

INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

The policy assures that:

- A. An individualized education program (IEP) shall be in effect for each child with a disability at the beginning of each school year (34 CFR 34 CFR §300.342).
- B. Meetings shall be initiated and conducted for the purpose of developing, reviewing, and revising the IEP of a child with a disability (34 CFR §34 CFR §300.343-300.344; -300.346-300.349; and 300.311).
- C. An IEP shall be developed and implemented for each eligible child served by Southgate Academy and each eligible child placed in or referred to a private school or facility by Southgate Academy (34 CFR §34 CFR §300.342-300.346; -300-347; and 300.349).
- D. One or both parents of a child with a disability will be invited to each IEP meeting and will be afforded the opportunity to participate (34 CFR §34 CFR §300.344 and 300-344).

PROCEDURES FOR DEVELOPMENT AND IMPLEMENTATION OF THE IEP

When IEP must be in effect (34 CFR §300.342) and IEP meetings (34 CFR §300.343)

1. An IEP will be in effect before special education and related services are provided to an eligible child under 34 CFR §300.342.
2. The IEP will be implemented as soon as possible following the IEP meeting.
3. The child's IEP will be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation.
4. Each teacher and provider will be informed of
 - a. His or her specific responsibilities related to implementing the child's IEP
 - b. The specific accommodations, modifications, and supports that will be provided for the child in accordance with the IEP (34 CFR §300.342).
5. A meeting to develop an IEP for the child with a disability will be conducted within 30 days of a determination that the child needs special education and related services.

Review and revision of the IEPs (34 CFR §300.343(c))

6. The IEP team will review the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved.
7. The IEP team will revise the IEP as appropriate to address
 - a. Any lack of expected progress toward the annual goals described in 34 CFR §300.347(a) and in the general curriculum;
 - b. The results of any reevaluation conducted under 34 CFR §300.536;
 - c. Information about the child provided to, or by, the parents, as described in 34 CFR §300.533(a)(1);
 - d. The child's anticipated needs; or
 - e. Other matters.

IEP team (34 CFR §300.344)

8. The IEP team for each child with a disability will include
 - a. The parents of the child;
 - b. At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - c. At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
 - d. A representative of Southgate Academy who
 - i. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities
 - ii. Is knowledgeable about the general curriculum
 - iii. Is knowledgeable about the availability of resources of Southgate Academy;
 - e. An individual who can interpret the instructional implications of evaluation results;
 - f. At the discretion of the parent or Southgate Academy, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - g. If appropriate, the child.

Transition Service Participants (34 CFR §300.344)

9. A child of any age may be invited to his or her IEP meeting if the purpose will be consideration of transition services needs or transition services (34 CFR §300.347(b)(1-2))
 - a. If the student does not attend the IEP meeting, Southgate Academy will take other steps to ensure that the student' s preferences and interests are considered.
10. In implementing the requirements of 34 CFR §300.347(b)(2)
 - a. Southgate Academy also will invite a representative of any other Southgate Academy that is likely to be responsible for providing or paying for transition services.
 - b. If an Southgate Academy invited to send a representative to a meeting does not do so, Southgate Academy will take other steps to obtain participation of the other Southgate Academy in the planning of any transition services.

Parent's participation (34 CFR §300.345)

11. Parents will be present or afforded the opportunity to participate in each IEP meeting. Efforts will include:
 - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed on time and place.
12. The meeting notice will:
 - a. Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - b. Inform the parents of the provisions in 34 CFR §300.344(a)(6) and (c) relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child.
13. For a student with a disability beginning at age 14 (or younger, if appropriate) the notice will also:
 - a. Indicate that a purpose of the meeting will be the development of a statement of

- the transition services needs of the student required in 34 CFR §300.347(b)(1);
and
- b. Indicate that Southgate Academy will invite the student.
14. For a student with a disability beginning at age 16 (or younger, if appropriate) the notice will:
- a. Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in (34 CFR §300.347(b)(2));
 - b. Indicate that Southgate Academy will invite the student; and
 - c. Identify any other Southgate Academy that will be invited to send a representative.
15. If neither parent can attend, Southgate Academy will use other methods to ensure parent participation, including individual or conference telephone calls.
16. A meeting may be conducted without a parent in attendance if Southgate Academy is unable to convince the parents that they should attend. In this case Southgate Academy will have a record of its attempts to arrange a mutually agreed on time and place, such as
- a. Detailed records of telephone calls made or attempted and the results of those calls;
 - b. Copies of correspondence sent to the parents and any responses received; and
 - c. Detailed records of visits made to the parent' s home or place of employment and the results of those visits.
17. Southgate Academy will take whatever action is necessary to help the parent understand the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
18. Southgate Academy will give the parent a copy of the child' s IEP at no cost to the parent.

Development, review, and revision of IEP (34 CFR §300.346)

19. In developing each child' s IEP, the IEP team will consider
- a. The strengths of the child and the concerns of the parents for enhancing the education of their child;
 - b. The results of the initial or most recent evaluation of the child; and
 - c. As appropriate, the results of the child' s performance on any general State or district-wide assessment programs.
20. In consideration of special factors, the IEP team also will
- a. In the case of a child whose behavior impedes his or her learning or that of others, consider strategies (including positive behavioral interventions, strategies, and supports) to address that behavior;
 - b. In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child' s IEP;
 - c. In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child' s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child' s future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;
 - d. Consider the communication needs of the child;
 - e. In the case of a child who is deaf or hard of hearing, consider:
 - i. The child' s language and communication needs

- ii. Opportunities for direct communications with peers and professional personnel in the child' s language and communication mode
 - iii. Academic level and full range of needs, including opportunities for direct instruction in the child' s language and communication mode
 - f. Consider whether the child requires assistive technology devices and services;
 - g. If the IEP team, in considering the special factors, determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the child to receive FAPE, the IEP team must include a statement to that effect in the child' s IEP.
21. The regular education teacher of a child with a disability, as a member of the IEP team, will to the extent appropriate, participate in the development, review, and revision of the child' s IEP, including assisting in the determination of
- a. Appropriate positive behavioral interventions and strategies for the child
 - b. Supplementary aids and services, program modifications, or supports for school personnel that will be provided for the child, consistent with 34 CFR §300.347(a)(3).

Content of IEP (34 CFR §300.347)

22. The IEP for each child with a disability will include
- a. A statement of the child' s present levels of educational performance, including
 - i. How the child' s disability affects the child' s involvement and progress in the general curriculum
 - b. A statement of measurable annual goals (statement of amount of progress expected), including benchmarks (major milestones), or short-term objectives (measurable intermediate steps), related to
 - i. Meeting the child' s needs that result from the child' s disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children),
 - ii. meeting each of the child' s other educational needs that result from the child' s disability
 - c. A statement of the special education and related services to be provided;
 - d. A statement of supplementary aids and services to be provided to the child or on behalf of the child (services provided to the parents or teachers of the child to help them more effectively work with the child):
 - e. A statement of the program modifications or supports for school personnel that will be provided for the child
 - i. To advance appropriately toward attaining the annual goals
 - ii. To be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities (LRE)
 - iii. To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities (LRE);
 - f. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities (LRE)
 - g. A statement of any individual accommodations and modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment (LRE)
 - h. If the IEP team determines that the child will *not* participate in a particular State or district-wide assessment of student achievement (or part of an assessment), a

statement of

- i. Why that assessment is not appropriate for the child,
 - ii. How the child will be assessed
 - i. The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications; and
 - j. A statement of
 - i. How the child' s progress toward the annual goals will be measured
 - ii. How the child' s parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children' s progress, of
 - 1.) Their child' s progress toward the annual goals; and
 - 2.) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
23. The IEP will include transition service planning as follows:
- a For each student with a disability beginning at age 14 (or younger), a statement of the transition service needs of the student that focus on the student' s courses of study (such as participation in advanced-placement courses or a vocational education program)
 - b The statement of transition service needs will be updated annually
 - c For each student beginning at age 16 (or younger), a statement of needed transition services for the student
 - d A statement of the interagency responsibilities or any needed linkages will be included, if appropriate.
24. Beginning at least one year before a student reaches the age of 18, the student' s IEP will include a statement that the parents and the student have been informed of the rights, if any, that will transfer to the student on reaching the age of 18, consistent with 34 CFR §300.517.
25. If a participating agency, other than Southgate Academy , fails to provide the transition services described in the IEP, Southgate Academy will reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
26. The IEP team may modify the IEP and placement of a student with a disability who is convicted as an adult under State law and incarcerated in an adult prison, if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.
27. The IEP for a child who requires residential placement will include exit criteria that indicate when the educational placement of the child will be reviewed to determine if the child can move to a less restrictive placement (ARS 34 CFR §15-765(k)).
- IEP accountability (34 CFR §300.350)**
28. Southgate Academy will provide special education and related services to a child with a disability in accordance with the child' s IEP
29. Southgate Academy will make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.