

# Part B INDIVIDUALIZED EDUCATION PROGRAM

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The Individualized Education Program (IEP) is a written document that is developed for each eligible child with a disability. The Part B regulations specify, at 34 CFR §§300.320-300.328, the procedures that school districts must follow to develop, review, and revise the IEP for each child. The document below sets out the IEP content that those regulations require.

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A statement of the child's present levels of academic achievement and functional performance including:

- How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) **or** for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities. [34 CFR §300.320(a)(1)]

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum. [34 CFR §300.320(a)(2)(i)(A)]
- Meet each of the child's other educational needs that result from the child's disability. [34 CFR §300.320(a)(2)(i)(B)]

For children with disabilities who take alternate assessments aligned to alternate achievement standards (in addition to the annual goals), a description of benchmarks or short-term objectives. [34 CFR §300.320(a)(2)(ii)]

A description of:

- How the child's progress toward meeting the annual goals will be measured.  
[34 CFR §300.320(a)(3)(i)]
- When periodic reports on the progress the child is making toward meeting the annual goals will be provided such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards.  
[34 CFR §300.320(a)(3)(ii)]

A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:

- To advance appropriately toward attaining the annual goals.  
[34 CFR §300.320(a)(4)(i)]
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities.  
[34 CFR §300.320(a)(4)(ii)]
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities.  
[34 CFR §300.320(a)(4)(iii)]

An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in extracurricular and other nonacademic activities. [34 CFR §300.320(a)(5)]

A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments. [34 CFR §300.320(a)(6)(i)]

If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why:

- The child cannot participate in the regular assessment.  
[34 CFR §300.320(a)(6)(ii)(A)]
- The particular alternate assessment selected is appropriate for the child.  
[34 CFR §300.320(a)(6)(ii)(B)]

The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of special education and related services and supplementary aids and services and modifications and supports.  
[34 CFR §300.320(a)(7)]

<b>Service, Aid or Modification</b>	<b>Frequency</b>	<b>Location</b>	<b>Beginning Date</b>	<b>Duration</b>

## TRANSITION SERVICES

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. [34 CFR §300.320(b)(1)]

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- The transition services (including courses of study) needed to assist the child in reaching those goals. [34 CFR §300.320(b)(2)]

Transition Services (Including Courses of Study)

## RIGHTS THAT TRANSFER AT AGE OF MAJORITY

- Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights under Part B of the IDEA, if any, that will, consistent with 34 CFR §300.520, transfer to the child on reaching the age of majority. [34 CFR §300.320(c)]