

Individuals with Disabilities Education Improvement Act (IDEA), cont. . .

- a. to advance appropriately toward attaining the annual goals;
- b. to be involved and progress in the general curriculum and to participate in extra-curricular and other nonacademic activities; and
- c. to be educated and participate with other children with disabilities and non-disabled children in activities,
4. an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities;
5. a statement of any individual modifications in the administration of state or district wide assessments of student achievement that are needed in order for the child to participate in such assessment, or a statement of why it is not appropriate for the child not to participate in such an assessment and how the child will be assessed;
6. the projected date for the beginning of the services and modifications provided, the anticipated frequency, location, and duration of those services and modifications;
7. a statement of the transition service needs:
 - a. will occur at the first IEP in the ninth grade year or age 16, whichever comes first, and include the interagency responsibilities or any needed linkages; and
 - b. beginning at least one year before the child reaches the age of majority under state law, a statement that the child has been informed of his or her rights under IDEA that will transfer to the child on reaching the age of majority.
8. a statement of how the child's progress toward the annual goals will be measured, and how the child's parents will be regularly informed of that progress, which must be at least as often as parents are informed of their non-disabled children's progress.

- of children with disabilities and is knowledgeable about the availability of resources of the LEA;
5. an individual who can interpret the instructional implications of evaluation results;
6. at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
7. whenever appropriate, the child with a disability.

WHAT MUST THE TEAM CONSIDER IN THE DEVELOPMENT OF THE IEP?

In developing each child'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. Results of the initial or most recent evaluation of the child should also be considered in the development process. The IEP Team shall also consider the following special factors:

1. in the case of a child whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions and supports to address that behavior;
2. in the case of a child with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP;
3. 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, that instruction in braille or the use of braille is not appropriate;
4. 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, opportunities for direct communications 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; and
5. consider whether the child requires assistive technology devices and services.

WHO IS ON THE IEP TEAM?

The IEP Team is a group of individuals composed of:

1. the parent(s) of a child with a disability;
2. at least one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
3. at least one special education teacher;
4. a representative of the LEA who is qualified to provide or supervise the provision of, specially designed instruction to meet the unique needs