
Individualized Education Plan

Policy 3-402a

Scope:

Every student identified as an individual with exceptional needs is entitled to a free appropriate public education (FAPE) in the least restrictive environment. The District shall develop, review, revise, and implement an Individualized Education Program (IEP) for each eligible student in accordance with state and federal law.

The Superintendent or designee shall ensure that special education and related services identified in a student's IEP are provided as soon as possible following the IEP meeting and that all staff responsible for implementing the IEP are informed of their responsibilities.

1. Development of the IEP

Following completion of an assessment, an IEP meeting shall be convened within legal timelines to determine eligibility and, if appropriate, develop an IEP.

The IEP shall include all components required by law, including but not limited to:

- Present levels of academic achievement and functional performance;
- Measurable annual goals;
- A description of how progress toward goals will be measured and reported to parents/guardians;
- Special education, related services, supplementary aids and services, program modifications, and supports to be provided;
- The projected beginning date, frequency, location, and duration of services;
- Participation in state and district assessments and any necessary accommodations or alternate assessments; and
- Transition services and postsecondary goals, when required by law.

Purpose

The Governing Board of the District recognizes its legal responsibility to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) to all students with disabilities, all of which must be set out in a student's Individualized Education Plan (IEP).

The delivery of special education instruction and related services is provided to students in accordance with their IEP.

2. IEP Team Membership

The IEP shall be developed, reviewed, and revised by an IEP team composed of the student's parent(s)/guardian(s) and other individuals required by law, including appropriate general education and special education personnel and a District representative qualified to provide or supervise special education services.

A required team member may be excused only in accordance with the law.

The District shall take reasonable steps to ensure meaningful parent participation in IEP meetings, including providing all legally required notices.

3. Annual Review and Revision

The IEP team shall review each student's IEP periodically, but not less than annually, to determine whether the student's annual goals are being achieved and to revise the IEP as appropriate to address the student's progress, results of assessments, anticipated needs, and other relevant matters.

Upon receipt of a written request from a parent/guardian for an IEP meeting, the District shall convene the meeting within the timelines required by law.

4. Reevaluation and Continued Eligibility

Students receiving special education services shall be reevaluated at least once every three years, or more frequently if conditions warrant or if requested by the student's parent/guardian or teacher, subject to applicable legal requirements. The District and parent/guardian may agree in writing that a reevaluation is unnecessary when permitted by law.

5. Transition Services

Beginning not later than the first IEP to be in effect when the student reaches age 16, or younger when determined appropriate by the IEP team, the IEP shall include measurable postsecondary goals and transition services designed to facilitate movement from school to postsecondary education, employment, and independent living, as appropriate. These transition goals and services shall be reviewed and updated annually.

6. Transfer Students

The District shall provide services to students with existing IEPs who transfer into the District in accordance with state and federal law and shall adopt the existing IEP or develop a new IEP within applicable timelines.

Administrative Regulations

1. Scheduling and Notice of Meetings

The District shall ensure that parents are afforded an opportunity to participate in IEP meetings.

The District shall:

- Provide written notice of meetings early enough to ensure participation;
- Schedule meetings at a mutually agreed-upon time and place whenever feasible;
- Use alternative means of participation when appropriate, including telephone or videoconference;
- Provide interpreters or translated documents when required by law.

Meeting notices shall identify:

- Purpose of the meeting;
- Date, time, and location;
- Persons expected to attend;
- Parent rights regarding participation and inviting individuals with knowledge of the student.

2. Contents of IEP

The IEP shall include:

- Present Levels of Performance

A statement of the student's present levels of academic achievement and functional performance.

- Annual Goals

Measurable annual goals addressing the student's identified educational needs.

For students participating in alternate assessments aligned to alternate achievement standards, short-term objectives or benchmarks shall be included as required by law.

- Progress Reporting

A description of:

- o How progress toward annual goals will be measured; and
- o When periodic reports will be provided to parents.

- Services and Supports

A statement of:

- o Special education services;
- o Related services;
- o Supplementary aids and services;
- o Program modifications; and
- o Supports for school personnel.

- Service Details

The projected beginning date, frequency, location, and duration of services. Including, an explanation to the extent that the services that the student will not participate with nondisabled peers.

- Assessments

Participation in state and district assessments and any accommodations, modifications, or alternate assessments.

- Extended School Year

When appropriate, the IEP team shall determine whether extended school year services are required.

- Transition Services

Beginning no later than the first IEP in effect when the student turns age 16, or younger when appropriate, the IEP shall include:

- o Measurable postsecondary goals;
- o Transition services; and
- o Courses of study supporting those goals.

3. Parent Consent

Written parental consent shall be obtained before:

- Initial provision of special education services;
- Reevaluations, when required by law; and
- Release of records when required.

Consent for one service shall not be construed as consent for all services.

If consent is refused or revoked, the District shall proceed in accordance with the law.

4. IEP Implementation

The Superintendent or designee shall ensure that:

- Services identified in the IEP are provided as soon as possible after adoption of the IEP;
- Responsible staff members have access to the IEP;
- Staff members are informed of their specific responsibilities; and
- Necessary accommodations and supports are implemented.

5. Annual Review

The IEP shall be reviewed at least annually. The IEP team shall review:

- Progress toward goals;
- Assessment results;
- Parent concerns;
- Student needs;
- Behavioral and functional performance; and
- Transition planning, when applicable.

The IEP may be amended without convening a meeting when permitted by law and agreed to in writing by the parent and district.

6. Parent Requests for Meetings

Upon receipt of a written parent request for an IEP meeting, the District shall convene the meeting within 30 calendar days, excluding days between regular school sessions, school vacations exceeding five school days, and periods when school is not in session.

7. Triennial Evaluations

Each student receiving special education services shall be reevaluated at least once every three years unless:

- The parent and district agree that a reevaluation is unnecessary; or
- Reevaluation is otherwise not required by law.

The reevaluation shall determine:

- Continued eligibility;
- Educational needs; and
- Appropriate services and supports.

8. Discipline and Manifestation Determinations

The District shall ensure that it complies with all legally mandated procedures regarding the discipline of students with disabilities including, but not limited to, procedures for:

- Conducting manifestation determinations;
- Removing students from their current placement; and
- Placing students in an “interim alternative educational setting.”

9. Transfer Students

When a student transfers into the District with an existing California IEP, the District shall provide comparable services immediately and shall adopt the previous IEP or develop a new IEP within legal timelines.

10. Independent Educational Evaluations

By law, parents have the right to obtain an independent educational evaluation under certain conditions.