

Contents of the IEP (Individual Education Plan)

Every child with a **disability** who is **eligible** for and needs **exceptional student education (ESE)** will have an IEP. The IEP is a written plan for the special education of a child with a disability. It describes your child and what you and the school will do to give your child the help he or she needs. Since parents help to write IEPs for their children, it is important that you know what goes into an IEP. You should also understand what will happen at IEP meetings and after the IEP is written.



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CONTENTS OF THE IEP



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Many kinds of information must be discussed at the IEP meeting and written into the IEP...

An IEP is written on a form. You may ask for a blank copy of your district's IEP form.

Some children need only a very short IEP. Other children need much longer IEP's. No matter what form is used, or how long your child's IEP is, the following information must be discussed at the IEP meeting and written into the IEP:

1. Present levels of educational performance
2. Measurable annual goals
3. Benchmarks or short-term objectives
4. Description of how your child's progress will be measured and how you will be informed of your child's progress
5. Special education services
6. Related services
7. Program modifications and supports for school personnel
8. Supplementary aids and services
9. Initiation, duration, frequency, and location of services
10. Explanation of extent to which your child will be removed from programs with nondisabled children
11. Accommodations in the administration of state or district-wide assessments.

IEP's for students age 14 and older are called Transition IEP'S

For students age 14 or older, the Transition IEP will describe the student's courses of study related to achieving his or her desired post-school outcome. For students age 16 or older, the Transition IEP will identify needed transition services. These needs must be discussed and updated on the IEP each year.

During the IEP meeting, you and the rest of the team will consider the following:

- the strengths of your child
- The results of recent evaluations, including your child's performance on state and diistrictwide assessments
- Your concerns for enhancing your child's education.



The IEP team will also consider the special factors listed below. If the team decides your child needs these services, they must be listed in the IEP.

- The team will consider your child's communication needs. (In addition, if your child is deaf or hard-of-hearing, the team must consider your child's language and communication needs, opportunities for direct communication with others, academic level, and other needs.
- The team will consider whether your child needs assistive technology devices or services.
- If your child's behavior interferes with his or her learning or the learning of others, the team will consider strategies to address that behavior.
- If your child has limited English proficiency (if your child's main language is not English), the team will consider the language needs of your child.
- If your child is visually impaired, the IEP must provide for instruction in Braille unless the team decides, after an evaluation, that Braille instruction is not appropriate for your child.

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