



FACT SHEET: Individual Education Plan (IEP)

The IEP is the plan of action that describes your child's strengths, needs, goals and services needed in order for your child to make progress in the general curriculum. The IEP **is not** your child's curriculum. All children, including children identified with disabilities are entitled to receive the general education curriculum. The IEP specifies everything that must be implemented, based on your child's unique needs, in order for your child to make progress. As a "portable plan of action", it should paint a very clear picture of your child's strengths, needs, goals and services, so staff in any school in which your child enrolls, will be able to implement it without your child experiencing a break in services.

- The IEP is written by the ARC which includes parents.
 - You know your child best: strengths, needs, likes, dislikes, and
 - Plans for the future, including long term plans for exiting school.
- The IEP includes:
 - Information from the evaluation report,
 - Information that is current (within the past 12 months),
 - Includes goals that can be reasonably accomplished in 12 months.
- The IEP includes multiple components, with each component contributing important information to your child's program. It includes:
 - Present levels of Academic Achievement and Performance
 - What your child currently knows and is able to do
 - Examines how the disability affects his/her achievement and involvement in the general curriculum
 - Consideration of Special Factors
 - Includes behavior issues, limited English proficiency, blindness/visual impairment, communication needs, deaf/hard of hearing, and assistive technology needs
 - All special factors identified require services or devices
 - Annual Measurable Goals
 - Includes academic and functional goals that are measurable and can reasonably be accomplished in 12 months
 - Includes how your child's progress will be monitored
 - Progress monitoring is used to help develop and refine future goals and services

- o Specially Designed Instruction
 - What the teacher does to instruct, assess and re-teach your child
 - Includes adaptations to the content, methodology and delivery of instruction
 - Systematically designed and implemented to address the assessed needs of your child
 - Needed for your child to make progress toward the annual goals
 - Planned, designed and initially implemented by a special education teacher and is unique to your child
- o Supplementary Aids and Services
 - Strategies, devices and services needed to help your child meet IEP goals
 - Helps your child be involved in and make progress in the general curriculum
 - Provides your child equal opportunity to participate in nonacademic and extracurricular activities
- o Accommodations Determination
 - Explains your child's needs on state and district assessments
 - Allows your child's score to reflect what she/he has learned on the general curriculum
 - Must be related to your child's disability, with supporting evaluation
 - Must be part of your child's regular instructional routine
 - Must be determined annually
 - Reliance on accommodations should be reduced as your child's skills improve
- o Participation in the Alternate Assessment Program
 - All students are tested on specific standards at each grade level
 - Some students with the most significant cognitive disabilities require an alternate way to participate in testing
 - The ARC makes the decision annually
- o Least Restrictive Environment (LRE)
 - LRE is **where** the IEP services will be carried out
 - Federal law requires students be served in as close to the regular classroom as possible, with students who are not identified with disabilities
- o Related Services
 - These are services needed in order for the child to benefit from the special education outlined in the IEP
- o Extended School Year Services (ESY)
 - Services provided to your child beyond the normal school year to prevent loss of skills already learned when school is out on extended breaks
 - ARC determines need based on data collected over the year

- ESY is not used to teach new skills
- Amount of time and frequency of services is unique to your child
- o Secondary Transition
 - ARC determines what your child needs to prepare them for success after high school
 - Includes further education, employment, adult services, independent living and community services
 - Includes instruction, related services, community experiences, employment and adult living goals, and may include acquisition of daily living skills and functional vocational evaluation
 - Transition process begins at 8th grade or age 14 years or earlier if appropriate

Over the course of their education, your child's IEPs should work to prepare them for the future. Appropriate secondary transition is key to your child's long term success. It is never too early to plan for their future.