What An Individualized Education Program (IEP) Contains

When the members of your child's Individualized Education Program (IEP) team, including you, meet to consider your child's current progress and how your child will access the curriculum, the team creates an IEP. Here is a brief explanation of the contents of the IEP which corresponds to the pages in your child's IEP. Click the hyperlinks below to view the corresponding IEP page(s).

Student and School Information

In addition to the necessary demographic information, on this page you will find the name of your child's case manager, the services school (the place where your child will receive special education services), your child's primary disability, and how it affects their ability in the classroom. Important information about previous and upcoming dates for IEP team meetings and a list of all team members who attended the meeting also are found on this page.

Initial Eligibility

This page of the IEP has information about the first date that your child was found eligible (initial eligibility) and also includes the disability code and the reason(s) why your child was found initially eligible for special education services. This page will be different depending if your child is of preschool- or school-age.

Continued Eligibility

Montgomery County Public Schools (MCPS) is required to reconsider your child's eligibility at least once every three years (reevaluation). This page reflects the most recent date that eligibility was reevaluated, including the disability code, and the reason(s) why your child continues to be eligible for special education services.

Participation on District/Statewide Assessments and Graduation Information

All students in tested grades in Maryland must participate in either the regular or the alternate assessment required by the Maryland State Department of Education. This page explains whether your child will participate in an alternate educational framework (modified curriculum based on student needs) alternate assessments. Your consent is required for these decisions. Additionally, this page contains information regarding whether your child will be earning a Maryland High School Diploma or a Maryland High School Certificate of Program Completion. Your consent is required for these decisions.

English Language Proficiency Summary and Statewide Performance Summary

If your child is an English Language Learner (ELL), this information will be included on this page. Additionally, you will find a summary of the most recent test scores for your child.

Present Levels of Academic Achievement and Functional Performance

This section of the IEP referred to as the *present levels* is where you will find answers to your questions about how your child is currently doing in school or how your child's disability affects their performance in class. The present levels include your child's strengths and needs, as well as *your input*, based upon data and information from a variety of sources including MCPS Form, 336-39, *Parent Report,* or the *Strengths and Needs Summary: A Look at My Child's Development* for preschool. The present levels will be different depending if your child is of *preschool-* or *school-age*.

Special Considerations

IEP teams are required to consider whether there are specific circumstances applicable to your child that may require additional supports based upon the current data and your child's individual needs. These may include (where appropriate):

- Communication
- Blind/Visual Impairments
- Deaf/Hard of Hearing
- Behavioral
- ELL

Instructional and Testing Accommodations

Students *with disabilities* are required to take part in *state or districtwide assessments*. The IEP team must decide if your child needs accommodations in testing or another type of assessment. In this component of the IEP, the team documents how your child will participate and what supports must be provided during testing. Typically, accommodations provided during testing have to first be provided to students during classroom instruction. There are three types of accommodations:

- Presentation accommodations: how information is presented
- Response accommodations: in what form a student responds
- Timing accommodations: student response time

Supplementary Aids and Services

Supplementary aids and services are designed to provide your child with access to learning and participation across academic, extracurricular, and nonacademic activities and settings. These include instructional supports, program modifications, social/behavioral supports, physical/environmental supports, and school-personnel/parental supports.

Extended School Year (ESY)

ESY is designed to help your child maintain progress on specific goals and objectives included in their IEP and is delivered during the summer months after the normal school year ends. This page provides specific details about what criteria must be met for your child to be eligible and whether your child qualifies for ESY services.

Transition Planning

Beginning no later than the IEP year in which your child will turn 14 years of age, the IEP must contain transition goals, services, and activities designed to help your child prepare for life after graduation or completion of a certificate program. This transition planning assists your child with being college and career ready based upon your child's preferences from their interview.

Annual Goals

Once a child's needs are identified, the IEP team works to develop appropriate goals to address those needs. This page contains *annual goals*, which describe what your child is expected to do or learn within the one-year period of the IEP. Short-term objectives and benchmarks describe meaningful intermediate outcomes between your child's current performance level and the annual goal. Your child's IEP also must contain a description of how their progress toward meeting the annual goals will be measured, when you will be informed, and what progress your child has made in meeting their annual goals.

Service Delivery

The services page is where you will find answers to your questions regarding:

- What types of services will your child receive?
- When will your child begin to receive services?
- Where will the services be provided?
- How often are the services provided?
- How long will a "session" last?
- Who will provide the services?

Least Restrictive Environment (LRE)

This page contains details about the placement decision (where your child will receive services) and the LRE where your child can be educated with their nondisabled peers to the maximum extent appropriate. If the delivery of services with nondisabled peers is not appropriate, the team will document other options considered, including why services cannot be delivered in the general education setting even with supports. This page also addresses whether your child requires specialized transportation (special education school bus).

Authorization

This page is where your written consent is obtained for your child's initial IEP and the initiation of special education and/or related services (your consent is not required under Maryland law after the initial IEP).

Medical Assistance

This page applies only to students with disabilities who receive medical assistance through Medicaid. By signing, you are allowing MCPS to bill Medicaid for services provided to your child.