

Third Thursday

The IEP Process

An Opportunity for Partnership
to Support Student
Achievement

Individualized Education Program

An IEP is a written, legal document developed, reviewed and revised in a meeting of an IEP team to best identify the specially designed instruction, related services, accommodations, modifications and supports that a school will provide for a child with a disability.

Purpose of the IEP



Sections of the IEP

- 1. Future Planning**
- 2. Special Instructional Factors**
- 3. Profile**
- 4. Postsecondary Transition**
- 5. Postsecondary Services**
- 6. Measurable Annual Goals**
- 7. Specially Designed Services**
- 8. Transportation**
- 9. Nonacademic and Extracurricular Activities**
- 10. General Factors**
- 11. Least Restrictive Environment**
- 12. Statewide and District wide Testing**
- 13. Meeting Participants**
- 14. Signatures**
- 15. Children with Visual Impairments**

ODE: Parent Responsibility/Role

- Verify the accuracy of personally identifying information;
- Provide information and observations about the **child's level of functioning in the home and community;**
- Provide information on the **child's ability, interests, performance and history;**
- Provide information regarding the **child's medical status;**

ODE: Parent Responsibility/Role

- Provide information on **instructional strategies and, if appropriate, behavioral supports that have been successful;**
- Assist in **developing educational goals, objectives and benchmarks;**
- Assist in **identifying the special education and related services** to be provided;
- Assist in determining the **appropriate educational program and the least restrictive environment;**

ODE: Parent Responsibility/Role

- Provide **input on the vision** statement;
- **Assist in all decisions made** during the IEP meeting;
- **Express concerns** to be considered when developing and reviewing the IEP; and
- **Give consent**, when required, for the initiation and implementation of the IEP



CJ