

IEP TIP SHEET 2: MAIN PARTS OF THE IEP

I. **SPECIAL CONSIDERATIONS**

Highlights: Communication Needs, Assistive Technology (can be low, medium or high-tech), Limited English Proficiency, Behavior that affects child's learning or that of others, Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP).

II. **PRESENT LEVELS OF ACHEIVEMENT/PERFORMANCE**

Highlights: this includes information about all of the child's developmental areas including strengths and needs. This section should allow anyone working with the child to have a very good understanding of what they are like without meeting them. Parent input is very important in this section. In addition this section should include things such as important medical information, the FBA(if needed), a description of how the child can manage with typically developing peers, what supports, services and modifications have been found to be successful.

III. **TRANSITION** Discussion (to Kindergarten, Middle School, High School or adulthood)

IV. **PARTICIPATION IN STANDARDIZED TESTING**

V. **GOALS AND OBJECTIVES**, both academic and functional

Benchmarks: ways to measure the small steps toward the goals.

Highlights: goals should relate directly to needs described in Present Levels section. Each goal should contain: a condition, the name of the child, a clearly defined behavior and a clearly defined outcome. A description of how each goal will be measured and by whom should be included as well as a description of when progress will be reported to the child's guardians, by whom and how.

VI. **RELATED SERVICES/SUPPLIMENTARY ASSISTANCE AND SUPPORTS/PROGRAM MODIFICATIONS**

A. PROGRAM MODIFICATION AND SPECIALLY DESIGNED INSTRUCTION (SDI)

B. RELATED SERVICES (example: Speech or Occupational Therapy, a table describing the name of the service, how often the child receives it, the date it will start and the date it will end.)

C. SUPPORTS FOR SCHOOL PERSONNEL

D. Extended School Year (ESY)

VII. **A. EDUCATIONAL PLACEMENT** (explanation of child's exclusion/inclusion with peers)

B. TYPE OF SUPPORT ("itinerant, supplemental, full-time)

C. LOCATION OF STUDENT'S PROGRAM

IEP TIMELINE (see glossary)

1. 10 calendar DAYS for **PTE**:
The family requests IN WRITING that they would like their child to be evaluated by the school (or LEA). The LEA has 10 DAYS to present the family the Permission to Evaluate (PTE) form to be signed.
2. 60 calendar DAYS for **MDE/ER**:
Once the family signs the PTE, the school has 60 calendar days (minus summer) to evaluate the child; called the MDE and write the ER.
3. 10 school DAYS to review **ER**:
The LEA must present the written ER to the family at least 10 school days prior to the IEP.
4. 30 calendar DAYS for **IEP**:
The team will meet within 30 calendar days of the issuing of the ER with the family for an IEP.
5. 10 school DAYS for **services**:
The LEA must provide IEP services within 10 school days of the agreed upon IEP.

IEP TIP SHEET 2:个性化教育计划 (IEP) 的主要组成部分

VIII. 特殊考虑

要点：沟通需求、辅助技术（可以是低端、中端或者高端技术）、有限的英语能力、影响孩子或其他人学习的行为、功能性行为评估 (FBA)、行为干预计划 (BIP)。

IX. 成绩/表现的当下水平

要点：这包含所有与孩子发育有关方面的信息，包括优势和需求。该部分应当使任何与孩子一起工作的人不需要与孩子见面就能对他们有非常充分的了解。在该部分，家长的信息提供非常重要。另外，该部分应当包括诸如重要医疗信息、功能性行为评估 (FBA)（如果需要）、孩子如何与正常发育同龄人相处的描述、经证明成功的支持、服务与修正有哪些的内容。

X. 过渡阶段讨论（至幼儿园、中学、高中或成年人生活）

XI. 标准测试参与

XII. 目的和目标，学术和功能两方面

基准：评估小步迈向目标的方法。

要点：目标设定应与当下功能水平部分直接相关联每个目标应该包含：情况、孩子的姓名、清晰说明的行为以及结果。对每个目标评估的描述以及由谁评估应当包含在内，同样，孩子的进展描述于何时、由谁、怎样报告给孩子监护人也应包含在内。

XIII. 相关服务/补充性辅助和支持/项目修改

E. 项目修改以及特别设计指示 (SDI)

F. 相关服务（例如：语言或作业疗法、描述服务名称的表格、孩子接受治疗的频率、治疗开始以及结束日期。）

G. 学校人员支持

H. 延长的学年 (ESY)

XIV. A.教育安置（孩子被同龄人排斥/接纳的解释）

B.支持类型（巡回、补充、全职）

C.学生项目地点

个性化教育计划 (IEP) 时限 (见词汇表)

6. **10 个日历天进行评估许可 (PTE):**
家庭的书面要求表示希望自己的孩子由学校评估【或者引导教育署 (LEA)】。引导教育署 (LEA) 有 10 天的时间向家庭提交评估许可 (PTE) 表格以供签署。
。
7. **60 个日历天内完成多学科评估 (MDE)/评估报告 (ER):**
一旦家庭签署评估许可报告 (PTE)，学校有 60 个日历天的时间（除去暑假）来评估孩子、进行多学科评估 (MDE) 以及书写评估报告 (ER)。
8. **10 个上学日阅读评估报告 (ER):**
引导教育署 (IEP) 必须先于个性化教育计划 (IEP) 至少 10 个上学日将书面评估报告 (ER) 交给家庭。
9. **30 个日历天内进行个性化教育计划 (IEP):**
团队将在发出评估报告 (ER) 后 30 个日历天之内与家庭见面进行个性化教育计划 (IEP)。
10. **10 个上学日内提供服务:**
引导教育署 (LEA) 必须在达成个性化教育计划 (IEP) 后 10 个上学日内提供个性化教育计划 (IEP) 服务。