

## **PART II. GENERAL PROCEDURES**

### **G. PROCEDURES FOR PROVIDING AN INDIVIDUAL EDUCATIONAL PLAN FOR STUDENTS WITH DISABILITIES**

Definition: An individual educational plan (IEP) or individualized family support plan (IFSP) is developed, reviewed, and revised for each eligible child with a disability served by the school district, or other state agency that provides special education and related services either directly, by contract, or through other arrangements. The procedures for the development of the IEPs for students with disabilities are in accordance with Rule 6A-6.03028, FAC, and are as follows:

#### **1. Considerations in IEP development, review, and revision**

The IEP team considers the following factors in the development, review, and revision of the IEP:

- a. strengths of the student and concerns of the parents for enhancing the education of their child;
- b. results of initial or most recent evaluation;
- c. as appropriate, results of performance on state or district assessments;
- d. in the case of a student whose behavior impedes learning or learning of others, if appropriate, strategies including positive behavioral interventions, strategies and supports to address that behavior;
- e. in the case of a student with limited English proficiency, the language needs of the student as related to the IEP;
- f. as appropriate, provision for instruction in or use of Braille, unless the team determines after evaluation of reading and writing skills, needs (including future), and reading and writing media that instruction in or use of Braille is not appropriate;
- g. the communication needs of the student and, as appropriate, for a student who is deaf or hard of hearing, the language and communication needs, opportunity for direct communication in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in that language and mode;
- h. whether the student needs assistive technology devices or services. On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or other settings is required if the IEP team determines that the student needs access to those devices in order to receive a Free and Appropriate Public Education (FAPE); and,
- i. at least annually, whether extended school year services are necessary for the provision of FAPE in accordance with Rule 6A-6.03028(6)(i), FAC.

If, after considering all the factors mentioned above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other modification, in order to receive a free and appropriate public education (FAPE), the IEP includes a statement to that effect.