

IEP Tip Sheet




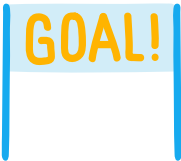





An Overview of the IEP

This tip sheet reviews the elements of the individualized education program (IEP) and the IEP development process. To learn more, review the additional resources and check with state law for any additional requirements.

What is an IEP?

An IEP is a written statement developed for each eligible child with a qualifying disability between the ages of 3 and 21 who attends a traditional public or charter school. The IEP is developed by a team. The IEP documents the child's current performance, learning goals, and the supports and services needed to help the child to be successful and make progress toward their goals.

The Individuals with Disabilities Education Act (IDEA) section 300.320 outlines seven requirements that must be part of the IEP as well as additional requirements once the student reaches transition age.

| Element | What does it mean? | Where can I learn more? |
|---|--|---|
|  Present Level of Academic Achievement and Functional Performance (PLAAFP) or Present Levels Statement | <p>This statement is the foundation of the IEP. It describes the student's current performance, strengths, and needs. The statement includes information about academic areas (e.g., reading, writing, and mathematics) and functional areas (e.g., social skills, behavioral skills, dressing, eating, mobility).</p> <p>This statement also includes how the disability impacts the student's involvement and progress in general education.</p> |  IEP Tip Sheet: PLAAFPs  IDEA Regulations Section 300.320(a)(1) |
|  Measurable Annual Goals | <p>This statement outlines the progress the team expects the student to make during the next year. These goals should connect to the specially designed instruction being provided to meet the student needs that were identified in the present levels statement.</p> <p>If the student is taking an alternate assessment, the team will also identify short-term goals or objectives that act as steppingstones toward the annual goals.</p> |  IEP Tip Sheet: Measurable Annual Goals  IDEA Regulations Section 300.320(a)(2) |
|  Monitoring Plan | <p>This plan outlines</p> <ul style="list-style-type: none">• how the team will measure the student's progress over time toward the IEP goals.• how and when that information will be shared with the parent. |  IEP Tip Sheet: Measuring Progress Toward Annual Goals  IDEA Regulations Section 300.320(a)(3) |



Element

What does it mean?

Where can I learn more?



Statement of Special Education and Services and Aids

This statement describes the services and supports provided to the student to allow them to make progress toward IEP goals and to participate, as much as possible, with peers in the regular education setting, extracurricular activities, and nonacademic opportunities. The statement includes four parts:

- special education,
- related services,
- supplementary aids and services, and
- program modifications/supports for school personnel.



[IEP Tip Sheet: Overview of the Statement of Services & Aids](#)



IDEA Regulations [Section 300.320\(a\)\(4\)](#).



Explanation of Educational Setting

This explanation describes the extent to which a student will not participate with peers in the regular education classroom. Districts are required to provide a continuum of options for students with disabilities, but they must ensure that the student will participate with peers without disabilities to the maximum extent appropriate.



[IEP Tip Sheet: Explanation of Educational Setting](#)



IDEA Regulations [Section 300.320\(a\)\(5\)](#).



Participation in Assessment

This statement details whether the student needs accommodations to participate in State and districtwide assessments or if the student will participate in an alternate assessment.

- Accommodations change how the student is tested but do not change what is tested.
- The alternate assessment changes what is tested, so the team must explain why an alternate assessment is needed.



[IEP Tip Sheet: Participation in Assessment](#)



IDEA Regulations [Section 300.320\(a\)\(6\)](#).



Dates, Frequency, Location, and Duration of Services

This portion describes

- when the student's services will start,
- how often the student will receive services,
- where the services will occur, and
- how long the student will receive services.



[IEP Tip Sheet: Dates, Frequency, Location, and Duration of Services](#)



IDEA Regulations [Section 300.320\(a\)\(7\)](#).



Transition Plan and Age of Majority

Once the student turns 16 (or earlier in some states), the IEP must include a transition plan with the student's goals following graduation and the transition services needed to help the student reach those goals.

In addition, after the student reaches the age where they are recognized as a legal adult by state law, the IEP must include a statement that the student has been informed of their rights and any rights that will transfer to them.



[IEP Tip Sheet: Transition Services](#)



[IEP Tip Sheet: Age of Majority](#)



IDEA Regulations [Section 300.320\(b\)](#) and [Section 300.320\(c\)](#).



How is the IEP developed?

The IEP Team develops, reviews, and revises the IEP each year, or as frequently as needed.

Developing the first IEP

After it is determined through a comprehensive evaluation that the student requires special education, an IEP team meeting must be held within 30 calendar days.

At that meeting, the IEP team reviews information about the student and develops the IEP.

Following that meeting, the school will implement the IEP that was developed by the team and will share periodic updates with the parent.



Reviewing and updating the IEP

After the initial IEP is developed, the team meets *at least* once a year to determine whether the student's annual goals are being met and to revise the IEP to address lack of progress and any anticipated or new needs.

The team may meet more than one time per year, if needed.

The school will conduct a reevaluation at least once every 3 years, unless the parent and public agency (district) determine it is unnecessary. The IEP team uses this information to identify additional academic or functional needs and update the IEP.

Where can I learn more?



IEP Tip Sheet Series (PROGRESS Center). This series of tip sheets provides a more in depth overview of the required components of the IEP. Each tip sheet includes brief summaries of federal regulations, tips for implementation, and resources.



IDEA and the IEP from Compliance to PROGRESS (PROGRESS Center). This course provides an overview of the seven required components of the IEP as outlined in the IDEA. The course explains how the required components of an IEP are interconnected and critically important for developing high-quality educational programming for students with disabilities, presents tips for developing IEPs that promote progress, and shares resources.



Disability & Special Education Acronyms (Center for Parent Information & Resources). Special education uses lots of acronyms. This list includes some of the common acronyms that you might come across during the IEP development process.



IEPs: Developing High-Quality Individualized Education Programs (IRIS Center). This module details the process of developing high-quality IEPs. It discusses the requirements for IEPs outlined in IDEA with implications of the *Andrew F.* decision.



PROGRESS Center Website. The PROGRESS Center website offers a wealth of information about developing and implementing high-quality IEPs that ensures students with disabilities have access to free appropriate public education (FAPE) which allows them to make progress and meet challenging goals.

PROGRESS Center

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