

## **What an IEP Must Contain**

When the members of a child's IEP team sit down together and consider how the child will be involved in and participate in school life, they must be sure that the resulting IEP contains the specific information required by IDEA, our nation's special education law. Here's a brief list of what IDEA requires:

A statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects his or her involvement and progress in the general education curriculum;

A statement of measurable annual goals, including academic and functional goals;

A description of how the child's progress toward meeting the annual goals will be measured, and when periodic progress reports will be provided;

A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child;

A statement of the program modifications or supports for school personnel that will be provided to enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children;

An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and nonacademic activities;

A statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments;

(Note: If the IEP team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, the IEP must include a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child; and

The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.

For students approaching the end of their secondary school education, the IEP must also include statements about what are called transition services, which are designed to help youth with disabilities prepare for life after high school.

IDEA requires that, beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, the IEP must include:

Measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

The transition services (including courses of study) needed to assist the child in reaching those goals.

Also, beginning no later than one year before the child reaches the age of majority under State law, the IEP must include:

A statement that the child has been informed of the child's rights under Part B of IDEA (if any) that will transfer to the child on reaching the age of majority.

Taken from the National Dissemination Center for Children with Disabilities (NICHCY)

<http://nichcy.org/schoolage/iep/iepcontents#contents>