

Individualized Education Program (IEP)



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Individualized Education Program (IEP)

You might know what an IEP is because you may have had one when you were in school. You may or may not be familiar with all the parts of an IEP. The parts of an IEP will be described here.



IEP means Individualized Education Program. The IEP is one of the things the law makes schools use to be sure that students with disabilities get the services they need. There are special education laws to protect students with disabilities. The federal special education law that requires IEPs is called the Individuals with Disabilities Education Act or IDEA. Each state has special education laws too. Many students with disabilities have an IEP. The IEP for each student is based on their own special needs. An IEP is an agreement between the school and the parent. An IEP is a legal document.



Here is the first page of a Massachusetts IEP.
An IEP has a lot of pages. This page gives you an idea
of where things are written down in the IEP.

School District Name:

School District Address:

School District Contact Person/Phone #:

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____ Grade/Level: _____

Parent and/or Student Concerns

What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education?

Student Strengths and Key Evaluation Results Summary

What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments?
What is the student's type of disability(ies), general education performance
including MCAS/district test results, achievement towards goals and lack of expected progress, if any?

Vision Statement: What is the vision for this student?

Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14,
the statement should be based on the student's preferences and interest,
and should include desired outcomes in adult living, post-secondary and working environments.

IEP 1

The IEP has a lot of information about the student.

It also tells about the services the student needs to make progress. Schools have to provide the services that are in an IEP to the student. Services are things like:

SPEECH THERAPY



SOCIAL SKILLS GROUPS



PHYSICAL THERAPY



JOB COACHING



And special education classrooms. There are many more different types of services.

The federal special education law says that IEPs have to have certain information. Below are some of the things that must be in an IEP and what they mean. Some of the sections described below are in Massachusetts IEPs but may not be in other state's IEPs. Examples of each part are in the green boxes.

Vision Statement

Parents write what they want for their child's future in Massachusetts IEPs. This is called a Vision Statement. When their child is younger, they can write what they want their child to do in one to five years. When a student turns 14, this section is about what the student wants to do when finished with high school. Does the student want to go to college or a vocational school? What kind of job does the student want? Where does the student want to live?





This is the vision statement page from a Massachusetts IEP:

Vision Statement: What is the vision for this student?
Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments.

Example



Sam knows what he wants to do after high school.
He wants to work part-time at a gardening center.



He wants to go to a local college to study landscaping.



He wants to live with his family until he finishes college
and has a full-time job. Sam plans to take the bus and
train to his job and to college.





Present Level of Performance is the section about how the student's disability affects the way the student learns. It's about how well the student is doing and learning different subjects. The disability might affect how the student learns math or science. Or it may affect all subjects. It also might affect other things like behavior or social skills.

Individualized Education Program IEP Dates: from _____ to _____
Student Name: _____ DOB: _____ ID#: _____

Present Levels of Educational Performance

A: General Curriculum

Check all that apply.

<input type="checkbox"/> English Language Arts	General curriculum area(s) affected by this student's disability(ies): Consider the language, composition, literature (including reading) and media strands.
<input type="checkbox"/> History and Social Sciences	Consider the history, geography, economic and civics and government strands.
<input type="checkbox"/> Science and Technology	Consider the inquiry, domains of science, technology and science, technology and human affairs strand.
<input type="checkbox"/> Mathematics	Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands.
<input type="checkbox"/> Other Curriculum Areas	Specify: _____

How does the disability(ies) affect progress in the curriculum area(s)?

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

Example

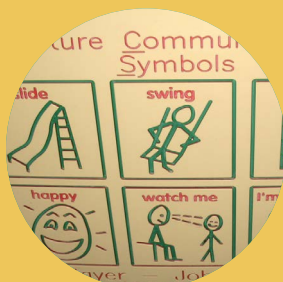


Sam's disability of autism affects how he talks and listens to other people.

It is hard for him to stay on topic when he is talking to people. It is also hard for him to ask a question or to give information to people.



Sam's disability also affects organization. Sam can do a good job when pictures are shown to him. He can get confused if he doesn't have these pictures but does not ask for help.



Sam can take the bus or train if someone is with him but it is difficult for him to take the bus or train by himself.



In Massachusetts this section is also about accommodations. The IEP has to say what special learning support the student needs so that they can learn. There are many different types of accommodations. The type of accommodations a student gets depends on their disability needs. Some examples of accommodations are:



A scribe – a person to write for the student



Large print – providing textbooks and other reading material in larger print



Reader - a person or technology to read instructions to the student



Note Taker - a person to take notes for the student



Frequent Breaks - taking frequent breaks if a student cannot sitting for a long time



Preferential Seating - sitting at the front of the class or another classroom when taking a test



This is the accommodations section from a Massachusetts IEP:

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?



Goals and objectives

The IEP has to list the goals the student needs to meet to make good progress in a year. In Massachusetts IEPs, the IEP also has to say what smaller steps the student will make to learn these goals. These smaller steps are called objectives.

Goal #	Specific Goal Focus:
Current Performance Level: What can the student currently do?	
Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP year? How will we know that the student has reached this goal?	
Benchmark/Objectives: What will the student need to do to complete this goal?	
Goal #	Specific Goal Focus:
Current Performance Level: What can the student currently do?	

Example



Goal

Sam will get help and teaching about taking the bus and train. He will learn to safely use the bus and train. Then he will show that he can safely use the bus and train by himself.



Objectives

- Objective #1 Sam will learn how to read the bus and train routes.
- Objective #2 Sam will only get on the bus or train after other people have gotten off.
- Objective #3 Sam will remember to show his T pass to the driver when he gets on the bus or train. He will show his T pass before he sits down.

The Service Delivery section

This has information about what services the student will get. It also says where the student will get those services. Services are supposed to help students meet the goals in the IEP. Some examples of services are:

SPEECH THERAPY



SOCIAL SKILLS GROUPS



PHYSICAL THERAPY



JOB COACHING



Example



Sam will receive these services:

Travel training with a travel coach for 3 hours 3 times per week.

This is the service delivery section of a Massachusetts IEP:

Individualized Education Program IEP Dates: from _____ to _____
Student Name: _____ DOB: _____ ID#: _____

Service Delivery

What are the total service delivery needs of this student?

Include services, related services, program modifications and supports (including positive behavioral supports, school personnel and/or parent training/supports). Services should assist the student in reaching IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/nonacademic activities and to allow the student to participate with nondisabled students while working towards IEP goals.

School District Cycle: 5 day cycle 6 day cycle 10 day cycle other:

A. Consultation (Indirect Services to School Personnel and Parents)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

B. Special Education and Related Services in General Education Classroom (Direct Service)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

C. Special Education and Related Services in Other Settings (Direct Service)

Focus on	Type of	Type of	Frequency and	Start Date	End Date

Placement

The IEP has to say what kind of classroom or school the student will be in. Types of classrooms can mean:

- ▶ A classroom with students who do not have disabilities,
- ▶ A separate special education classroom for part or all of day,
- ▶ Or a separate school for only children with disabilities.

There are many different placement types. The law says that students have to be placed with other students who don't have disabilities as much as possible. This is so that all students can learn together. The team has to think about what classroom or school the student would normally be in if the student didn't have a disability. This is called placing a student in the Least Restrictive Environment or LRE.



Example



Sam will go to school in the high school. He will be in a general education classroom with students who do not have disabilities. He will get special education help in the resource room. He will get this help for 2 hours per day, 5 days per week.

MCAS

MCAS stands for Massachusetts Comprehensive Assessment System. An assessment is a type of a test. The MCAS tests students on subjects like reading, math, and science. All students at different grades have to take the MCAS test. MCAS is one way to tell if a student is learning. It is also a way to tell if the teachers are doing a good job teaching students. Students with disabilities can take the MCAS with accommodations if they need them. Students can also take the MCAS without accommodations. The IEP Team decides if the student needs accommodations.

Some examples of MCAS accommodations are:



A scribe – someone will write for the student taking the MCAS test. This may be needed for a student whose disability affects their ability to write.



Large print – the print on the exam will be larger than it usually is. This may be needed for a student whose disability affects their ability to see.



Reader – someone will read the test instructions and questions for the student. This may be needed for a student whose disability affects their ability to read.



Frequent breaks – the student can take breaks from the test more often. This may be needed for a student whose disability affects their ability to sit in one place for long periods.



Separate setting – the student takes the test in a different room than the other students. This may be needed for a student whose disability affects their ability to pay attention. A separate setting may have less distractions for that student.

Students with disabilities can take the MCAS Alternate Assessment (MCAS-ALT) if taking the regular MCAS test would not show what they know about the subjects. Alternate means different. The MCAS-ALT is different from the regular MCAS test. The MCAS-ALT tests the same things but the student takes this test in a different way. Instead of a student taking a test, they work with their teachers all year to select examples of their school work. All of the examples are put together in a book called a portfolio.

A student can get MCAS scores that say they pass the test and are learning well, or that they're almost doing well, or that they fail the test and are not doing well at all. Students in Massachusetts have to get a passing score on the MCAS in the 10th grade in order to graduate from high school.



Summary

There are special education laws to protect students with disabilities. Many students with disabilities have an IEP. As you have read, there are a lot of parts to an IEP.



An IEP is an agreement between the school and the parent. An IEP is a legal document.



Summary

The IEP has a lot of information about students. The IEP also has goals the student should meet, and services they should get to make progress, for example:

PHYSICAL THERAPY



JOB COACHING



The IEP for each student is based on their own special needs.

