

Parts of the IEP Explained

This document provides an overview of a typical IEP for students ages 3-21 years old. Bolded words are defined below.

Front Page: Student & IEP Information

- Student information such as the child's birth date, primary language, and school of enrollment.
- IEP information including the child's **primary disability category**, **federal setting**, and whether it's an initial or annual IEP.
- A statement on how and how often progress updates will be provided
- Names and roles of IEP team members including the **case manager**

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

A description of a child's current academic and functional capabilities, including strengths and weaknesses. The PLAAFP will describe the impact of the child's disability on involvement and progress in the general curriculum. For secondary students, the PLAAFP will also describe a student's present level of performance in each of the transition areas of post-secondary planning, employment, and independent living skills.

Goals and Objectives

IEP Goals identify academic and/or functional skills that correspond to the student's identified area(s) of need and that the student can reasonably accomplish in one year's time. Goals are further broken down into specific benchmarks or short term objectives. The number and nature of IEP goals and objectives are specific to each student's unique needs. This section will also indicate how progress towards IEP goals and objectives is being measured.

Transition Services (for secondary students only)

- Measurable post-secondary goals in the areas of post-secondary education and training, employment, and independent living. These goals are based on student input and preferences.
- Course of study outlining classes to be taken
- Anticipated month and year of graduation
- List of specific services (instruction, related services, community participation) to assist in the development of transition skills

Transfer of Parent Rights (for secondary students only)

When a student turns 18, all of the rights afforded a parent of a student receiving Part B services of IDEA transfer to the student. A student must be informed of this when

turning 17. This section documents the date the rights will be transferred to the student and the date the student was notified.

Special Education Services & Related Services

This section lists the specific special education and **related services** including the start date, frequency of service, minutes per session, location, and duration of the service. The number and nature of services are specific to each student's unique needs. This section also indicates a student's need for paraprofessional support, **assistive technology**, special transportation, interpreter services, and **Extended School Year (ESY) services**.

Least Restrictive Environment

This section provides an explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular classroom and other activities.

Accommodations, Modifications, Supports and Adaptations

This section lists and describes specific **accommodations** and/or **modifications** for a student. These accommodations and/or modifications are specific to the student's unique needs and may include changes in instruction, equipment, expectations, and testing. If a student is graduating via his or her IEP rather than meeting graduation requirements, it will be documented in this section of the IEP.

State Assessments

This section indicates state assessments that the student will participate in and what accommodations the student will receive for these assessments. This section also indicates if a student will participate in an alternate assessment and the rationale for the alternate assessment.

Additional Documents

There may be other documents that accompany an IEP, such as a **Positive Behavior Support Plan** or an **Individualized Health Plan**. These plans are noted in the accommodations section of the IEP.

Accommodation: A change in how a student accesses academic or functional content.

AT- Assistive Technology: Equipment used to increase a student's functional skills and provide greater access to instructional opportunities.

Case Manager- The special educator responsible for coordinating a student's special education services.

ESY- Extended School Year: Special education and related services provided during extended breaks from school (typically during the summer) for students for whom the IEP team has determined eligibility.

Federal Setting: Refers to the amount of time a student spends in special education.

Federal Setting I: 0-21% of the day receiving special education services.

Federal Setting II: 21-60% of the day receiving special education services.

Federal Setting III: 60% or more of the day receiving special education services.

IHP- Individualized Health Plan: Document outlining procedures for a student's medical needs which may impact learning.

LRE- Least Restrictive Environment: An IDEA mandate that requires a student with disabilities to be educated in the same environment as peers without disabilities to the extent possible.

Modification: A change in curriculum and/or criterion.

PBSP- Positive Behavior Support Plan: An individualized plan to target specific behaviors developed using data from a Functional Behavioral Assessment (FBA)

Primary Disability: A child may qualify for special education services under more than one of the 13 disability categories. The primary disability is determined by the IEP team as the condition with the greatest impact on learning.

Related Services: Supportive services that are required in order for a student to benefit from special education. Examples of related services include speech and transportation.

Transition Services: Coordinated services to support students in developing post-secondary planning, employment, and independent living skills.