












## Individual Education Program

An Individualized Education Program (IEP) is required for every student who qualifies for special education services. The IEP is a written document that ensures that a student with a disability receives specially designed instruction (SDI) and related services to meet the individual student's unique needs in the least restrictive environment (LRE).

Element	Overview	Considerations & Examples
<p>Present Levels of Academic Achievement and Functional Performance</p> 	<p>Present Levels of Academic Achievement and Functional Performance, or PLAAFP, is a written statement that describes the student's current levels of performance and provides baseline data that guides the development of the rest of the IEP.</p>	<p>The PLAAFP must include:</p> <ul style="list-style-type: none"><li>• A description of the student's current academic achievement and functional performance strengths and needs</li><li>• The results of the most recent evaluation or reevaluation</li><li>• The results of local or statewide assessments.</li><li>• A description of how the student's disability impacts participation and progress in general education</li><li>• Documentation of the parent's concerns</li></ul>
<p>Measurable Annual Goals</p> 	<p>Measurable annual goals are developed to meet the student's needs that result from the disability and reflect the anticipated progress the student will make within a year.</p>	<p>Measurable annual goals must:</p> <ul style="list-style-type: none"><li>• Include data from the Present Levels of Academic Achievement and Functional Performance</li><li>• Include a condition, a behavior, and a criterion for mastery</li><li>• Be aligned with relevant state curriculum standards</li><li>• Reflect the consideration of the specially designed instruction the student will receive</li><li>• Be challenging, ambitious, and achievable in one year</li></ul>
<p>Special Education Services</p> 	<p>Special education services refer to specifically designed instruction designed to meet the unique needs of a student and ensure access to the general education curriculum to the extent possible.</p>	<p>Examples of special education services include direct instruction in reading, mathematics, written language, social skills, and compensatory skills.</p>
<p>Related Services</p> 	<p>Related services are developmental, corrective, and other supportive services that assist a child with a disability to benefit from special education.</p>	<p>Examples of related services include Speech-Language Pathology, Physical Therapy, Occupational Therapy, Transportation, Audiology Services, and Psychological or Counseling Services.</p>



## Quick Guide for BIE-Funded Schools

Element	Overview	Considerations & Examples
<b>Supplementary Aides</b> 	Supplementary aids and services refer to aides, services, and other supports that are provided to enable the student to be educated with nondisabled peers to the maximum extent possible.	Examples of Supplementary aides and services include providing accommodations and modifications, providing text in Braille or large print, and training school personnel.
<b>Least Restrictive Environment</b> 	Least Restrictive Environment (LRE) refers to a statement that reflects the IEP Team's decision regarding the extent a student with a disability will not participate with nondisabled peers in the general education setting.	LRE must: <ul style="list-style-type: none"> <li>• Be based on the data included in the Present Levels of Academic Achievement and Functional Performance</li> <li>• Consider the student's need for special education, related services, and supplementary aides and supports</li> <li>• Allow the student to participate with nondisabled peers to the maximum extent possible</li> </ul>
<b>Participation in School and State-Wide Assessment</b> 	Participation in School and Statewide Assessments refers to a statement describing how the student will participate in local and statewide assessments administered to nondisabled students.	Participation in school and statewide assessments must: <ul style="list-style-type: none"> <li>• Indicate if the student will participate in large group assessments</li> <li>• Document the accommodations the student requires to participate in the assessments</li> <li>• Provide the reason a student would participate in an alternative assessment if applicable</li> </ul>
<b>Dates, Frequency, Duration, and Location of Services</b> 	Dates, Frequency, Location, and Duration of Services refer to documenting when services begin and end, how often they will occur, how long each session will last, and where the services will be provided.	The documentation of services must include: <ul style="list-style-type: none"> <li>• The date the services will begin and end</li> <li>• The frequency, or how often, each service will be provided</li> <li>• The duration, or length of time (e.g., 30 minutes), the service will be provided</li> </ul>
<b>Secondary Transition Plan</b> 	Secondary transition services must be included in the IEP plan no later than the first IEP when the student turns 16 years old or will be 16 during the life of the IEP.	The secondary transition services must: <ul style="list-style-type: none"> <li>• Focus on facilitating the student's movement from school to post-school activities and be:               <ul style="list-style-type: none"> <li>• Results-oriented</li> <li>• Student-centered</li> <li>• Reflect a coordinated effort</li> </ul> </li> </ul>