

# IEP COMPONENTS

## Fast Facts #5 (2/16)

<p>Federal law, the Individuals with Disabilities Education Act, requires that: students with disabilities must have an individual educational plan (IEP). The IEP is a written statement for a student with a disability that is developed, reviewed and revised in accordance with State Board of Education Rules and federal regulations. The IEP must be revised at least annually, or as necessary; and parents must be invited and encouraged to participate in the IEP meeting. The following components must be included in the IEP.</p>	
<p><b>PRESENT LEVEL OF ACADEMIC ACHIEVEMENT and FUNCTIONAL PERFORMANCE</b></p>	<p>An IEP consists of written statements including a statement of the student's present level of academic achievement and functional performance. Present level narrative must be based on: current, relevant information about the student; information from a variety of sources; most recent evaluation/reevaluation results; state and district assessments or alternate assessments; input from the special education and regular education teachers; information/concerns from the parents , including the consideration of independent educational evaluations that are conducted by qualified evaluators. For a student who is dually identified as a student with a disability and as a student who is gifted (per the criteria for gifted identification set forth by State Board Rule 6A-6.03019), the present level statement shall address the strengths and needs of the student associated with the student's giftedness.</p>
<p><b>HOW THE STUDENT'S DISABILITY IMPACTS PARTICIPATION IN THE GENERAL CURRICULUM</b></p>	<p>An IEP must include a description of how the student's disability affects the student's involvement in the general curriculum, which is the same curriculum as for non-disabled students. For preschool-aged children, the description must address appropriate activities that children of that chronological age engage in as a part of a formal preschool program or informal activities such as coloring, circle time, play time, story time, etc.</p>
<p><b>MEASURABLE ANNUAL GOALS and SHORT TERM OBJECTIVES</b></p>	<p>An IEP must include a statement of measurable annual goals, and short term objectives, as appropriate. The annual goals should address the needs of the student as reflected in the present level statements; incorporate educationally relevant therapies; be stated in terms that are observable and measurable. For students with measurable postsecondary goals, the annual goals must be related to them and should address needed skills and strategies that will lead towards the future attainment of the postsecondary goals. For a student who is dually identified as a student with a disability and as a student who is gifted who is gifted (per the criteria for gifted identification set forth by State Board Rule 6A-6.03019), the IEP must include an annual goal to address the needs of the student beyond the general curriculum that result from the student's giftedness.</p>
<p><b>EVALUATION CRITERIA, PROCEDURES, AND SCHEDULES</b></p>	<p>The IEP must include appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the annual goals are being achieved. Parents must be regularly informed of their child's progress toward the annual goals (by such means as a periodic report card), at least as often as parents are informed of their non-disabled child's progress.</p>
<p><b>SPECIAL EDUCATION AND RELATED SERVICES; SUPPLEMENTARY AIDS and SERVICES, PROGRAM MODIFICATIONS; and SUPPORT FOR SCHOOL PERSONNEL, IF REQUIRED</b></p>	<p>The IEP must include a statement of the specific special education and related services to be provided to the student, including support for school personnel. Special education is specially designed instruction provided to meet the unique needs of a student with a disability. Related services include transportation and other developmental, corrective and supportive services required to assist a student with a disability to benefit from special education (such as speech therapy, audiology services, interpreting services, psychological services, occupational therapy, physical therapy, counseling, etc.). Support for school personnel may include special training for a teacher that would assist the teacher with meeting the unique and specific needs of the student. Special education and related services and supplementary aids and services must be identified for the student to advance toward attaining the goals and objectives, make progress in the general curriculum and to participate in extracurricular activities. The need for accommodations and/or program modifications must be determined, as appropriate. Accommodations are changes that are made in <i>how the student accesses information and demonstrates performance</i>, i.e., changes in the method of instruction or assessment. Program modifications are described by way of illustration in the 1999 federal regulations (e.g., providing a special seating arrangement for the student, raising the level of a student's desk, and allowing more time for assignments).</p>

<b>INITIATION AND DURATION OF SERVICE DATES, FREQUENCY &amp; LOCATION</b>	The IEP must include the projected dates for initiation of services and the duration of the services during the regular school year, year-round, and extended school year, as appropriate. The amount of services provided must be addressed and the location where the service will be provided must be indicated.
<b>ASSESSMENT ACCOMMODATIONS</b>	The IEP must include a statement of any needed accommodations in the administration of state or district assessments of student achievement in order for the student to participate in such assessments; and, if the IEP Team determines that the student will not participate in regular state or district assessments, a statement of: why that assessment is not appropriate for the child; and how the child will be assessed.
<b>TRANSITION SERVICES</b>	Transition services means a coordinated set of activities for a student with a disability that is: designed to be within a results-oriented process; that is focused on improving the academic and functional achievement of the student with a disability; to facilitate the student's movement from school to post-school activities; and that is based on the individual student's needs, taking into account the student's strengths, preferences and interests and includes instruction, related services, community experiences, development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. Transition services for a student may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education. For students aged 14 years or older during the duration of the IEP, the IEP Team must consider/identify needed transition services and discuss diploma options. For students aged 16 years or older during the duration of the IEP, postsecondary goals and transition services must be addressed by the IEP Team, including, inviting agency representatives who may be providing or paying for transition services. to the IEP meeting, upon consent of the parent.
<b>TRANSFER OF RIGHTS</b>	<u>Beginning at least one year before the student reaches the age of majority</u> as defined by state law, a statement that the student has been informed of his or her rights under this title, if any, that will transfer to the student on reaching the age of majority. Age of majority in the state of Florida is 18 years old.

**Helpful Hints and Reminders:**

- The IEP should provide sufficient information necessary to enable the parents and teachers to understand what is needed in order to effectively implement the IEP. However, it is not appropriate to include specific details related to the general curriculum itself, to daily lesson plans and/or to specify modalities.
- The focus of the IEP should address the accommodations and modifications necessary to enable students with disabilities to participate in the general curriculum to the maximum extent possible.
- In general, specific day-to-day adjustments in instructional approaches and methods that are made by a teacher to assist a child with a disability in achieving the child's goals and objectives would not normally require reconvening the IEP Team.
- IEP reviews are conducted at least annually and more often, when needed to ensure the appropriateness of the IEP. The parents of a child with a disability have the right to request an IEP meeting at any time, and should do so if they feel their child is not progressing satisfactorily or if they have concerns about their child's current IEP.
- Parents shall be provided with a copy of the IEP immediately upon the conclusion of the IEP meeting.

For further assistance or information, please contact an ESE Team member assigned to your Area Office, the ESE Hotline (273-7221), FDLRS IEP Trainers (837-7777), and/or ESE personnel assigned to the Velasco Student Services Center, including the Supervisors for ESE Staffing (273-7035) and ESE Compliance (273-7060).

**References:**

- *Individuals with Disabilities Education Act (IDEA)*
- *Federal Register 34 CFR Part 300*
- *Florida Statutes and State Board of Education Rules*