



This Spread the Word resource reviews the 9 components of the Individualized Education Program (IEP) and the IEP development process. To learn more review the resources, including [Article 7](#): Indiana's special education rules.

## WHAT IS AN IEP?

An Individualized Education Program, or IEP, means a written document, developed, reviewed, and revised by the Case Conference Committee (CCC) that describes the following:

- (1) How the student will access the general education curriculum, if appropriate.
- (2) The special education and related services needed to participate in the educational environment.

-511 IAC 7-32-48



The **golden thread** refers to the overall alignment and consistency of the IEP document. The information provided in the IEP threads together and links each section to the next. If any section does not successfully inform the next, that thread breaks, and the IEP no longer works in the way it was intended.

IEP Section	What does it mean?	Where can I learn more?
Student Information	<p>This statement is the foundation of the IEP. It describes the student's current performance, strengths, and needs. Concerns of the parent for enhancing the education of the student are also addressed in this section of the IEP.</p> <p>The statement includes information about academic, developmental, communication, and functional present levels of the student, as appropriate.</p> <p>This statement also includes how the disability impacts the student's involvement and progress in general education.</p>	<p>511 IAC 7-42-6 (f, 1)</p> <p><a href="#">Progress Center Tip Sheet: PLAAFP Statement</a></p>
Eligibility Determination	<p>This section of the IEP documents the determination that the student's disability adversely affects the student's educational performance. The specific primary and additional eligibility areas are provided as well.</p>	<p>511 IAC 7-41</p> <p><a href="#">Special Education Evaluation and Eligibility Process</a></p>

# SPREAD THE WORD: THE IEP DOCUMENT

IEP Section	What does it mean?	Where can I learn more?
<b>Special Considerations and Behavior</b>	<p>This section of the IEP provides information regarding students who have limited English proficiency or behavioral concerns.</p> <p>If a student has limited English proficiency, consult the ILP document and invite English learner TORs to CCC meetings.</p> <p>If a student has behavioral concerns, information about Functional Behavioral Assessments (FBAs) and/or Behavior Intervention Plans (BIPs) will be included in this section, including positive behavioral interventions and supports, and other strategies, to address any of the student's behaviors that impede the student's learning or the learning of others.</p>	<p>511 IAC 7-42-6 (c)</p> <p><a href="#">USED: Tools and Resources for Addressing English Learners with Disabilities</a></p> <p><a href="#">OSEP: Using FBAs to Create Supportive Learning Environments</a></p>
<b>Accommodations and Participation in Assessment</b>	<p>This section details any individual appropriate classroom and assessment accommodations that are necessary to measure the academic achievement and functional performance of the student. Accommodations change how the student is tested, but does not change what is tested.</p> <p>The alternate assessment changes what is tested. If the CCC determines that the student will participate in the alternate assessment (I AM), the CCC must:</p> <ul style="list-style-type: none"> <li>→ Explain why the alternate assessment is needed and appropriate for the student.</li> <li>→ Document how the public agency informed the parent that the student's performance will not be measured against grade level academic achievement standards.</li> </ul>	<p>511 IAC 7-42-6 (f, 6)</p> <p><a href="#">Spread the Word: Accommodations</a></p> <p><a href="#">Progress Center Tip Sheet: Participation in Assessment</a></p>
<b>Measurable Annual Goals and Specially Designed Instruction (SDI)</b>	<p>This statement outlines the progress the team expects the student to make during the next year. These goals should connect to the Specially Designed Instruction (SDI) being provided to meet the student needs that were identified in the present levels statement.</p> <p>The CCC develops goals designed to meet the student's needs that result from the disability to enable the student to be involved in and make progress in the general education curriculum. Goals may also be developed to meet each of the student's other educational needs that result from the student's disability.</p> <p>If the student is participating in the alternate assessment, I AM, the CCC will also identify short-term goals or objectives that act as stepping stones toward the annual goals.</p>	<p>511 IAC 7-42-6 (f, 2)</p> <p><a href="#">Spread the Word: SDI</a></p> <p><a href="#">Progress Center Tip Sheet: Measurable Annual Goals</a></p>

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IEP Section	What does it mean?	Where can I learn more?
<b>Provisions</b>	<p>This section describes the services and supports, based on peer research, that are provided to the student to allow them to make progress toward IEP goals and to participate, as much as appropriate, with peers in the general education setting, extracurricular activities, and nonacademic opportunities. The statement includes four parts:</p> <ol style="list-style-type: none"> <li>1. Special education</li> <li>2. Related services</li> <li>3. Supplementary aids and services (e.g., transportation, accessible materials, assistive technology, extended school year, etc.)</li> <li>4. Program modifications/supports for school personnel</li> </ol> <p>This portion also describes when the services will start, how often the student will receive services, where the services will occur, and how long the student will receive services.</p> <p>The progress reporting timeline outlines how the team will measure the student's progress over time toward the IEP goals along with how and when the information will be shared with the parent.</p>	<p>511 IAC 7-42-6 (c, d and f, 3, 4 and 7)</p> <p><a href="#">Spread the Word: Understanding Related Services</a></p> <p><a href="#">Progress Center Tip Sheet: Overview of the Statement of Services and Aids</a></p>
<b>Least Restrictive Environment (LRE) &amp; Placement</b>	<p>This explanation describes the extent to which a student will not participate with peers in the general education classroom, extracurricular, and other non academic activities. Local Education Agencies (LEAs) are required to provide a continuum of options for students with disabilities, but they must ensure that the student will participate with peers without disabilities to the maximum extent appropriate.</p>	<p>511 IAC 7-42-6 (f, 5 and 9)</p> <p><a href="#">IRIS Center Information Brief: LRE</a></p>
<b>IEP Meeting Notes and Participants</b>	<p>The IEP must contain written notes documenting the meeting of the CCC, including the following:</p> <ul style="list-style-type: none"> <li>→ The date and purpose of the meeting.</li> <li>→ The names and titles of the participants.</li> <li>→ The issues discussed during the meeting.</li> </ul>	<p>511 IAC 7-42-6 (f, 11)</p> <p><a href="#">Progress Center Tip Sheet: The IEP Team</a></p>
<b>Transition Plan and Age of Majority</b>	<p>During the school year in which the student turns 14, the IEP must include a transition plan with the student's goals following graduation and the transition services needed to help the student reach those goals.</p> <p>In addition, beginning not later than one year before the student turns 18, the IEP must include a statement that the student has been informed of their rights and any rights that will transfer to them.</p>	<p>511 IAC 7-42-6 (a and f, 10)</p> <p><a href="#">Progress Center Tip Sheet: Transition Services and Age of Majority</a></p>

# SPREAD THE WORD: THE IEP DOCUMENT

## HOW IS AN IEP DEVELOPED?

The CCC develops, reviews, and revises the IEP each year (or as frequently as needed).

1

**Comprehensive Educational Evaluation:** Either a parent or a public agency may initiate a request for an educational evaluation to determine if a student is eligible for special education and related services. Parental consent is required to begin an educational evaluation.

2

**Initial CCC Meeting:** After a comprehensive evaluation, if the CCC determines that the student requires special education, an IEP is developed.

3

**Implementation:** Following the initial meeting, the school will implement the IEP that was developed by the CCC and will share periodic updates with the parent.

4

**Reviewing and Updating the IEP:** After the initial IEP is developed, the team meets at least once a year to determine whether the student's goals are being met and revise the IEP to address lack of progress and any anticipated new needs.

5

**Reevaluation:** The school will consider reevaluation at least once every three years; however, reevaluation need not occur if the parent and the public agency agree that it is unnecessary.

More information about the special education evaluation and eligibility process can be found in [this parent-friendly resource](#). When evaluating English learners for special education eligibility, [additional considerations](#) should be taken by the CCC.