



REQUIRED COMPONENTS OF THE IEP

Transition Plan:

- Beginning at age 14, statement of State and local graduation requirements student must meet.
- Beginning at 14 or younger, statement of transition services needed to take student from school life to adult life
- Beginning at 16 or younger as needed, statement of transition services, including interagency responsibilities and needed linkages.
- IEP include post-secondary goals related to training, education, employment, and where appropriate, independent living skills
- Person responsible as liaison to post-secondary resources.
- Beginning at least 3 years before student turns 18, inform parent of transfer of rights that will transfer to student at age of majority.

Assessment:

- IEP's of individual students must be tied to State Core Curriculum Content Standards for all students
- Required accommodations and modifications must be listed in the IEP
- The IEP Team determines if the student will take the state assessment or if they will participate in the Alternate Proficiency Assessment (APA)

Behavior Intervention Plan:

- If behavior impedes a student's learning or the learning of other students around him
- Exemptions, if any, from local disciplinary policies

Student Needs:

- Language needs for students with limited English proficiency
- Instruction in Braille for visually impaired students
- Communication needs, including special needs of students who are deaf or hard of hearing
- Participation in non-academic activities
- Assistive Technology
- Extended School Year

Placement in the Least Restrictive Environment:

- Made by a group of persons including parents
- In conformity with LRE
- Determined annually
- Based on the IEP
- As close as possible to home