



The Parent Information Center of Delaware

Inform. Educate. Advocate.

THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

AT A GLANCE

Before a child with a disability can begin to receive special education and related services, a team that includes the parents and school personnel must develop an Individualized *Education Program* (IEP) for the child. The IEP is a map or blueprint that must be designed to meet the unique needs of the child.

WHAT IS AN IEP?

Every child who is eligible to receive special education and related services must have what is called an Individualized Education Program, or IEP. The IEP is a blueprint for the child's program that is individualized to meet the child's unique needs, and maps out:

- What the child is currently able to do;
- Ambitious goals (both academic and functional) for the child's education; and
- Special education and related services the school will provide to help the child progress toward those goals.



When must a child's IEP be developed, reviewed and revised?

A child's IEP must be in place before the child can first begin to receive special education and related services. It must be reviewed at least annually, and if appropriate, revised by the IEP team (which includes the child's parents).

For more information visit www.picofdel.org or call (302) 999-7394



PIC is a statewide non-profit organization with a mission to advance effective parent engagement in education.

WHO DEVELOPS A CHILD'S IEP?

Each child's IEP must be developed by the child's IEP team in a meeting (or series of meetings). The IEP team for each child must include: (1) the child's parents; (2) a designated representative of the school district; (3) at least one special education teacher of the child; (4) at least one regular education teacher of the child (if child is, or may be, participating in regular education); (5) other appropriate school personnel; and (6) when appropriate, the child.

WHAT CONTENT MUST BE INCLUDED IN A CHILD'S IEP?

- Present levels of academic achievement and functional performance
- Measurable, ambitious, annual goals for the child
- The special education and related services, and supplementary aids and services the child will receive to meet the child's unique needs and reach those goals
- The beginning date, frequency, duration, and location for those services
- How the child's progress toward the goals will be measured and reported to the parents and how often
- Explanation of the extent to which the child will not be educated with children who do not have disabilities
- Any modifications in how the child's performance will be measured on statewide and districtwide assessments
- Beginning at age 14 or eighth grade (whichever comes first) measurable postsecondary goals and transition services to assist the student in reaching those goals

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