

# IMPORTANT ASPECTS

## Of A Meaningfully Compliant IEP

### INDIVIDUALIZED:

The IEP should be tailored to the student's unique needs and learning style.

### MEANINGFUL IN LIGHT OF THE CHILD'S ABILITIES:

Goals should be challenging yet achievable, with high student progress expectations.

### COLLABORATIVE DEVELOPMENT:

The IEP should be developed through a collaborative process involving the student's parents, teachers, administrators, related service providers, and other relevant individuals.

	Minimally Compliant	Meaningfully Compliant
Student information:	Basic details about the student, including their name, age, disability, and relevant medical information.	
Present Levels of Performance (PLAAFP):	A description of disability related to the goal <ul style="list-style-type: none"> <li>academic and functional performance</li> <li>includes strengths and areas of need</li> <li>based on multiple data sources</li> </ul>	A <b>comprehensive</b> description of the student as a whole - not just the area of the disability. Strategies, "tricks" the kid uses to learn in other content that could be applied <ul style="list-style-type: none"> <li>academic, functional, and <b>developmental</b> performance</li> <li>includes strengths and areas of need</li> <li>based on multiple data sources</li> </ul>
Evaluation results:	Summary of the evaluation process <ul style="list-style-type: none"> <li>Assessments used and findings</li> <li>Determination of eligibility for special education services</li> <li>Substantive - includes multiple years when possible, especially when different tests were administered in each year.</li> </ul>	
Measurable goals:	Specific, measurable, achievable, relevant, and time-bound (SMART) goals <ul style="list-style-type: none"> <li>Address the student's educational <b>needs</b></li> </ul>	Specific, measurable, achievable, relevant, and time-bound goals (SMART) <ul style="list-style-type: none"> <li>Detail the student's <b>expected progress</b> over the course of the school year</li> <li>Short-term objectives</li> </ul>

Special education and related services:	<p>Description of the specific special education services and related services (e.g., speech therapy, occupational therapy)</p> <ul style="list-style-type: none"> <li>• <b>Needed to achieve goals</b></li> </ul>	<p>A clear list of specialized instructional services and supports the student needs to <b>access the general education curriculum</b></p> <ul style="list-style-type: none"> <li>• Includes therapy, counseling, or assistive technology</li> </ul>
Accommodations and modifications:	<p>Specific supports and adjustments <b>to the general education curriculum</b> to help the student access learning.</p>	<p>Specific adjustments to the learning environment or instructional methods to ensure the student can participate in class and demonstrate their knowledge, <b>without fundamentally altering the curriculum.</b></p>
Least Restrictive Environment (LRE):	<p><b>Justification</b> for the placement setting that best meets the student's needs</p> <ul style="list-style-type: none"> <li>• Ensuring they are educated with non-disabled peers to the maximum extent possible.</li> </ul>	<p>A statement explaining why the proposed educational placement is</p> <ul style="list-style-type: none"> <li>• <b>Most appropriate setting</b> for the student to access the general education curriculum to the maximum extent possible.</li> </ul>
Frequency, duration, and location of services:	<p>Details about how often, for how long, and where the special education services will be provided.</p>	
Progress monitoring plan:	<p>Procedures for regularly assessing student progress toward goals,</p> <ul style="list-style-type: none"> <li>• Includes methods and timelines for data collection and review</li> </ul>	<p>Detailed methods for tracking the student's progress towards their goals,</p> <ul style="list-style-type: none"> <li>• Includes data collection tools, frequency of monitoring</li> <li>• Short-term objectives</li> <li>• <b>How progress is reported to the IEP team.</b></li> </ul>
Parent involvement:	<p>Clear documentation of <b>parent participation</b> in the IEP process</p> <ul style="list-style-type: none"> <li>• Includes signatures indicating informed consent</li> </ul>	<p>The IEP is developed through a <b>collaborative process</b> involving the student's parents, teachers, administrators, related service providers, and other relevant individuals.</p>
Review and revision schedule:	<p>Dates for regularly scheduled IEP reviews to evaluate progress and make necessary adjustments.</p>	
Transition planning (for older students):	<p>If applicable, a plan outlining transition services to prepare the student for post-school life.</p>	