

Individualized Education Programs

“Being in special education does not mean that a student cannot learn and reach grade-level standards. In fact, the majority of students with disabilities should be able to meet those standards. Special education provides the additional help and support that these students need to learn. This means designing instruction to meet their specific needs and providing supports, such as physical therapy, counseling services, or interpreting services, to help students learn alongside their peers and reach the same high standards as all other students.”¹

It is the policy of RSU 40 to maintain a complete Individualized Education Program (IEP) for each student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance at RSU 40 schools. IEPs will be developed in a manner consistent with the requirements of state and federal special education laws.

All Individualized Education Program (IEP) goals will be based on the student’s strengths, weaknesses and needs. Goals will also be based on the student’s present level of academic achievement and functional performance (PLAFP). In reporting the student’s present level of academic achievement, the PLAFP will also address the student’s academic achievement relative to the student’s grade level standards, given supplemental aids and services where appropriate. Where the student is not successfully meeting grade level standards, the PLAFP will identify the standards that the student has successfully met.

Student IEPs will be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. The school unit will ensure that such IEPs are in effect within 30 days of when a student is first identified as in need of special education services, and in effect no later than the beginning of each school year for subsequent IEPs. All IEPs will be reviewed at least annually, as prescribed by state and federal special education laws.

Legal Reference: 20 U.S.C. §§ 1414(d); 34 C.F.R. § 300, 320 to 324 (2006);
Maine Department of Education: Rules Chapter 101 § IX(3) (2008)
Policy on Standard-Based IEP Goals

This is a required policy.

¹ Working Together for Students with Disabilities: Individuals with Disabilities Education Act (IDEA) and No Child Left Behind Act (NCLB). Frequently Asked Questions, December 2005.

Adopted: May 1, 2014

Revised: May 4, 2017