

Anatomy of an IEP

An Individualized Education Program (IEP) is a blueprint for a child's special education experience at school. The plan describes what services and supports the child gets. IEPs tend to have many common elements. Below are some of the important parts of an IEP.



Individualized Education Program

Student information

Student Name: Karen Lee	Date of IEP: 9/5/2019
Date of Birth: 5/22/2011	Grade: Rising 3rd

IEP team

IEP Case Manager: John Santos
General Education Teacher: Janie Doe
District Representative: Pedro Ramirez
Parent: Frank Lee
Special Education Resource Teacher: Ellen Wong

Student information

The first page lists the child's name, age, date of birth, grade, and other details. It also includes a rundown of the IEP team.

Present level of educational performance

Academic performance

Karen is a kind, helpful third grader who is always willing to work hard, even on tasks that are difficult for her. She has a strong love of learning and will seek out books relevant to her interests of the outdoors and animals. She is also quite articulate in classroom discussion.

However, while Karen is presently meeting grade-level expectations in math, she continues to show significant difficulty in the area of reading fluency and comprehension compared to her classroom peers. Karen is able to decode single letters, vowel combinations, and digraphs (like “ch” or “sh”) in short, consonant-vowel-consonant (CVC) words, where she is 80% accurate, on average. She has difficulty applying these skills when reading multi-syllable words, where she is 35% accurate, on average, or when reading words in actual passages of text. Recent measures show that Karen is able to read third-grade passages at a rate of 40 words per minute, with 85% accuracy and less than 65% text comprehension.

Students in third grade are expected to read 100-140 words per minute, and answer comprehension questions with 90-100% accuracy. Karen is able to read late first-grade passages at 90 words per minute, with 95% accuracy, and comprehension at 90% accuracy on average. This is Karen’s independent reading level. Karen’s reading difficulties affect her participation in the general education curriculum by making it impossible for her to read grade-level text independently and learn grade-level content effectively.

Present level of educational performance (PLOP, PLAAFP, or PLP)

This describes the child’s current abilities, skills, challenges, and strengths. It may also discuss social skills and behavior.

Annual goals

Goal 1

Karen will increase her reading fluency from 90 words per minute in late first-grade passages to 90 words per minute in late second-grade passages.

Objectives:

1. Given phonological awareness instruction, Karen will read unfamiliar 2- and 3-syllable words with at least 85% accuracy over two consecutive trials as measured on reading post-tests administered by the special education resource teacher.
2. Given instruction in a sight-word reading program, Karen will read 180 high-frequency words with 85% accuracy over two consecutive trials as measured by the special education resource teacher.

Goal 2

Karen will increase her reading comprehension from 90% accuracy at the late first-grade level to 90% accuracy at the late second-grade level.

Objectives:

1. Given pre-teaching of new vocabulary, picture supports, and up to three adult prompts, Karen will correctly answer comprehension questions about events in a late second-grade text with 90% accuracy over two consecutive trials as measured by the special education resource teacher.
2. Given pre-teaching of new vocabulary and up to three adult prompts, Karen will correctly answer comprehension questions about short, late second-grade passages.

Annual goals

These should consist of academic and functional skills that the child can reasonably accomplish during the school year. Each is broken down into shorter-term objectives.

Progress reporting

Progress toward annual goals will be measured through classwork, observation, tests and quizzes, and written reports. Karen's parents will receive a quarterly written report on her progress.

Progress reporting

The IEP states how the IEP team will keep track of the child's progress toward annual goals.

Services

Service: Reading Instruction	Frequency: Once daily for 60 minutes per session
Location: ABC Elementary School	Instructional Setting: Special Education Small Group
Duration: 9/15/2019 - 6/1/2020	

Services

Here, the IEP details:

1. What special education services the child will get and for how long
2. Any services outside the school year (like summer services)
3. Any "transition planning" to get the child ready for life after high school

Supplementary aids and services

The student will be provided with the following accommodations/modifications:

Accommodation/Modification: Textbooks on CD/tape	
Frequency: Daily	Location: ABC Elementary School and at home
Instructional Setting: All classes and at home	
Duration: 9/15/2019 - 6/1/2020	

Supplementary aids and services

The IEP specifies what accommodations the child will get in school — like a seat at the front of the class. It also details any modifications. These are changes to what's expected of the child — like less homework. This section will also include information about any assistive technology the child needs.

Participation

Although Karen has been responsive to adaptations and modifications in her regular education classroom, she continues to progress slowly on her IEP reading goals. Small group pull-out instruction for an hour a day allows for intensive, individualized instruction in Karen's identified area of need, while allowing her to spend most of the day in her general education classroom.

Participation

This section explains how and to what extent the child will be included in general education classes and other activities, including state tests.

Parent/Guardian Consent

Indicate your response by checking the appropriate space and sign below.

☒ I **give** permission to implement this IEP.

☐ I **do not give** permission to implement this IEP.

Signature

Consent

Many IEPs have a signature line where a parent or guardian officially agrees to the plan. Keep in mind that an IEP isn't all-or-nothing. Families can attach an addendum, agreeing to only parts of the IEP.