



Common Individualized Education Program (IEP) Sections

Below are the most common sections found in every Individualized Education Program (IEP), along with an explanation of each.

Section Title	Section Content
Evaluation Summary	An overview of findings from the student evaluation. The evaluation is the basis for determining whether or not a student is eligible to receive support.
Results of Tests/Assessments	A summary of all assessments given to the student by either a school psychologist or a teacher. This section provides a reference for how the student's skills, academic performance, behavior and emotional control compare to those of their peers.
Present Levels	Quantifies the academic level at which the student currently performs. For example, this section is likely to include reading and math grade-level mastery.
Strengths	Skills and abilities that the student demonstrates and may be able to use to support growth.
Needs	The specific lists of skill gaps or needs that will be addressed in the IEP.
Accommodations	Changes to <i>how</i> the student learns grade-level material (e.g., providing large print for students with visual impairment or giving an oral exam rather than a written exam to a student with dyslexia), often termed "specially designed instruction" in IEPs.
Modifications	Changes to <i>what</i> the student learns to meet the student at his or her learning level (e.g., shortening the amount of text a student is required to read or providing fewer answer options on multiple-choice tests).



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Due to education privacy laws and regulations described in the Family Educational Rights and Privacy Act (FERPA), most teachers and afterschool staff will not have access to a full IEP. Instead, you may be able to access an abbreviated version of a student's IEP, sometimes referred to as an "IEP at-a-Glance." An IEP at-a-Glance is a one-page document that summarizes the most important information for frontline staff. Here is an example of the most common sections available.

Student's Name
IEP Meeting Date
Meeting Attendees

IEPs must be updated at least once a year. The meeting must include a special education teacher, general education teacher, parent, and school administrator. Other stakeholders may be present when relevant. As they get older, students may also attend the meeting.

Present levels

Student reads at a fourth-grade level.

Student earned a C- in sixth-grade math (last year).

Student earned an F in sixth-grade science.

This will provide a brief summary of the recently collected data about the student. Varying widely by school, this might include information such as grades, state assessment scores or teacher reports.

Student Strengths

Student loves school and has many friends in the classroom.

Student has expressed interest in improving grades in math.

Student has developed a strong mentor-mentee relationship with the school counselor.

It is important to highlight student strengths to prevent a "deficit mindset." A deficit mindset assumes extensive weaknesses in the child, without considering existing strengths. Student strengths can also serve as a foundation for learning new academic, socio-emotional and behavioral skills.

Goals

Student will pass all classes.

Student will advance to a sixth-grade reading level.

Student will not request a visit to the counselor's office more than 1x/day.

This section can include academic, socio-emotional and behavioral goals for the student. Goals are reviewed and revised annually. In some cases, goals may be written as SMART goals (which means they are specific, measurable, accessible, realistic and time bound). All goals should be measurable through available tools.



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Specially Designed Instruction

Subject	Accommodations	Frequency/Dosage
All Subjects	<ul style="list-style-type: none"> Teacher's notes ahead of instruction Small-group testing Extended testing time, up to 150% length 	100%
Mathematics	<ul style="list-style-type: none"> Use of calculator during assessments Access to formula sheet during assessments 	During assessment
English	<ul style="list-style-type: none"> Student will be given a reading guide for any reading assignment longer than 10 pages Open-ended test responses will be dictated and transcribed 	Daily During assessment
School Day	<ul style="list-style-type: none"> Student will be allowed to leave class to go to the counselor's office, as requested Teachers will fill out a behavior-tracker worksheet 	Up to 3x/day Daily

School-day teachers are required, by law, to follow the specifications of the IEP accommodations relevant to their instructional subject and the whole school day. If the afterschool program is written into a student's IEP, or if the staff are employees of the school district, they are also mandated to provide the accommodations and modifications outlined. Justifications for (or the reason behind) the accommodations are not provided. Those are discussed and designed only during the annual IEP meeting. Frequency/dosage shows how often the student should be able to access each of these accommodations.