

ABINGTON SCHOOL DISTRICT
ABINGTON, PENNSYLVANIA

SUPERINTENDENT'S
ADMINISTRATIVE
PROCEDURE

Section: **Students**

REGARDING:

**Individualized
Education Program
(IEP)**

Effective Date: February 1999

Reissued: 11/07, 8/26/08, 12/19/14,
 9/18/15, 5/9/17,
 11/22/19, 9/9/21,
 8/25/22, 8/22/23

See Also: Related Board Policy; 22
 Pa. Code § 16.1 et seq.;
 20 U.S.C.A. § 1400 et
 seq.

This Superintendent's Administrative Procedure establishes responsibilities for the development and maintenance of Individualized Education Programs (IEPs) for identified students in Abington School District.

Federal law and state regulations require the development of an Individualized Education Program (IEP) for all students eligible for special education services. Parents and/or guardians of eligible students must be invited to participate at a mutually agreed-upon time and place in the development of the IEP. Multiple attempts to have parent/guardian participation (i.e., phone calls, letters, emails, certified letters with return receipts, and visits to the home) must be documented.

The IEP for each eligible student must be revised, at least annually, or within thirty (30) calendar days following the issuance of an Evaluation Report or Re-evaluation Report, or more frequently based upon the request of an IEP team member. For eligible students enrolled in special classes operated by the District, the student's designated special education teacher is responsible for the annual review of the IEP. At a minimum, participants include one or both of the student's parents/guardians; a representative of the District other than the student's special education teacher (e.g., principal, assistant principal or Supervisor of Special Education); the student, if fourteen (14) years of age or older; or, as appropriate, a teacher of special education (for reevaluation); and a teacher of regular education. The presence of other individuals is at the discretion of either the parents/guardians or the District. The composition of the IEP team will be communicated to the student's parents/guardians on the "Invitation to Participate in the IEP Team Meeting or Other Meeting" form for the parents'/guardians' review and approval.

IEPs for students with a dual classification of mentally giftedness and disability will be monitored by a designated teacher of special education.

The implementation and maintenance of IEPs for students with disabilities at the elementary and secondary levels is the responsibility of the student's designated special education teacher, and when indicated on the IEP, the student's related service provider(s) and regular education teacher(s). The Special Education Supervisor is responsible for the oversight of this

responsibility in conjunction with the school principal and the Director of Special Education.

Responsibility for writing of IEPs for students enrolled in Intermediate Unit special classes rests with the Intermediate Unit. For those enrolled in private special schools or non-traditional schools, the responsibility rests with the private or non-traditional school. The Supervisor of Special Education or Director of Special Education will act as the LEA at these conferences and monitor the development of the IEP.

Responsibility for the development and writing of IEPs for students identified as exceptional who are being considered for special class placement rests with the IEP team in the school in which the student is enrolled and the Coordinator or Supervisor of Special Education, and/or Director of Special Education.

IEP MEETINGS

Elementary Level

The student's designated special education teacher has the overall responsibility to schedule and document the proceedings of the IEP conference. This process is done in concert with the school principal. IEP conferences, to the extent possible, will be scheduled during the school day. As a general rule, a minimum of three (3) meetings per day will be scheduled at a school to ensure the efficient use of substitute resources.

The request for substitute coverage will be made by the school principal or the Supervisor of Special Education to the Director of Human Resources. At least three (3) weeks' notice should be provided to the Office of Human Resources when making a request for substitute coverage.

Professional staff participating in IEP conferences conducted outside of contracted working hours due to parent/guardian requests will be compensated at 1.5 times the current professional development rate. That rate is delineated in the collective bargaining agreement between the District and the Abington Education Association. The school principal must review and approve the request for an IEP conference to be held outside of contracted working hours, in consultation with the Supervisor of Special Education and/or Director of Special Education. Documentation indicating that such an IEP meeting was necessary must be attached to the payroll voucher. The principal will forward completed payroll vouchers for professional staff to the Director of Human Resources specifying an IEP conference was conducted outside of contracted working hours and the beginning and ending time of the conference.

Secondary Level

The student's designated special education teacher has the overall responsibility to schedule and document the proceedings of the IEP conference. This process is done in concert with the principal or the designated assistant principal.

Professional staff participating in IEP conferences conducted outside of the contracted work day will be compensated at 1.5 times the current professional development rate. That rate is delineated in the collective bargaining agreement between the District and the Abington Education Association. The principal will forward completed payroll vouchers for professional staff to the Director of Human Resources specifying an IEP conference was conducted outside of the contracted work day and the beginning and ending time of the conference.

Additional participants at the IEP conference as deemed appropriate will be asked to participate at the conference based upon the request of the school principal or parent/guardian. The participants at the meeting will be indicated to the parents/guardians on the "Invitation to Participate in the IEP Team Meeting or Other Meeting" form for the parents'/guardians' review and approval.

An IEP folder will be maintained and kept on file by the special education teacher. It will contain the IEP, relevant diagnostic data, records of progress toward the achievement of each identified goal, all revisions of the IEP, and records of parent/guardian participation in the development, review, and revision of the IEP.

The special education teacher will prepare a copy of the IEP, issue it to the parents/guardians, and distribute it to participants following the established IEP Distribution Procedures. The Student Services/Special Education Office will arrange to have a copy of the revised IEP sent to the parents/guardians along with an official notification of recommended educational placement (NOREP).