

### Reviewing an IEP can be confusing. Here is what to look for.

- **Student Information:** This section includes **basic details** about your child — name, age, grade, disability category, and the date the IEP begins and ends. This is usually found on the cover page. It also often includes when evaluations and eligibility are due, and the date of the meeting.

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- **Present Level of Academic Achievement and Functional Performance (PLOP or PLAAFP):** The PLAAFP describes **how your child is doing now** — both academically and in other areas (social, emotional, behavioral, communication, motor skills, etc.). It also explains **how their disability affects learning** and progress in the general curriculum.

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- **Special Factors for Consideration:** The IEP team must consider if your child has **needs** in areas that include behavior, limited English proficiency, blindness or visual impairment, deaf or hard of hearing/communication needs, assistive technology, and Self, Health, and Relationship Education (SHaRE).

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- **Transition Planning (Age 14+):** Beginning at age 14 in Virginia, the IEP must include a **Transition Plan** — outlining goals and services to prepare for life after high school: education/training, employment, and independent living.

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- **Measurable Annual Goals:** This section lists **specific, measurable goals** focusing on skills your child will work toward. Each goal describes what your child will do, and how progress will be measured and monitored.

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- **Progress Reporting:** Here the IEP tells **how and when** you'll receive updates on your child's progress toward their goals (for example, every 9 weeks, with report cards).

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- **Special Education and Related Services:** This section details the **services and supports** your child will receive — such as special education instruction, speech therapy, occupational therapy, counseling, etc. It also notes **when services start, how often they occur, where they happen, and for how long.**

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- **Supplementary Aids, Services, and Supports:** The **tools, accommodations, or supports** your child needs to learn alongside peers in the general education classroom — like assistive technology, preferential seating, extended time, one-on-one aide, or visual aids.

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- **Accommodations:** Accommodations help students to **access content and instruction** both during the school year and for district or state assessments. (for example, small-group setting, extended time, or read-aloud). If your child takes the **Virginia Alternate Assessment Program (VAAP)**, this section identifies that too.

- **Extended School Year (ESY):** The ESY section indicates whether your child qualifies for **special education or related services beyond the regular school year** (for example, summer services). If additional data is needed, it should indicate whether data will be collected and the date by which it will be reviewed.

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- **Placement/Participation in General Education:** The placement section describes where your child will receive services. This must be in the **least restrictive environment (LRE)** appropriate to their needs. It must state **how much time** your child will spend in general education classes versus a different setting and explains **why** they're not in the general classroom full time.

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- **Signatures and Consent.** All IEP team members must sign that they were present at the meeting. That signature does not imply consent to the IEP. Parent consent to implementing the IEP is also required but in a different section at the end of the IEP. Parents do not have to consent to the IEP if they are dissatisfied with it.

Below is a simple graphic overview of the key sections of the IEP.



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