

Individualized Education Program (IEP) Sections

Dr. Ellen Long

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This part of the IEP has all the demographic information about you and your child

IEP Team/Signatures

This section contains all the individuals who helped develop the IEP and will be working with your child.

Parents are listed first

Section I : Special considerations

This section indicates any special considerations the IEP Team must consider when writing the IEP, related to your child's eligibility.

Parents: the appropriate needs are checked

Section II: Present Levels of Academic Achievement and Functional Performance

This section provides a detailed description of your child's current abilities, strengths, and challenges. It includes both academic skills (such as reading, math, and writing) and functional performance (like social skills, communication, and daily living skills). This section helps to identify where your child is starting from, so that goals and supports can be tailored to meet their unique needs. It also highlights areas where your child may need additional help or interventions to succeed in school and beyond.

There is a Parent Concerns section where the IEP developers should ask you prior to the meeting what concerns you have for your child. This includes goals you would like to see included.

Section III: Transition Services

This section is completed if your child is age **14 or older**. It identifies the specific goals and activities to reach those goals as your child approaches graduation.

You have a critical role in determining your vision for your student for their future.

Section V: Goals and Objectives

Goals: Broad statements of what the student is expected to achieve over the course of the IEP period (usually one year). These goals are based on the student's present levels of performance and are aligned with the student's individual needs.

Objectives: Smaller, measurable steps that break down the broader goals into manageable tasks. They are incremental and allow for continuous assessment of the student's progress toward the overall goal.

Parents – do these goals and objectives reflect what your priority goals are for your child to achieve in the next year

Section VI: Special Education Services

Section VI of the Individualized Education Program (IEP) focuses on the **special education services** that will be provided to the student. This section outlines the specific support, accommodations, and modifications the student will receive to help meet their educational goals. The services are tailored to the student's individual needs and are designed to ensure they have access to a free and appropriate public education (FAPE)

Parents: Is your child receiving all the instruction, accommodations/modifications, Related Services, consideration for Extended School year that you believe they need.

Section VII: Educational Placement

The IEP must specify the setting where the student will receive their education. The goal is to provide services in the **least restrictive environment** possible, meaning the student should be educated with their peers without disabilities to the greatest extent appropriate for their needs. The section explains the **extent of participation** in general education settings, which can range from full inclusion (spending most or all of the day in the general education classroom) to a more restrictive setting (such as a specialized classroom or separate school).

Continuum of Placement Options:

The IEP team considers a **continuum of placement options** to determine the best setting for the student.

Parents: Are your child's services being provided in the setting and with the curriculum you believe to be appropriate?