage over others, but simply to "level the playing field." If your child's needs are such that he/she requires a specialized emergency evacuation plan (beyond the general education procedures) you will complete those forms at this point. Also, the supplementary aids and services which are needed to support the student's participation with non-disabled peers in the general education classroom and in other education related settings, such as in non-academic or extra-curricular activities.

**Participation in Mandated District and State Testing:** any testing accommodations, both school district and state mandated testing, your child needs will be recorded on this page.

**Non-Academic/Extracurricular Activities, Physical Education, Transportation, Extended School Year:** contains any accommodations, supplementary aids and services or related services deemed necessary by the student's IEP Team to ensure each student with a disability participates with non-disabled students in non-academic/extracurricular services and activities *to the maximum extent appropriate to the needs of that student*. (For example, lunch/breakfast, recess/passing period, assemblies, field trips, athletics, extra-curricular activities, general education

transportation, general education counseling services, health services, special interest groups/clubs sponsored by the district, vocational, etc.) The team will also discuss any accommodations necessary for physical education, the need for special transportation as a related service and consider and determine the need for Extended School Year services at this point.

**Schedule of Services:** contains a specific schedule of services that your child will receive. You will see the daily school schedule broken down and specific settings (general education setting or special education setting) checked. There will also be a frequency and duration assigned to each related service (SLP, OT, PT, RT, SW, etc.) and how they will be delivered.

**Level of Service and Setting:** contains information about the Level of Service (hours the student is receiving special education services) and Setting (location of services).

**Least Restrictive Environment (LRE):** contains a continuum of alternative placement options discussed with the IEP Team based on your child's individual needs and the Least Restrictive Environment (LRE). These decisions will generate what type of setting best meets your child's individual needs based on the review of present levels of performance, IEP goals and IEP services. With regard to LRE, the IEP Team will address any reduced or limited time in a general education setting as well as any potential harmful effect on the student or on the quality of services.

**Location of Services, IEP Progress Documentation, Case Manager/Special Education Teacher Responsibilities, Informed Parent Consent,**

**Interpretation/Translation:** contains a statement of where the student's program and related services will be provided. Also, contains a place for noting when you will receive notification of your child's progress towards IEP goals/objectives/benchmarks as well as a place for you to initial that you were a participant in the development of the IEP, understood what was said, and were advised of your Procedural Safeguards/Parent Rights. **Please don't hesitate to ask for clarification if you don't understand any part of the IEP.** If you required a translator/interpreter that will also be noted on this page.

**IEP Attendance/Excusal and Procedural Safeguards:** contains written agreement or written consent (as required) by the parents and district representative for excusing, in part or whole, any required IEP Member. You will also be asked to sign that all of your concerns about your child have been listed and that you have received a copy of your Procedural Safeguards/Parent Rights. A school contact is also listed in case you have any additional questions or concerns. This page will inform you that you will have five (5) school days from the date of the IEP before implementation of the IEP proposals take place, unless you waive that waiting period so that changes in the IEP can begin immediately on a previous date, as specified by you.

**Note:** Parent Rights will be offered at every IEP.

**Prior Written Notice (PWN):** contain all IEP proposals that either initiate or change the identification, the evaluation, the educational placement or the provision of a free and appropriate public education for the student with a description of each evaluation procedure, assessment, record, or report used as a basis for the acceptance or rejection of each proposal. These proposals are captured as the IEP Meeting takes place and the PWN is provided to the parent at the end of the IEP Meeting along with a copy of the IEP and Procedural Safeguards/Parent Rights. **Please remember that you are an important part of the team and your proposals are important; never hesitate to propose something you feel your child might need to continue academic growth.**

**DRAFT IEP DOCUMENTS:**

Drafts are preparatory documents to facilitate your full participation as a member of the IEP Team. Please note drafts are subject to IEP Team discussion and revision. The IEP Team must ultimately determine the contents of your child's IEP. Drafts serve as tools to assist the IEP Team. Please note the drafts do not include every IEP item to be discussed. The IEP Team will discuss all of the IEP items to identify all of the services and supports that your child needs. The IEP Team will also discuss/consider current progress information. The IEP Team expects to rely significantly on your input; therefore your attendance and participation in the IEP Meeting is essential. Feel free to review and return the DRAFT IEP documents to the Special Education Case Manager/Teacher with any written input you may have, prior to the IEP Meeting.