

WHAT IS AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)?

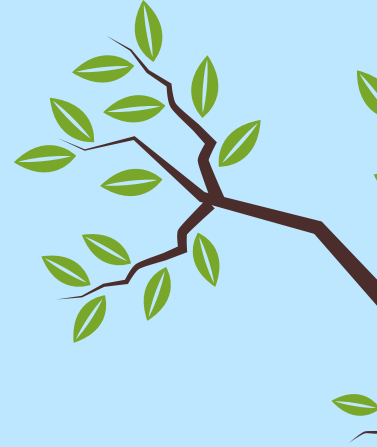
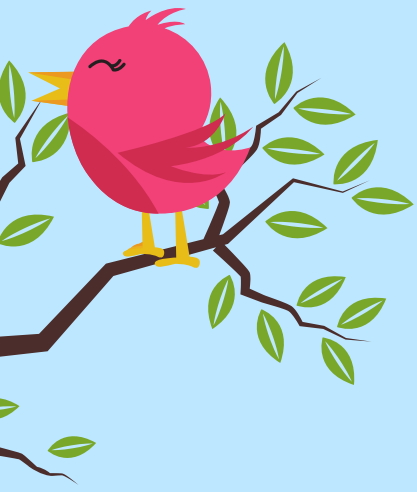
Children ages 3 and older identified as eligible for services and their families will have the option to begin the process of developing an IEP, which maps out the child's educational program. In this guide we provide a comprehensive overview of IEPs and describe the IEP process.

THE LAW REGARDING IEPs

Part B of the Individuals with Disabilities Education Act (IDEA), established in 1975, covers special education services for children ages 3 through 21. This law mandates that public school systems provide an education to all children identified as eligible, and that each child is entitled to a free and appropriate public education (FAPE). While an IFSP focuses on services for the family as a whole to support a child's development, IEPs focus on services provided directly to the child to meet their educational needs.



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COMPONENTS OF AN IEP

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Present Levels

Statements of how the child is currently doing in each developmental or subject area.

Annual Goals

Objective and measurable goals are written for each area of the child's need that can be achieved within 12 months.

Progress on Goals

Statements of how much progress the child has made on each goal written for the previous year.

Statement of Special Education

Statement of what special education services (curriculum, learning setting, etc.) will be provided based on research.

Related Services

Any necessary services to support a child in meeting educational goals. This can include things like speech therapy, physical therapy, health services, and many more.

Supplementary Aids and Services

Could include level of support from adults in the classroom, special materials needed, arrangement of the physical room, pace of instruction, and many more.

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COMPONENTS OF AN IEP

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✓ **Program Modification for School Personnel**

Designates any training, additional staff, or special teaching materials needed for the child's IEP team to support their educational goals.

✓ **Extent of Nonparticipation**

A description of how the plan will be delivered in the least restrictive environment (LRE) while still supporting the child's educational goals.

✓ **Accommodations in Assessment**

Any changes or exceptions made to district-wide testing related to the child's educational goals (typically applies to children in kindergarten and up).

✓ **Service Delivery**

Describes how often, for how much time, in what location, and start and end dates for any services written in the IEP.

✓ **Transition Planning**

Description of goals for the child once transitioning to adulthood by the age of 16 (may not be very detailed until child is closer to this age).

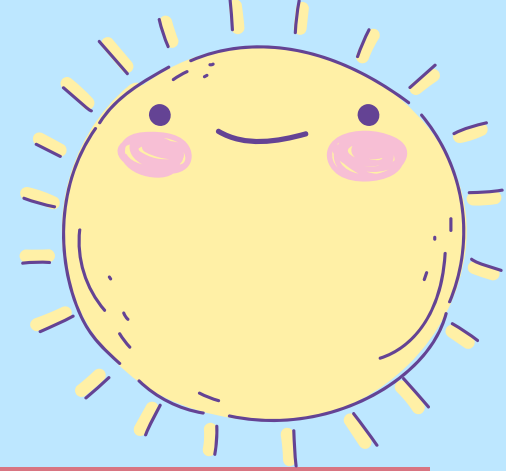
✓ **Age of Majority**

A statement saying that once the child is an adult in the eyes of the law, educational rights may transfer from the parents to the child.

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WHO IS INVOLVED IN DEVELOPING THE IEP?



Child's family

Family members have a key role in developing the child's IEP. At a certain age and when deemed appropriate, the child may also be involved in the IEP meeting.

A general education teacher

A teacher familiar with your child and the general education curriculum

A special education teacher

A teacher familiar with your child and proposed special education services

Local Education Agency Representative (LEA)

A representative (i.e. principal, assistant principal) from the school system responsible for ensuring that the school district agrees and will provide the services outlined in the IEP.

Evaluator

A professional qualified to explain assessment results, if applicable (e.g., school psychologist)

And more!

Other individuals invited by the family or school, as appropriate, may attend, such as an advocate, representative in charge of transition services, childcare provider, related services providers, or other individuals who have expertise about the child

HOW IS AN IEP MAINTAINED OVER TIME?

The IEP team must meet at least once a year to review the child's progress and update the IEP to reflect the child's current needs. The IEP team may meet more than once a year for a variety of reasons, such as family or educators having concerns about the child's goals, if the child has met IEP goals prior to the annual meeting, or if the child transitions to a new school.



RESOURCES

[ECTA Center– Part B of IDEA Overview and Resources \(Ages 3–5\)](#)

[Part B of IDEA Regulations \(Ages 3–5\)](#)

[Part B Services Provision During COVID–19 Pandemic \(Ages 3–5\)](#)

[U.S. Dept. of Education Guide to IEPs \(Ages 3 and Up\)](#)

