

Arc Guide

Individualized Education Program (IEP)



What is an IEP?

An Individualized Education Program or IEP is a written plan that provides documentation for students with disabilities receiving special education under the Individuals with Disabilities Education Improvement Act. A focus of the IEP is how the student's disability affects the involvement and progress in the same curriculum as peers without disabilities.

An IEP includes:

- The student's present levels of academic achievement and functional performance.
- Statements of the student's educational needs.
- Measurable annual goals including academic and functional goals designed to enable the student to be involved in and make progress in the same curriculum as typical peers.
- Short-term objectives that specify the steps necessary to achieve each goal.
- Special education, related services, supplementary aids and services necessary for the student to meet goals and objectives.
- The program modifications or supports that will be provided to the student to meet goals and objectives.
- Least Restrictive Environment (LRE) statement that explains the extent to which the student will not participate in the regular class and activities
- Description of any individual modifications in the administration of state or district-wide assessments. (If the IEP team determines that the student will not participate in a particular assessment, a statement of why that assessment is not appropriate for the student and how the student will be assessed.)
- Documentation of services to be provided, including when they will begin, how long they will last, how often they will occur, where they will occur.
- Starting in grade 9, the plan must address the student's needs for transition from secondary services and services to meet those needs including courses of study.
- When a student reaches the age of 18, there is additional documentation regarding who has various legal rights.
- Information describing how the student's progress toward the annual goals will be measured, how and when the parents will be regularly informed of progress (which must be at least as often as parents of students without disabilities are informed of progress).
- A statement of the student's need for and specific responsibilities of a paraprofessional.

Who is on the IEP team? Who develops the IEP?

The IEP is developed by a team of people including:

- The parents.
- At least one regular education teacher, if the student is or may be participating in regular education.

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- At least one special education teacher or, where appropriate at least one special education provider of the student.
- An administrative designee.
- An individual who can explain evaluation results (who may be a member as in the above three bullets).
- By request of the parent or the school, other individuals who have knowledge or special expertise about the student.
- The student, whenever appropriate.

Review and revision of the IEP

The IEP must be reviewed periodically, but not less than annually, to determine whether the annual goals for the student are being achieved and to revise the IEP.

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