

A Closer Look at the IEP (Individualized Education Program)

1. What Is an IEP?

- Individualized Education Program
- Written plan for each student with a disability that is developed by school system personnel, the parents, and others as appropriate
- Description of the necessary special education and related services that the student needs to benefit from a Free, Appropriate Public Education (FAPE)
- Components as required by IDEA

2. IEP Team Members

- Parents
- At least one regular education teacher (if the child is or may be participating in regular education)
- At least one special education teacher
- A representative of the local education agency (LEA) or State Education Agency (SEA) who is qualified to provide or supervise the provision of specially designed curriculum and is knowledgeable about the availability of resources
- An individual who can interpret the evaluation results
- The child with a disability, whenever appropriate
- Other individuals at the discretion of the parent/LEA/SEA

3. IEP Team Considerations

- Strengths of the child
- Current levels of performance
- Concerns of the parent
- Evaluation results
- Strategies, interventions, and supports if the supports if the student's behavior impedes the learning of himself or others
- Communication needs
- Assistive technology needs
- Related services needs

4. Components of the IEP

a. Present Levels of Performance (PLOP)

- Statements of the student's present levels of educational performance including how the disability affects his/her involvement and progress in the general curriculum
- A description of what the student can and cannot do at the present time

b. Annual Goals

- A statement of measurable annual goals that describe what the student should be able to do at the time of the next review after receiving special education services
- *Specific* – target a specific area for improvement.
- *Measurable* – quantify or at least suggest an indicator of progress.
- *Assignable* – specify who will do it.
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) can be achieved

c. Short-Term Instructional Objectives

- Specific skills that the student needs to acquire in order to meet the annual goals

d. Criteria for Mastery

- Appropriate objective criteria and evaluation procedures and schedules for determining (at least annually) whether the short-term instructional objectives/benchmarks are being achieved
- Student's measured progress towards annual goals
- Parents' regular notification of the student's progress

e. Special Education Related Services and Supplemental Aids/Services

- Related services: statement about the specific related services that support the student in the educational program
- Supplemental Aids and Services: instructional adaptations to provide support(s) in the educational setting to enable the student with a nondisabled students to the maximum extent appropriate

f. Accessing General Curriculum

- Accommodations/Modifications of the curriculum necessary in order for the student to experience success
- Explanation of the extent to which the student will not participate in the regular class
- Any individual accommodations/modifications needed for the student to participate in state and district-wide assessments, and if the student is not to participate, why the assessment is not appropriate
- A statement regarding the Georgia Alternate Assessment (GAA) which must be used for all students who do not participate in state and district-wide assessments

g. Beginning and Ending of the Special Education Services

- The projected dates for initiation, frequency, and the anticipated duration of the services
- The location of services