

**IEP TIP SHEET #2
MAIN PARTS OF THE IEP**

I. SPECIAL CONSIDERATIONS

Highlights: Communication Needs, Assistive Technology (can be low, medium or high-tech), Limited English Proficiency, Behavior that affects child's learning or that of others, Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP).

II. PRESENT LEVELS OF ACHIEVEMENT/PERFORMANCE

Highlights: this includes information about all of the child's developmental areas including strengths and needs. This section should allow anyone working with the child to have a very good understanding of what they are like without meeting them. Parent input is very important in this section. In addition this section should include things such as important medical information, the FBA(if needed), a description of how the child can manage with typically developing peers, what supports, services and modifications have been found to be successful.

III. TRANSITION Discussion (to Kindergarten, Middle School, High School or adulthood)

IV. PARTICIPATION IN STANDARDIZED TESTING

V. GOALS AND OBJECTIVES, both academic and functional

Benchmarks: ways to measure the small steps toward the goals.

Highlights: goals should relate directly to needs described in Present Levels section. Each goal should contain: a condition, the name of the child, a clearly defined behavior and a clearly defined outcome. A description of how each goal will be measured and by whom should be included as well as a description of when progress will be reported to the child's guardians, by whom and how.

VI. RELATED SERVICES/SUPPLEMENTARY ASSISTANCE AND SUPPORTS/PROGRAM MODIFICATIONS

- A. PROGRAM MODIFICATION AND SPECIALLY DESIGNED INSTRUCTION (SDI)
- B. RELATED SERVICES (example: Speech or Occupational Therapy, a table describing the name of the service, how often the child receives it, the date it will start and the date it will end.)
- C. SUPPORTS FOR SCHOOL PERSONNEL
- D. Extended School Year (ESY)

**VII. A. EDUCATIONAL PLACEMENT (explanation of child's exclusion/inclusion with peers)
B. TYPE OF SUPPORT ("itinerant, supplemental, full-time)
C. LOCATION OF STUDENT'S PROGRAM**

IEP TIMELINE (see glossary)

1. 10 calendar DAYS for **PTE**:
The family requests IN WRITING that they would like their child to be evaluated by the school (or LEA). The LEA has 10 DAYS to present the family the Permission to Evaluate (PTE) form to be signed.
2. 60 calendar DAYS for **MDE/ER**:
Once the family signs the PTE, the school has 60 calendar days (minus summer) to evaluate the child; called the MDE and write the ER.
3. 10 school DAYS to review **ER**:
The LEA must present the written ER to the family at least 10 school days prior to the IEP.
4. 30 calendar DAYS for **IEP**:
The team will meet within 30 calendar days of the issuing of the ER with the family for an IEP.
5. 10 school DAYS for **services**:
The LEA must provide IEP services within 10 school days of the agreed upon IEP.