

Individualized Education Plan (IEP)

The Individualized Education Plan (IEP) is meant to address the individual needs of a child who has a disability under the IDEA regulations. The following components, written by the MDE team, are part of this plan:

- The initial component is a description of the child's present levels of performance.
- Measurable annual goals, including either benchmarks (major milestones) or intermediate short-term objectives. These goals must address the academic areas to be addressed during the coming school year in order to meet the student's individual needs relating to involvement and progress in the general curriculum.
- A statement of how the child's progress toward the goals will be measured and how the child's parents will be informed of their child's progress as often as the parents of nondisabled students are informed.
- The specific special education and related services, and the program modifications or supports for school personnel that are needed to help the child achieve the specific goals.
- If the child will not be participating with nondisabled children in the regular class and in extracurricular and nonacademic activities, the IEP must explain the extent of nonparticipation.
- The anticipated frequency, duration (including projected starting date), and location of the services and modifications must also be included.
- A statement of transition service "needs" must be included in the IEP when the child reaches the age of 14.
- If the student has reached the age of 16, the IEP must contain a statement of necessary transition services to facilitate the child's entry into the post-school world.
- Any modifications in the administration of the tests necessary for a student to participate must be specified in the IEP.