

**SANTA CLARA COUNTY  
NORTH WEST SPECIAL EDUCATION LOCAL PLAN AREA**

**INDIVIDUALIZED EDUCATION PROGRAM**

**7.1 PURPOSE AND SCOPE**

The Individualized Education Program (IEP) is a written statement determined in a meeting of the IEP team, including the parent, and developed for each child with a disability.

The IEP will show a direct relationship between the present levels of academic achievement and functional performance, any assessments, the student's goals and benchmarks, and the educational services to be provided.

**7.2 INDIVIDUALIZED EDUCATION PROGRAM: PROCESS**

**7.2.A Development of the Individualized Education Program (IEP)**

An IEP shall be developed within a total time not to exceed 60 calendar days, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five (5) school days, from the date of receipt of the parent's written consent for assessment.

A district administrator or designee will initiate and conduct the meeting for the purpose of developing, reviewing, and revising the IEP of a child with a disability.

All efforts will be made to ensure that one or both of the parents of a child, with a disability, are present at each IEP meeting or are afforded the opportunity to participate. The parent will be notified of the meeting early enough to ensure that they will have an opportunity to attend. The meeting will be scheduled at a mutually agreed upon time and place.

When developing each student's IEP, the IEP Team shall consider the strengths of the child and the concerns of the parents for enhancing the education of their child. The IEP Team will consider the results of the initial or most recent evaluation of the child, and as appropriate, the results of the child's performance on any general State or district wide assessment program.

*(EC 56342)*

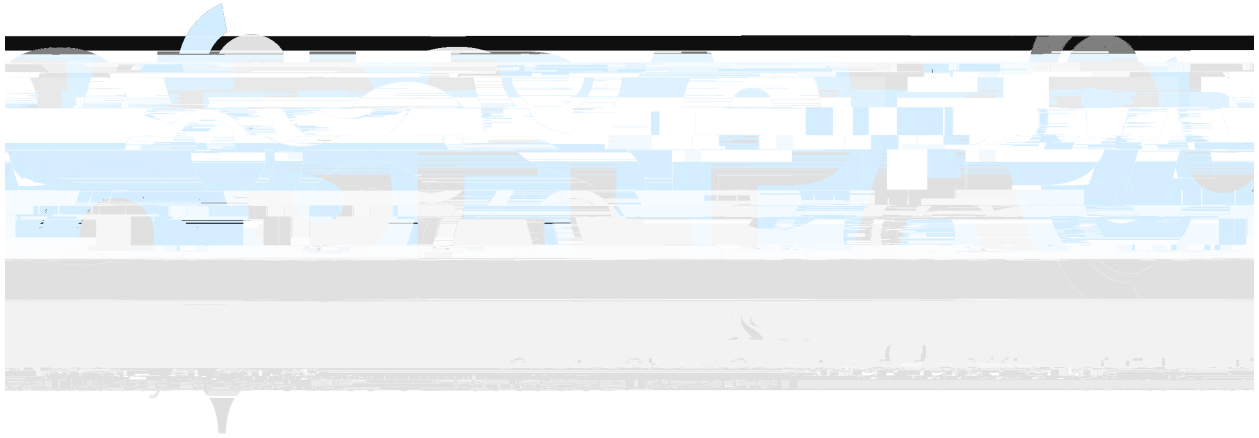
**7.2.B IEP Team Members**

Each meeting to develop, review, or revise the individualized education program of a child with special needs shall be conducted by an IEP Team.

The IEP Team shall include all the following:

- (1) One or both of the student's parents, a representative selected by a parent, or both.
- (2) Not less than one regular education teacher of the student, if the student is, or may be, participating in the regular education environment. If more than one regular education teacher is providing instructional services to the student, one regular education teacher may be designated by the local educational agency to represent the others. The regular education teacher of a student shall, to the extent appropriate,

participate in the development, review, and revision of the student's individualized education program, including assisting in the determination of appropriate positive behavioral interventions and supports, an





- (c) for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.
- 2. a statement of measurable annual goals, including academic and functional goals designed to:
  - (a) 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
  - (b) meet each of the child's other educational needs that result from the child's disability.
- 3. a description of how the child's progress toward meeting the annual goals will be measured, and when periodic reports on progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with issuance of report cards) will be provided;
- 4. a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child:
  - (a) to advance appropriately toward attaining the annual goals;
  - (b) to be involved in and make progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and
  - (c) to be educated and participate with other children with disabilities and typically developing peers in the activities described above.

5.



- (1) A student has received an initial formal assessment. The team may meet when a student receives any subsequent formal assessment.
- (2) The student demonstrates a lack of anticipated progress.
- (3) The parent or teacher requests a meeting to develop, review, or revise the individualized education program.
- (4) At least annually, to review the student's progress, the individualized education program, including whether the annual goals for the student are being achieved, and the appropriateness of placement, and to make any necessary revisions. The individualized education program team conducting the annual review shall consist of the required members noted on page 2. Other individuals may participate in the annual review if they possess expertise or knowledge essential for the review.

#### **7.7. C Consolidation of IEP Meetings**

To the extent possible, the LEA shall encourage consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.

#### **7.7. D Alternative Means of Meeting Participation**

When conducting IEP Team meetings, the parent of the child with a disability and the LEA may agree to use alternative means of meeting participation, such as video conferences or conference calls.

### **7.8 INDIVIDUALIZED EDUCATIONAL PROGRAM: CONSIDERATION OF SPECIAL FACTORS**

The IEP team will consider the following special factors:

#### **7.8. A Positive Behavioral Interventions**

In the case of a child whose behavior is so severe that it is necessary to use a behavior intervention plan (BIP) that includes the use of physical restraint or seclusion, the IEP team shall consider the following factors:

#### **7.8. D Deaf and Hearing Impaired**

Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs. The IEP team will consider opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

#### **7.8. E Assistive Technology**

Consider whether a child requires assistive technology devices and services.

If, in considering the above special factors, the IEP team 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 a free and appropriate public education, the











previously approved IEP, in consultation with the parents, for a period not to exceed 30 days, by which time the LEA shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

**7.12.B Transfers from District to District within the Same SELPA**

If the child has an IEP and transfers into a district from a district operating under the same special education local plan area of the district in which he or she was last enrolled in a special education program within the same academic year, the new district shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the LEA agree to develop, adopt and implement a new IEP that is consistent with federal and state law. It is recommended that an IEP Amendment



exceptional needs. Planning for transition from school to postsecondary environments should begin in the school system well before the student leaves the system. (30 EC 56460)

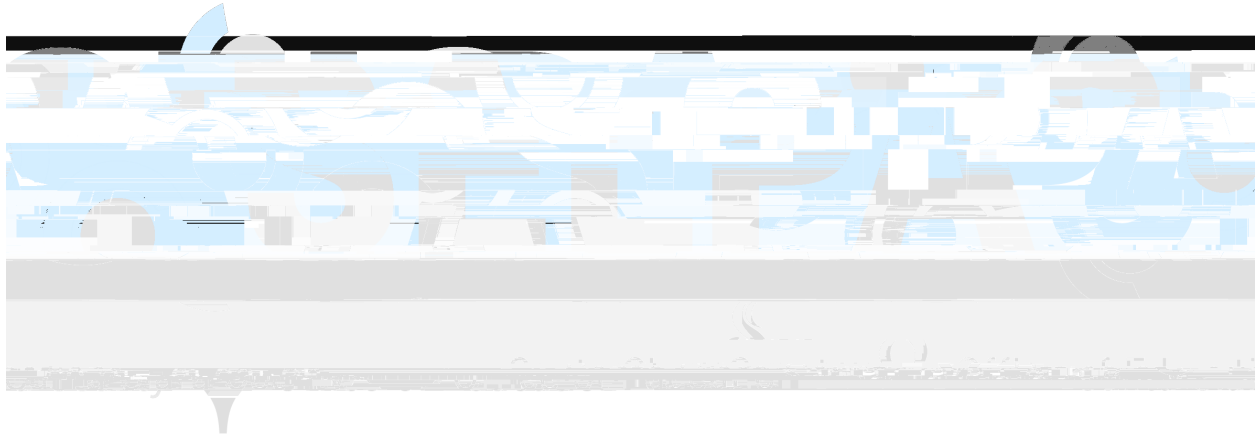
Transition is planning for a student's future and how academic courses, functional curriculum, and vocational activities help move a student towards the future goal. Discussion about transition or future planning should be addressed at the beginning of the IEP team meeting so that the IEP team is focused throughout the meeting on helping the student work towards his or her future goals. The goal of transition is to provide the student with all the skills, knowledge and support necessary to make their post school goals a reality.

### **7.13.A IEP Team Participants For Secondary Transition**

#### **Student**

Role: Participates, communicates preferences and interests, communicates strengths, and takes part in the IEP development.

300.321



- x Is knowledgeable about the general curriculum and the availability of resources of the LEA
- x Has the authority to commit the LEA to implement the IEP
- x LEA may designate another staff member of the IEP team if these criteria are met

**Other Specialists**

- x





has not had an individual transition plan incorporated into his or her individualized education program and implemented from the age of 20 years, in which case the person shall be terminated from the program at the end of the fiscal year.

(E.C., Sec. 56026: (c) (4))

## **7.19 SUGGESTED TRANSITION AND EXIT GUIDELINES**

Special education and related services may be short term or long term in duration. It is an intervention designed to remediate deficits and address disabling conditions that prevent success in regular education curriculum. The overall goal of special education is to develop the skills necessary to successfully access the regular education curriculum. This skill development, in

