

## Components of an IEP

### Demographic Information and Team Members

*Demographic information* should be reviewed at every IEP meeting to make sure all information is correct. The IEP meeting date is the date the meeting is being held. The *IEP Implementation Date* is the date the IEP will begin, this is typically the following school day. The *Anticipated Duration of Services and Programs* notes the dates the specific programs and services will be implemented; this is typically the last day the IEP is in compliance.

At the beginning of the IEP meeting, all team members are asked to sign the IEP. A parent signature means that the parent was present at the meeting; it does not mean approval of the IEP document.

### Procedural Safeguards Notice

At each annual review IEP meeting, parents are presented with a copy of the Procedural Safeguards Notice. These are your rights as parents. Parents are then asked to sign to show that they were presented with the Procedural Safeguard notice.

### Special Considerations/Factors

- This section lists questions that need to be answered by the IEP team that are directly related to the student. Any of the factors checked as “YES” must be addressed in the IEP. This section includes questions regarding a student’s communication needs, the use of assistive devices and services; whether or not the student has limited English proficient and behavioral needs among others.

### Present Levels of Performance

- The present levels of performance reflect academic and functional performance, including involvement in the general education curriculum. Present levels can include reports from the classroom teacher, related services providers, general education teachers, specialists, parents, and behavior specialists. Present levels include results from assessments given by the IEP team. Areas under present levels of performance also include information related to postsecondary transition goals for students age 14 and older, parental concerns related to their child’s education, and strengths and needs.

### Transition Services

Beginning at age 14, the student’s transition services must be identified in the IEP. Transition services are updated annually and include postsecondary goals based on transition assessments related to training, education, employment, independent living skills and the transition services needed to achieve these goals.

## Goals and Objectives

This section lists annual goals related directly to the student and are directly related to assessment results and needs described in the present levels of performance. Short term objectives may also be listed under annual goals. Each goal also includes how progress will be monitored and when reports on progress will be provided to parents (each quarter – 9 weeks). Goals must be measurable and they should be attainable within one calendar year.

## Special Education/Related Services/Supplementary Aids and Services/Program Modifications

- **Program Modifications and Specially Designed Instruction (SDI)**
  - Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student and to ensure access to the general education curriculum.
- **Related Services**
  - These are support services needed by a child in order to benefit from special education services. These may include transportation; speech/language, physical, occupational therapies; social work; or other services deemed necessary by the IEP team.
- **Supports for School Personnel**
  - This section provides an opportunity for the school personnel who provide support to a student to discuss and articulate the specific supports or training necessary for school personnel to provide FAPE. This could include aides, resource materials, training, or equipment.
- **Gifted Support Services**
  - For a student identified as gifted who is also identified as a student with a disability, this section of the IEP must list support services needed to assist the student to benefit from gifted education.
- **Extended School Year (ESY)**
  - This is where the IEP team determines whether a student qualifies for Extended School Year Services based on data collection during extended breaks during the school year. If your child qualifies, goals are then listed in this section to be worked on during Extended School Year services.

## Educational Placement

- **Questions for the IEP Team**
  - These questions must be reviewed and discussed by the IEP team as they begin to determine the student's educational placement. Parents are a member of the team that makes decisions on the educational placement of their child. The purpose for reviewing and discussing these questions is to ensure that the IEP team has given adequate consideration to placement of this student in the general education classroom with supplementary aids and services, prior to considering other placement options.

- Amount of Support
  - The specific amount of special education support a student will receive. The levels of support are as follows:
    - **Itinerant:** Special education supports and services provided by special education personnel for 20% or less of the school day
    - **Supplemental:** Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day
    - **Full-Time:** Special education supports and services provided by special education personnel for 80% or more of the school day
  
- Type of Support
  - Type(s) of special education supports are provided to a student based on the learning needs of the student. Special education support(s) are based on needs not on the disability category used for determination of eligibility. For example, a student who has been diagnosed as having autism may receive learning support services if those services are appropriate to the needs of the student. In addition, a student may receive more than one type of special education support if appropriate as determined by the IEP team.
  
- Location of student's program
  - The first consideration for placement of the student is always the student's neighborhood school, which is the school the student would attend if he/she did not have an IEP. If the student's placement is not in the neighborhood school, the IEP team must indicate the reason.

### **PennData Reporting**

- Every state is required to provide an annual report of specific data related to the education of students with disabilities to the US Department of Education. In Pennsylvania, these data are gathered through the Penn Data reporting system.