

The Individualized Education Program (IEP)

Once a child's eligibility for special education and related services has been determined, an Individualized Education Program should be discussed and a written plan developed. The IEP should include, at a minimum, the following:

1. A statement of the child's present level of academic achievement and functional performance in several areas is required. In addition a statement is required of how the child's disability affects his/her involvement and progress in the general education curriculum. * CT has added a section on their model IEP form, called "Parent and Student Input and Concerns."
2. Measurable annual educational goals for the coming school year.
3. "Benchmarks" or short-term instructional objectives derived from the annual goals.
4. A statement of the special education and related services and other supplementary aids and services that will be provided so that the child may: advance toward his/her annual goals; be involved and progress in the general education curriculum and participate in extracurricular and non-academic activities; and be educated and participate with children who do not have disabilities.
5. An explanation of the extent if any to which the child **will not** participate in the general education program.
6. The date when services and modifications specified in the IEP will begin their anticipated frequency, location and duration. Length of school day and year should be discussed; the need for extended year services should be addressed.
7. A list of individuals who shall implement the Individualized Education Program and their responsibility to do so.
8. A statement of how the child's progress will be measured and the extent to which that progress is sufficient to enable the child to reach his/her annual goals by the end of the year. An explanation of how parents will be regularly informed of that progress should be included.
9. A statement of any individual modifications in the administration of State or district-wide assessments that are needed in order for the child to participate. If the Planning and Placement Team has determined that a student will not participate in a particular assessment of student achievement, the IEP will include an explanation as to why it may be inappropriate and how the child will be otherwise assessed.
10. At the annual PPT following the 15th birthday (or earlier if appropriate), the PPT/IEP Team should begin to develop transition goals. Transition goals and objectives are a part of the IEP.

