

Annotations for the new IEP PR-07 Form

The Ohio Department of Education, Office for Exceptional Children (ODE/OEC) is revising the individualized education program (IEP) form to align the elements of the form with the revised federal, i.e., the Individuals with Disabilities Education Act (IDEA) and state law. This revised IEP form contains all required components of an IEP and provides a level of detail that allows service providers the specific information they need to provide services to children with disabilities in a way that allows those children to access the general education curriculum. Requirements in federal law prompted this approach to IEPs.

At the time of the reauthorization of IDEA, The Office of Special Education Programs (OSEP) at the U.S. Department of Education awarded Ohio a three-year grant to develop a two percent (2%) modified assessment state-wide for children with disabilities. As part of that grant Ohio agreed that IEPs would be standards based. This new form assists IEP teams in creating a standards-based IEP.

The reauthorization also placed a significant emphasis on secondary transition goals and services for children with disabilities. This form has expanded the secondary transition components of the IEP and has used secondary transition as an element that informs the rest of the components contained in the IEP.

This new revised IEP is a **mandatory** form and must be used by **all** school districts in the state of Ohio beginning with the 2009-2010 school year. This form **may** be used when writing IEPs in the spring of 2009, but, beginning in the fall of 2009 forward, it is a required form that must be used when revising any existing IEPs or writing any new IEPs. IEPs written on the old form in the spring of 2009 or before for the 2009-2010 school year do not have to be revised (on the new forms) in September 2009, but may be revised, using the new form, on the date they expire, i.e., 12 months from the date they were created.

The image shows a thumbnail of the IEP PR-07 form. The form is titled 'IEP Individualized Education Program' and is for 'Thomas Jefferson Local Schools'. It includes sections for Student Information (Name, Birth Date, Gender, etc.), Meeting Information (Date, Type, etc.), Parent/Guardian Information (Name, Address, etc.), and IEP Time Lines (Start/End Dates, etc.). There are also checkboxes for various services and a table for amendments.

Contents

Demographic Data	2
Amendments	6
Future Planning.....	7
Special Instructional Factors	7
Profile.....	11
Postsecondary Transition.....	11
Postsecondary Transition Services.....	12
Measurable Annual Goals	14
Description of Specially Designed Services	19
Transportation as a Related Service	22
Nonacademic and Extracurricular Activities	23
General Factors	24
Least Restrictive Environment.....	26
State and District Wide Testing.....	28
Meeting Participants`	30
Signatures.....	33

Using the IEP Form document

The IEP Form is a dynamic .pdf file that will change format as data is entered. Input fields expand to accommodate content. Some sections may be duplicated as needed. Some sections may be omitted based on user responses. Fields such as names and dates are linked to reduce duplication of entry. The resulting file with data may be saved for future use.

Although the data is stored in an electronic form, this is not by itself an “electronic IEP.” Data is stored only within the individual files. Users must be careful to establish a file naming system, an organized storage system and a method of addressing the security of the data files.

STUDENT INFORMATION

Name: Enter the child's first and last name.

ID Number: Write in the SSID number, the social security number of the child or another number that the district utilizes to identify the child. The local district's policies determine which number will be used.

Street: Enter the street name and number of where the child currently resides.

City: Enter the name of the city where the child currently resides.

State: Enter the name of the state where the child currently resides.

Zip: Enter the 5 digit zip code where the child currently resides.

Date of Birth: Enter the month, day and year of the child's birth.

Gender: Select Male or Female.

Grade: Enter the grade or grades the child will be in during the duration of this IEP.

District of Residence: Write the name of the district where the child's biological or adoptive parents currently reside or were last known to reside if the biological or adoptive parents' whereabouts are unknown. For children enrolled in a community school by their parents or guardian, enter the name of the community school in this section.

County of Residence: Enter the name of the county where the child currently resides.

District of Service: Write the name of the district where the child will receive the special education and related services outlined in this IEP. This may include educational service centers, the Ohio Department of Youth Services, a MR/DD or other educational entity or public agency.

Will the child be 14 years old before the end of this IEP? Yes No: Check the "Yes" box if the child is or will be 14 years old before the ending or expiration date of this IEP. If the child is or will be 14 years old during the time period when this IEP will be in effect, the transition section of this form must be completed. See section 4, Secondary Transition, for children who are or will be 14 or 15 years old during the effective dates of this IEP. See section 4, Secondary Transition, and section 5, Postsecondary Transition Services, for children who are or will be 16 years of age or older during the effective dates of this IEP. The content of the IEP Form will change with this choice. For students under 14 years of age the Transition sections (4 & 5) and section 16 Transfer of Rights at majority will be minimized.

Is this child a ward of the state? Yes No: If the child is in foster care or under the care or custody of the Ohio Department of Job and Family Services, check "Yes" to this question. If the child is in the care and custody of

IEP Individualized Education Program

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN GE

CHILD'S INFORMATION

NAME: _____ ID NUMBER: _____
 STREET: _____ GENDER: _____ GRADE: _____
 CITY: _____ STATE: OH _____ ZIP: _____
 DATE OF BIRTH: _____
 DISTRICT OF RESIDENCE: _____ COUNTY OF RESIDENCE: _____
 DISTRICT OF SERVICE: _____

Will the child will be 14 years old before the end of this IEP? YES NO
(Changes content of Sections 4 and 5)
 Is the child a ward of the state? YES NO

the Ohio Department of Youth Services, check “Yes” to this question. For all other instances that meet the definition of “ward of the State” as outlined in the *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*, check “Yes” to this question. In all other instances, check “No” and skip to the next section of the form.

Name of the surrogate parent: If the preceding question was answered “Yes” AND parental rights have been removed from the parents of this child, a surrogate parent must be appointed to represent the educational interests of the child and to make educational decisions for the child. The name of the surrogate parent is entered here and the surrogate parent’s contact information is entered in the section, Parents/Guardian Information.

PARENTS’/GUARDIAN INFORMATION

Name: Enter the first and last name or names of the child’s parents or guardian. NOTE: This box may be repeated for parents or guardians who do not live at the same address and do not have the same contact information. It may also be repeated for documenting both the parents/guardian information and the contact information for the surrogate parent.

Street: Enter the street name and number where the parents/guardian currently reside.

City: Enter the name of the city where the parents/guardian currently reside.

State: Enter the name of the state where the parents/guardian currently reside.

Zip: Enter the 5-digit zip code where the parents/guardian currently reside.

Home Phone: Enter the home phone number of the parents/guardian including the area code. If the parents/guardian do not have a home phone, skip this item.

Work Phone: Enter the work phone number of the parents/guardian including the area code. If the parents/guardian do not have a work phone, skip this item.

Cell Phone: Enter the cell phone number of the parents/guardian including the area code. If the parents/guardian do not have a cell phone, skip this item.

Email: Enter the email address of the parents/guardian. If the parents/guardian do not have an email address, skip this item.

Click the “Add Parent” button to create additional parent records.

PARENTS' / GUARDIAN INFORMATION			Add Parent
NAME:	_____		
STREET:	_____		
CITY:	STATE: OH	ZIP: _____	
HOME PHONE:	_____	WORK PHONE:	_____
CELL PHONE:	_____	EMAIL:	_____

OTHER INFORMATION

Additional information that the school district has found to be useful may be included under this heading. For example, if a language other than English is spoken in the home, information regarding the language could be included under this heading. The school district may also wish to list the attempts to contact the parents to attend the IEP meeting. If there is nothing to include in this space, either leave the space blank or write *Not Applicable* or *N/A*.

MEETING INFORMATION

Meeting Date: Write the date that the IEP team meeting is held. An IEP team meeting is to occur no less than once per calendar year. In the case of an initial IEP, the team meeting is to occur within whichever of the following time periods is the shortest: Within 30 calendar days of the determination that the child needs special education and related services; within 90 calendar days of receiving parental consent for an evaluation; or within 120 calendar days of receipt of a request for an evaluation where the district suspects a disability.

- The school district must have an IEP in effect for each child with a disability at the beginning of each school year. If the IEP annual review is due sometime in the summer, the school may not wait until the new school year to write the IEP. The IEP must be in effect at the beginning of each school year.

An IEP must be in effect by a child's third birthday for those children transitioning from Part C, i.e., early intervention services. If the child turns three over the summer months, the IEP team must determine whether the IEP will be implemented during the summer months, i.e., extended school year (ESY) services, or whether the IEP will be implemented at the beginning of the school year.

Meeting Type: Check the box next to the type of meeting that is being held. Only one box may be checked.

Initial IEP: Check this box if this is the child's first evaluation. The definition of an initial evaluation includes:

- An evaluation completed for a child who has never been identified as a child with a disability under the Individuals with Disabilities Education Act of 2004 (IDEA);
- An evaluation completed for a child who was previously exited from special education services AFTER an evaluation was completed that showed the child was no longer a child with a disability and eligible for services under IDEA and now the district feels the child may have a disability and needs services. NOTE: A child whose evaluation team report (ETR) has expired, e.g., over three years old, or whose IEP has not been reviewed or revised for over twelve months, does not qualify for an initial evaluation. In this case, the child needs a reevaluation.
- An evaluation completed for a child who moves in from out of state with identification as a child with a disability under IDEA and the IEP team at the receiving school determines that they will conduct an evaluation to determine if they agree with the out-of-state sending district that the child is a child with a disability under IDEA.

Annual Review: Check this box if the IEP team is conducting a review and possible revision of the IEP, and it has been twelve months since the previous review.

Review other than Annual Review: Check this box if it has been less than 12 months since the last review of the IEP. This would be done when the IEP team determines that an amendment of a portion or portions of the IEP will not be sufficient to address the child's educational needs, and a review of the entire IEP is necessary. Enter the date of this review on the line provided. If more than one review is done in a 12-month period, multiple dates may be added to this line.

Amendment: Check this box if the IEP team decides to amend a portion or portions of the IEP. If the decision is made to amend the IEP, there must be a written excuse on file for all required members of the IEP team who will not be in attendance. The required members are the district representative, the regular education teacher if the

MEETING INFORMATION

MEETING DATE: _____

MEETING TYPE:

INITIAL IEP

ANNUAL REVIEW

REVIEW OTHER THAN ANNUAL REVIEW

AMENDMENT

OTHER _____

child participates or may be participating in regular education classes, the intervention specialist, the parents, the child if appropriate and a person knowledgeable about the instructional implications of evaluation results if those are being discussed. The amendment may be done without a face-to-face meeting and may occur as a telephone conversation or conference call.

Other: Check this box for all meetings not captured in the three preceding check boxes. Enter the type of meeting that is being held on the line after the word "Other." Enter the date or dates for this type of meeting on the line after the word "Other."

IEP TIMELINES

ETR Completion Date: Write the date that the current evaluation team report (ETR) was completed and signed by the evaluation or IEP team.

Next ETR due date: Write the date that the next evaluation team report (ETR) will be completed. A reevaluation may occur not more than once a year, unless the parents and the school district agree otherwise, and must occur at least once every three years, unless the parents and the school district agree that a reevaluation is unnecessary. The date in this field should be no more than three years from the date in the preceding field.

IEP TIME LINES	
ETR COMPLETION DATE:	_____
NEXT ETR DUE DATE:	_____
IEP EFFECTIVE DATES	
START:	_____
END:	_____
NEXT IEP REVIEW:	_____
IEP BY 3rd BIRTHDAY ? (If transitioning from EI services)	YES <input type="checkbox"/> NO <input type="checkbox"/>

Depending upon the child’s age at entry, the reevaluation date may be less than three years for preschool children. A reevaluation is required when transitioning to kindergarten. Children that will be age six at the entry date of school can no longer be in preschool and must transition to kindergarten.

IEP Effective Dates Start End: Enter the beginning date that this IEP will be in effect. Enter the ending date when this IEP will no longer be in effect. The length of time between the start date and the ending date can be no more than twelve months, but may be less than twelve months, depending on the determination by the IEP team.

Next IEP Review: Enter the date when the IEP team will meet to review and revise the child’s IEP. The length of time between the meeting date entered under the "Meeting Information" section of this form and the date entered here can be no more than twelve months but may be less than twelve months, depending on the educational needs of the child.

IEP by Third Birthday Yes No: Place a check mark in the "Yes" box ONLY if the child received services as a preschooler with a disability under Part C and is transitioning from the early intervention system. Children who are transitioning from early intervention services into Part B services under IDEA must have an IEP in place and implemented by the child’s third birthday unless the child’s birthday falls during the summer months. If the child’s birthday falls in the summer months, the IEP must be completed by the child’s third birthday but may not be implemented until the beginning of the next school year, depending on whether or not the child’s IEP team determines that extended school year services (ESY) are necessary in order for the child to receive a free and appropriate public education (FAPE). Check the "Yes" box if the child’s IEP was completed and implemented by the child’s third birthday. Check the "No" box if the child’s IEP was NOT completed and implemented by the child’s third birthday. For those children who have a summer birthday, the "Yes" box may be checked if the IEP was completed by the child’s third birthday but not implemented until the beginning of the following school year because the team determined that the child did not need ESY services. Note that these children will require

documentation and the EMIS special education record will state “parents’ choice” as to why the IEP was not implemented on the third birthday.

IEP FORM STATUS

As each section of the IEP is completed and the check box at the end of each section is checked as completed, the form will automatically place a check mark in each box in this section. This management tool allows a supervisor or administrator to quickly and easily identify the additional issues and the work that needs to be completed to have a finished IEP. This section also can be used manually by those districts using the form in hard copy format. Note: In a printed version of the document the child’s name, date of birth and ID number will appear Vertically in the lower right corner of the first page.

AMENDMENTS

In making changes to a child’s IEP after the annual IEP team meeting for a school year, the parents of the child with a disability and the school district may agree to either convene the entire IEP team at an IEP team meeting or to not convene an IEP team meeting for the purpose of making changes to the IEP and instead develop a written document to amend or modify the child’s current IEP.

If the parents of the child and the school district agree to amend the IEP by not conducting an IEP team meeting, it is the responsibility of the school district to collect from the parents all written excuses necessary for those IEP team members who are required to attend but who will not be in attendance, i.e., the regular education teacher if the child participates or may be participating in regular education classes; the intervention specialist; the district representative and someone who can interpret the instructional implications of evaluation results if these results are being discussed (this role can be filled by an IEP team member who is already required to attend).

Once the parents and the school district agree on who will not participate in the discussion to change the IEP and those members of the IEP team have been excused, in writing, by the parents from attendance, then the parents and the school personnel who will be discussing the changes to the IEP may meet by telephone, email or face to face and make changes to the child’s IEP.

This section of the IEP documents when and who agreed on the revisions as well as the actual revisions. If this section is being used, the actual changes to the IEP are made within the body of the IEP and that change is summarized in this section.

The parents and school personnel may decide not to utilize this grid and may simply attach a written document to the child’s IEP to amend or modify the IEP. If a written document is attached to the child’s IEP to amend or modify the IEP, that written document should have all of the elements contained in this section.

IEP Section Amended: When the IEP has been amended by the parents and school district, indicate in the first column, the section(s) of the IEP that was revised by referencing the section number(s) and/or page(s) of the IEP.

The School District and Parents have Agreed to Make the Following Changes to the IEP: In the second

column, include a description of the revisions. School districts can choose any number of ways to document revised sections on the IEP. For example, changes can be highlighted, underlined, italicized or hand written.

Date of Amendment: The third column contains the date that the amendment was added. This may or may not be the same as the date on which there was agreement on the revisions.

Participant and Role: In the fourth column, list the names of those who participated in amending the IEP and their roles, i.e., Mr. Jones, Intervention Specialist (signatures are not required).

The school district must ensure that the child's IEP team and anyone who provides services to the child are informed of the revisions. Each teacher and/or related service provider must be informed of his or her specific responsibilities related to implementing the child's IEP including the specific accommodations, modifications and supports that must be provided for the child, as specified in the child's IEP.

1 Future Planning

Enter a statement or short paragraph that summarizes the child's skills and interests in relation to the child's education and employment goals. This statement should be based on a discussion with the child and the child's family about the child's future including the coming school year and the plans for the child's life after graduation from high school. This statement or short paragraph should be linked to the child's evaluation team report (ETR) as well as any additional data and documentation the team has considered in relation to the child's education and employment.

For younger children, the emphasis of this statement will be on the education component. For older children, the emphasis of this statement will be on postsecondary education goals and outcomes.

The screenshot shows a form titled "IEP Individualized Education Program" with a child's name "Frank Smith" in the top right. Below the title is a section labeled "1 FUTURE PLANNING" with a large empty text box for input. A small checkbox labeled "Check when complete" is in the bottom right corner of the section.

Questions for the IEP Team to Consider:

- What interests does the child have?
- How can these interests be supported and incorporated into the child's educational program?
- What skills does the child possess?
- How can these skills be improved and used in the child's educational program?
- What does the child want to do after high school?
- What do the parents want the child to do after high school?
- What coursework, job coaching opportunities and career tech programs will assist the child in accomplishing what he or she wants to do after high school?

2 Special Instructional Factors

Check either "Yes" or "No" based on the child's needs as summarized in the child's evaluation team report, progress reports and other information provided by the child's parents or school personnel. All items checked "Yes" must be addressed in the IEP.

Does the child have behavior that impedes his/her learning or the learning of others?

Yes No: For a child whose behavior impedes his or her own learning or the learning of others, the IEP team must consider strategies and supports, including positive behavioral interventions, to address that behavior. If this statement is checked "Yes," the child's behavioral,

The screenshot shows a section titled "2 SPECIAL INSTRUCTIONAL FACTORS". Below the title, it says "Items checked 'YES' will be addressed in this IEP:". There is a checklist with five items, each with "YES" and "NO" checkboxes. The items are:

- Does the child have behavior which impedes his/her learning or the learning of others?
- Does the child have limited English proficiency?
- Is the child blind or visually impaired?
- Does the child have communication needs (required for deaf or hearing impaired)?
- Does the child need assistive technology devices and/or services?
- Does the child require specially designed physical education?

 A small checkbox labeled "Check when complete" is in the bottom right corner of the section.

social and emotional needs will be summarized under section 3, Profile, and strategies and supports, including positive behavioral supports, will be a part of the child's IEP.

Questions for the IEP Team to Consider:

- Does the child's challenging behavior persist despite implementation of informal behavior change strategies?
- Do functional assessment results indicate that deficits in communication and/or academic skills contribute to challenging behaviors?
- Has the child lost access to instructional time due to in-school disciplinary referrals and/or suspension from school?
- Does the current educational placement utilize positive reinforcement and other positive techniques to shape the child's behavior?
- Has the child's behavior contributed to consideration of a more restrictive placement?

Does the child have limited English proficiency? Yes No; Consideration of the language needs of all children with limited English proficiency (LEP) receiving special education services must be given "as such needs relate to the child's IEP." IEP teams must determine if the issues and problems the child is experiencing are due to the fact that the child is acquiring a second language or due to a possible disability. When assessing children who are LEP, it is essential to compare the results to other LEP children with similar background, years of second language acquisition and English as a Second Language (ESL) programs. If this statement is checked "Yes," the child's language needs will be summarized in Section 3, Profile, and strategies and supports to address the child's language needs will be incorporated into the child's IEP.

Questions for the IEP Team to Consider:

- Is the child's difficulty due to a disability or second language acquisition?
- Is the disability present in the native language?
- What was the first language the child learned to speak?
- What language does the child speak most often at home? With friends? With neighbors?
- What language(s) is spoken most often in the home?
- Was the ESL/Bilingual/Migrant teacher a member of the IEP team?
- How will services be coordinated (i.e., special education and ESL)?
- What accommodations for LEP are necessary for instruction and participation in the state and district-wide testing?
- What language or mode of communication will be used to address parents or family members?

Is the child Blind or Visually Impaired? Yes No: Braille instruction and materials must be provided to any child who is identified as having a visual impairment, unless the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the child. This is determined after conducting an evaluation and analysis of the child's reading, writing and computing skills; needs and appropriate literacy media, including the child's future needs. If this statement is checked "Yes," the evaluation and decisions made based on the evaluation are recorded in the Children with Visual Impairments section of the IEP ("Yes" adds section 15 to the form) and the child's needs are addressed within the IEP.

Does the child have communication needs (required for deaf or hearing impaired)? Yes No: The communication needs of a child who is deaf or hearing impaired must be addressed in the child's IEP. Children who are not deaf or hard of hearing also may have communication needs as a part of their disability, and those needs will be addressed in the child's IEP. The questions that follow assist the IEP team in determining the child's communication needs. The team also should consider observations of daily interactions with a variety of communication partners (e.g., professionals and peers) in a variety of settings. Consideration should also be given to the mode

(s) of communication used by the child to receive information and/or provide information (communicate) to others, as well as the effectiveness of that mode of communication. Family input is critical to comprehensive communication considerations.

Questions for the IEP Team to Consider:

- What is the child's typical mode of communication?
- Is the child understood by others, especially with unfamiliar communication partners?
- What opportunities exist to foster communication with others?
- Do the child's communication skills have an impact on learning?
- Does the child require assistive devices to assist in the development and use of meaningful language used in direct instruction?
- What other considerations (e.g., mode of communication used at home) should be addressed?
- Is an educational interpreter or transliterator needed for the child to participate in and benefit from classroom instruction and/or social interaction?
- What opportunities exist for direct instruction (without interpreter support) in the child's language and communication mode?

The IEP must include a communication plan for children who are deaf or hard of hearing to address the appropriate language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode and assistive technology devices and services. All children who use manual communication, e.g., American Sign Language, Manually Coded English or Pidgin Sign English, as their primary method of communication should be given consideration for placement into a classroom or program where the teacher, other children and the ancillary support service providers understand and use the appropriate communication mode.

If this statement is checked "Yes" and the child is NOT deaf or hard of hearing, the child's communication needs may be summarized in Section 3, Profile, or Section 6, Measurable Annual Goals, and strategies and supports to address the child's communication needs will be incorporated into the child's IEP.

Does the child need assistive technology devices or services? Yes No: The IEP team must give consideration to the assistive technology devices and/or services that are needed by the child.

Assistive technology device means any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability. An assistive technology device does not include a medical device surgically implanted or the replacement of such a device.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.

Assistive technology includes any special equipment or technology that children may need to help them participate in school, including state and local assessments, and the services required for assessment and implementation of these devices.

Questions for the IEP Team to Consider:

- Does the child need assistive technology (AT):
- to meaningfully participate in the general curriculum?
 - to participate in academic or functional activities?

- to access print materials?
- to access auditory information?
- for written communication and/or computer access?
- for augmentative/alternative communication (AAC)?
- to participate in state and local assessments?

Does the child require AT services for:

- evaluation of needs?
- purchasing, leasing, or providing for acquisition?
- selecting, designing, fitting, customizing or adapting AT devices?
- coordinating and using other therapies, interventions, or services with AT devices; i.e., who will charge/maintain device and provide updates?
- training or technical assistance for child, family, professional? (If "Yes," document these training/technical assistance needs in section 7, Supports for School Personnel.)

If this statement is checked "Yes," the child's assistive technology needs may be summarized in Section 3, Profile, or Section 6, Measurable Annual Goals, and strategies and supports to address the child's assistive technology needs will be incorporated into the child's IEP.

Does the child require specially designed physical education (PE)? Yes No: Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the school district enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless:

- The child is enrolled full time in a separate facility; or
- The child needs specially designed physical education as prescribed in the child's IEP.

If specially designed physical education is prescribed in a child's IEP, the school district responsible for serving the child must provide the services directly or make arrangements for those services to be provided through other public or private programs.

The school district responsible for serving a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate physical education services in compliance with this rule (3301-51-02(I)(1-4)).

If this statement is checked "Yes," the child's physical education needs may be summarized in Section 3, Profile, or Section 6, Measurable Annual Goals, and strategies and supports to address the child's needs in the area of physical education will be incorporated into the child's IEP.

For preschool: Specially designed physical education for preschool children would refer to motor needs of the child and whether the child requires adapted physical education (APE). If APE is provided to all children enrolled as part of the curriculum, it needs to be clear that the preschool child who requires APE to access the general curriculum or the portion of the curriculum that addresses motor skill development will receive these services as part of the child's IEP

3 Profile

Summarize the strengths of the child, how the characteristics of the disability will affect the progress in the general curriculum, background information about the child including the concerns of the parents for the education of the child, the child's interests, relevant medical and safety information about the child and, as appropriate, the results of performance on any state- or district-wide assessments. For children of secondary transition age, include information related to adult living, working and learning.

For preschool: Provide a summary of the child's developmental strengths and opportunities for growth in the areas of adaptive behavior, cognition, communication, hearing, vision, sensory and motor functioning, social-emotional skills and behavior as well as pre-academic skills, as outlined in the Early Learning Content Standards. All developmental areas are to be assessed for preschool using at least one methodology (Part C information, interview, observation, criterion or norm-referenced tools).

4 Postsecondary Transition

For 14 Years and Older (Or Younger, if Appropriate)

A statement of the transition service needs of the child that focuses on the child's courses of study.

Enter information from Section 1, Future Planning, and Section 3, Profile, or, if appropriate, data from age appropriate transition assessments that are related to the transition needs of the child. At a minimum, include the child's courses of study such as advanced placement courses, vocational education courses, prerequisite courses required by the career tech center or the joint vocational school for entrance into their programs or prerequisite courses required for a specific career area such as mathematics or courses including measurement skills for carpentry.

For 16 Years and Older (Or Younger, If Appropriate)

Age-Appropriate Transition Assessments

Transition services are a coordinated set of activities for a child with a disability that are designed to be used within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation that is based on the child's individual needs taking into account the child's strengths, preferences and interests. For children who are younger than 16 years of age, this section is optional.

The child's IEP must contain appropriate meas-

CHILD'S NAME: Frank Smith

IEP Individualized Education Program

1 FUTURE PLANNING

Check when complete

2 SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

Does the child have behavior which impedes his/her learning or the learning of others?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Does the child have limited English proficiency?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Is the child blind or visually impaired?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Does the child have communication needs (required for deaf or hearing impaired)?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Does the child need assistive technology devices and/or services?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Does the child require specially designed physical education?	YES <input type="checkbox"/> NO <input type="checkbox"/>

Check when complete

3 PROFILE

CHILD'S PROFILE:

Check when complete

4 POSTSECONDARY TRANSITION

FOR 14 YEARS AND OLDER
(or younger if appropriate)

A STATEMENT OF TRANSITION SERVICE NEEDS OF THE CHILD THAT FOCUSES ON THE CHILD'S COURSE OF STUDY

Check when complete

FOR 16 YEARS AND OLDER
(or younger if appropriate)

AGE APPROPRIATE TRANSITION ASSESSMENTS

Summarize the results of the age-appropriate transition assessment data in the space below, indicating the source of the assessment(s) and the relevant information for transition planning

Check when complete

File: IEPFORM REVISED BY DOE FEBRUARY, 2009 Thomas Jefferson Local Schools PAGE 7 of 9

urable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills. An assessment in the area of independent living skills is done only if the IEP team determines that such an assessment is appropriate.

Postsecondary transition goals are to be in the areas of education, training, employment and independent living (if appropriate). The law requires each child, age 16 or older, to be assessed in these transition goal areas. Assessments are not required in each area, but some type of assessment is required for each child who is or will be 16 years of age (or younger, as appropriate) during the time period when the IEP will be in effect.

In this section, summarize the transition assessment or assessments that have been completed for the child. Include the type of assessment done, e.g., a paper and pencil test, an apprenticeship, being a member of a small group that was taught specific skills or tasks or an assistive technology assessment. Note the person or agency responsible for conducting the assessment and provide a summary of the results of the assessment that will inform the postsecondary goals in the next section.

5 Postsecondary Transition Services

Transition services are required for all children who are or will be 16 years of age during the effective dates of the IEP. For children who are 14 years of age (or younger, if determined appropriate by the IEP team) during the effective dates of the IEP, the IEP shall include a statement, updated annually, that addresses the child's transition service needs that focus on the child's courses of study.

For children age 14 (or younger if determined appropriate by the IEP team), see the transition section for 14 years and older above. If the IEP team determines that a child of age 14 or 15 (or younger if determined appropriate by the IEP team) should have specific, measurable postsecondary goals, the team may fill out this section, Measurable Postsecondary Goals, as it would for children who are 16 years of age or older.

For children who are 16 years of age or older, the IEP team must consider measurable postsecondary goals for the child in the areas of postsecondary education and training, postsecondary employment and independent living (when appropriate). It is possible to include the measurable postsecondary goals of education or training, employment and, if applicable, independent living into one measurable postsecondary goal statement.

Questions the IEP Team might ask:

- How will the IEP reflect appropriate transition assessment/data?
- Is there documentation that the child has been invited to attend the IEP meeting?
- Does the course(s) of study reflect the child's post school goals?

IEP Individualized Education Program		CHILD'S NAME: Frank Smith	
5 POSTSECONDARY TRANSITION SERVICES			
POSTSECONDARY EDUCATION AND TRAINING (optional for 15 and younger)			Add a Service/Activity
MEASURABLE POSTSECONDARY GOAL:			
COURSES OF STUDY:		NUMBERS OF ANNUAL GOAL(S)	
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	ANTICIPATED DURATION	PERSON/AGENCY RESPONSIBLE
+			
EMPLOYMENT (optional for 15 and younger)			Add a Service/Activity
MEASURABLE POSTSECONDARY GOAL:			
COURSES OF STUDY:		NUMBERS OF ANNUAL GOAL(S)	
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	ANTICIPATED DURATION	PERSON/AGENCY RESPONSIBLE
+			
INDEPENDENT LIVING (As appropriate)			Add a Service/Activity
MEASURABLE POSTSECONDARY GOAL:			
COURSES OF STUDY:		NUMBERS OF ANNUAL GOAL(S)	
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	ANTICIPATED DURATION	PERSON/AGENCY RESPONSIBLE
TARGET DATE FOR CHILD TO GRADUATE: <input style="width: 80px;" type="text"/>			
<input type="checkbox"/> Check when complete			
IEP Form REVISED BY ODE FEBRUARY, 2008 Thomas Jefferson Local Schools PAGE 3 of 8			

- Who has been designated as being responsible to coordinate transition activities?
- Does the child require assistance regarding personal safety, protection from abuse, self-advocacy and/or self-awareness?

Based on age-appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment and, as needed, independent living skills. Under each area, list the services/activities and courses of study that support that goal. Include for each service or activity the projected beginning date, anticipated duration and person or agency responsible.

Please note that the electronic IEP provides for additional rows to be added to the grid to include more than one goal under each heading and the boxes enlarge to include all needed information.

Postsecondary Education and Training

Postsecondary Employment

Independent Living (as appropriate)

Measurable Postsecondary Goals: Enter a goal or goals that may be completed after the child graduates from high school. For example, Upon graduation, Sally will attend the Ohio State University and major in education. Since this is a postsecondary goal, the school district writing this goal is not responsible for ensuring that this goal is completed, but the district will need to show a good faith effort to provide Sally with the courses, training, supports and services that would lead to her being able to pursue and complete this goal. If the IEP team develops a goal that combines the measurable postsecondary goals, i.e., education and training, employment and independent living (as appropriate), the team should make note of that in the other areas in which a goal is not written.

Courses of Study: List the types of courses in which the child receives instruction during the school day, e.g. advanced placement courses, vocational education courses, prerequisite courses needed to enter a career tech program or a joint vocational school program such as mathematics or courses including measurement skills for carpentry or college prep courses. The courses listed are intended to assist the child in reaching the postsecondary goals. If the needs of the child will be met through the regular education curriculum, a measurable annual goal would not need to be written in support of the measurable postsecondary goal. If the regular education curriculum already contains the supports and services necessary to assist the child in reaching the measurable postsecondary goal, the team would indicate that a measurable annual goal is not necessary and there is no need for specially designed instruction outside the regular education curriculum.

Number of Annual Goals: Enter the number of the measurable annual goal(s) that support the listed postsecondary goal in each area where a postsecondary goal is listed. See the paragraph above for information about when an annual measurable goal is needed to support a postsecondary goal. The IEP team will document any measurable annual goal that supports the measurable postsecondary goals by entering the goal number in this box. The measurable annual goals will be further developed in section 6, Measurable Annual Goals, of the IEP to include short term objectives or benchmarks, how the child's progress will be measured and when reports on the child's progress will be provided to the parents.

Services/Activities: List the services/activities that will be necessary to support the measurable postsecondary goal or goals. Services/activities that will be listed in Section 7, Description of Specially Designed Services, to support the annual goals do not need to be repeated in this section. If there are, however, additional service/activities that need to be provided to support the listed measurable postsecondary goal or goals, the service/activities need to be recorded in this section.

Projected Beginning Date: Enter the date that each service/activity will begin to be provided. If the service/

activity will be provided for the regular school term, this section may be left blank as this information is already contained on the first page of the IEP form.

Anticipated Duration: Enter how often the service/activity will be provided, i.e., once per week, twice a month, four times during the regular school term. If more than one service/activity is listed, make sure the duration for each service/activity listed is clearly recorded.

Person/Agency Responsible: List the name and title of the person or agency responsible for each service/activity. If more than one service/activity is listed, make sure the person and agency responsible for each service/activity listed is clearly recorded. Please note that the only names and titles entered in this section are either public school employees or the public or private agency responsible for the listed service/activity. The names of the child's parents or the title "parent" as well as the child's name or the title "child" or "student" should not be entered in this section. The IEP is to document the educational needs of a child and to record the special education and related services that will be provided to the child by the public school district, including public and private agencies the district may be working with, to provide support and services. If the IEP team feels they must enter the parents or child into the grid, the IEP team will need to also identify a "back up" person or agency that is not the parents or child in the event that the parents or child do not complete the service or activity.

Target date for child to Graduate: Enter the month, day and year when the IEP team expects the child to graduate from high school with a regular high school diploma. This date may be any time the child completes all district requirements for graduation up to and including the child's 22nd birthday. This date may be some time after the child completes all district requirements for graduation due to the IEP team deciding that the child will remain in school to pursue other aspects of FAPE such as career or technical education that is necessary for the child to secure employment or further schooling upon graduation. Some districts have a policy that allows children who turn 22 during the school year to remain enrolled in the district until the end of that school year. If a child is enrolled in such a district, the child may stay in high school beyond their 22nd birthday.

6 Measurable Annual Goals

Number: Enter the number of the goal.

Area: Record the academic content area, based on Ohio's academic content standards, that is affected by the child's disability. If the area that is affected by the child's disability is not included in the academic content standards because it is an area of functional need, such as behavior or communication, record the area of functional need such as "behavior" or "communication" in the space provided.

Present Levels of Academic Achievement and Functional Performance: For school-age children, this section provides a summary of the child's performance in the child's current educational program and indicates the child's instructional and functional levels. It includes information regarding classroom performance and the results of any academic achievement or functional performance assessments that have been administered. Information contained in this section provides baseline data for developing the IEP and writing measurable annual goals. The information in this section should consider the most recent evaluation team report (ETR), results of curriculum based assessments, concerns of the parents for the education of their child and results of ongoing progress monitoring. The information should be stated in clear and concrete terminology. Any special instructional factors identified in Section 2 of the IEP must be addressed in this section.

General information on completing this section follows:

- The method for determining the instructional level should relate to day-to-day instruction and include a description of the child's performance in all relevant areas and subjects.

- If the child is currently receiving special education services, information about the child's progress toward his or her annual goals must be included.
- If the child has limited English proficiency, a statement of native language performance and of English proficiency level should be included.

Include the following information related to the child:

- Present levels of academic achievement (e.g., most recent evaluation of the child, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals);
- Present levels of functional performance (e.g., behavior results from a functional behavior assessment, results of ecological assessments, progress toward current goals);
- Present levels related to current postsecondary transition goals for children age 16 and for children age 14 (or younger if determined appropriate by the IEP team) (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals).
- Parental concerns for the education of the child;
- How the child's disability affects involvement and progress in the general education curriculum;
- Strengths; and
- Academic, developmental and functional needs related to the child's disability.

IEP Individualized Education Program CHILD'S NAME: _____

6 MEASURABLE ANNUAL GOALS

NUMBER: 1 AREA: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

MEASURABLE ANNUAL GOAL _____ METHOD(S) _____

METHOD FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOALS

a. Curriculum Based Assessment e. Short-Cycle Assessments i. Work Samples
 b. Portfolios f. Performance Assessments j. Inventories
 c. Observation g. Checklists k. Rubrics
 d. Anecdotal Records h. Running Records

Select Display Mode: Objectives

MEASURABLE OBJECTIVES Add Objective

NUM	OBJECTIVE
1.1	_____

METHOD AND FREQUENCY FOR REPORTING THE CHILD'S PROGRESS TO PARENTS

Written report
 Email
 Phone call
 Journal entry
 The child's progress will be reported to the child's parents each time report cards are issued
 Other _____

Reported every _____ weeks

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability at the same time.

Add Goal Page
 Check when complete

10-07 IEP FORM REVISED BY ODC FEBRUARY 20, 2009 PAGE 4 OF 6

For a child who is transition age (16 or 14 or younger, if determined appropriate by the IEP team), during the effective dates of this IEP, the IEP must include information about the child's needs, strengths, interests and preferences as they relate to the child's measurable postsecondary goals. This information will be based upon age-appropriate transition assessments. All needs identified by the IEP team in this section must be addressed in the IEP.

Present levels of academic achievement: This term refers to how the child is performing within the general education curriculum, including reading, writing and mathematics. Describe how the child is progressing in the general education curriculum in relation to the child's peers and state-approved grade level standards. Include current instructional levels, description of permanent products and work completion. Describe classroom strategies or interventions applied and their results. Describe any additional or alternative instructional materials, instructional time or personnel.

Functional Performance: This term includes information regarding classroom performance and the results of any functional assessments that have been administered. Include current functional levels and strengths and needs that may be developmental. Functional performance is related to activities of daily living such as hygiene, dressing, basic consumer skills or community-based instruction. Functional performance may also be defined

as the ability to access public transportation, social/emotional learning skills or behavioral difficulties and the consideration of personal safety and socially appropriate behavior.

Information included in this section should include performance data and current skill levels, not just a description of academic and behavioral deficits. Information included here does not have to be indicative of a deficit. For example, the IEP team could write, "The child's functional performance in all areas is age appropriate." If applicable, the information from a functional behavioral assessment should be included in this section.

If the child is age 16 or older, this section shall provide a concise description of the child's current academic achievement and functional performance based on age-appropriate assessments related to the child's targeted measurable postsecondary goals if the IEP team determines that transition services are needed. Examples of formal or informal assessments that may be listed and explained in this section include SATs, interest inventories, vocational evaluations, career surveys, as well as academic and functional assessments. If this information is already included in section 4, Postsecondary Transition, it does not need to be repeated in this section.

A discussion about the parents' concerns for their child's education is to take place during the IEP team meeting. The results of that discussion are documented in section 3, Profile, and do not have to be repeated in this section. The results of that discussion, however, should inform and tie into this section as well as to the measurable annual goals.

This section should include statements about the child's progress in the general education curriculum, regardless of where the child receives services currently. All children will be involved in the general education curriculum to a greater or lesser extent, e.g., with or without modifications, accommodations and support services. The information should be clear enough to demonstrate the need for the continuation or elimination of the goal statement. Information in this section will drive the development of the supports and services in the IEP. References to the Ohio's Academic Content Standards may require additional supports and services in the child's IEP.

The IEP team must determine how the child will access, be involved in and make progress in the general education curriculum. This determination should be based on assessments that relate directly to the general education curriculum and grade level content standards and then be reflected in the IEP in this section.

For preschool: This section will include present levels in each of the child's developmental domains, along with functional performance and pre-academic skills in relation to the suspected disability that requires specialized instruction. Access to the general education curriculum and the ability to participate in developmentally appropriate activities will be addressed in the measurable annual goals box below.

Measurable Annual Goals: If using this form in hard copy, use as many copies of this page as needed to plan appropriately. If using this form electronically, click "Add Goal Page" to add a new page for each goal that is written.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and No Child Left Behind (NCLB) legislation mandate that children, including those with disabilities, must have access to the general education curriculum and participate in the statewide assessment system. As a result, Ohio has established academic content standards.

In order to comply with the above mentioned requirements, schools in Ohio have aligned the Ohio Academic Content Standards to the general education curriculum, thus ensuring the direct connection of what children must know and be able to do with what children are taught (the curriculum). This alignment applies to all children, including those with severe disabilities.

The IEP specifies learning goals for children with disabilities and these goals should be based on or referenced

to Ohio's Academic Content Standards. There are different ways to make the connection between Ohio's Academic Content Standards and the IEP.

Measurable annual goals are designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum. Measurable annual goals are designed to meet each of the child's educational needs that result from the child's disability.

Measurable annual goals, including academic and functional goals, are statements in measurable terms that describe what reasonable expectations can be accomplished within a twelve-month period. A measurable annual goal must contain:

Condition: The condition (situation, setting or given material) under which the behavior is to be performed.

Clearly defined behavior: The specific action the child will be expected to perform.

The performance criteria desired: The level the child must demonstrate for mastery, the number of times the child must demonstrate the skill for mastery and how frequently the teacher assesses the child's mastery of the skill.

There must be a direct relationship between the measurable annual goals and the present levels of academic achievement and functional performance. Measurable annual goals are required for areas that are directly affected by the child's disability.

Method for Measuring the Child's Progress Toward Annual Goal: How progress will be measured is determined by the IEP team. Progress monitoring is linked to the day-to-day instructional and assessment process. Describe how the child's progress toward meeting each goal will be measured by entering the letter next to each method of measurement that will be used to measure each specific goal in the box labeled "Method(s)" that appears after the measurable annual goal box. The IEP team must decide how each of the annual goals will be measured. Goals can be measured through formal or informal assessment tools such as:

- | | |
|----------------------------------|---------------------|
| a. Curriculum Based Assessments; | g. Checklists; |
| b. Portfolios; | h. Running Records; |
| c. Observations; | i. Work samples; |
| d. Anecdotal Records; | j. Inventories; and |
| e. Short-Cycle Assessments; | k. Rubrics. |
| f. Performance Assessments; | |

NOTE: If the IEP team measures progress in some way other than those listed above, the team enters that method in the box labeled "Method(s)" that appears after the measurable annual goal.

Measurable Benchmarks/Objectives: Once the IEP team has developed measurable annual goals, the team must determine measurable short-term objectives or benchmarks that serve as a plan for reaching the annual goals as well as means for measuring progress toward meeting the annual goals. Measurable short-term objectives or benchmarks provide a mechanism for determining whether the child is progressing during the year to ensure that the IEP is consistent with the child's instructional needs and, if appropriate, to revise the IEP. The team may indicate the expected level of achievement using, for example, a percentage score or number of correct responses. The method of evaluation may also be indicated on the IEP by listing specific ways achievement will be measured.

Short term objectives or benchmarks should include the same components as an annual goal:

Condition;
Clearly defined behavior; AND
Performance criteria.

“Benchmark” means a specific statement of what the child should know and be able to do in a specified segment of the year. Benchmarks describe how far the child is expected to progress toward the annual goal and by when. Benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of the child’s progress toward achieving the annual goals (3301-51-01(B)(5)).

If the IEP team has determined progress will be measured with benchmarks, this section must be completed. If the team has decided to measure progress with objectives, choose “Objectives” from the “Select Display Mode” drop down.

Once the IEP team has developed measurable annual goals, the team must determine measurable benchmarks that serve as a plan for reaching each measurable annual goal and a means for measuring progress toward meeting the measurable annual goal.

List the measurable benchmarks next to the “Num” box that appears at the left margin. Add additional numbers and lines as there are measurable benchmarks to record.

“Objective” means a smaller, more manageable learning task that a child must master as a step toward achieving an annual goal. Objectives break the skills described in the annual goal into discrete components that, when mastered, allow the child to successfully obtain the goal (3301-51-01(B)(39)).

Measurable short-term objectives provide a mechanism for determining whether the child is progressing during the year to ensure that the IEP is consistent with the child’s instructional needs and, if appropriate, to revise the IEP. The team may indicate the expected level of achievement using, e.g., a percentage score or number of correct responses. The method of evaluation may also be indicated on the IEP by listing specific ways achievement will be measured.

Method and Frequency for Reporting the Child’s Progress to Parents: The IEP team must decide how the child’s progress on the measurable annual goals will be reported to the parents. The IEP team must also decide how often the reports will be provided. Check the box next to the method of reporting selected by the IEP team. If the IEP team decides to measure progress in some way other than those listed, the IEP team checks the “Other” box and enters the alternative method on the line. If the team selects more than one method for reporting the child’s progress, the IEP team will check all boxes that apply.

Once the IEP team has determined the method or methods for reporting the child’s progress to the parents, the IEP team must decide how often the progress reports will be provided to the parents. If the IEP team decides that all progress reports will be provided to the parents at the same time that report cards are issued to all children, the team will check the box that follows the list of methods for reporting, e.g., the box followed by the statement, “The child’s progress will be reported to the child’s parents each time report cards are issued.”

The child’s progress must be reported to the parents of the child at least as often as report cards are issued to all children. If the school district provides interim reports to all children, i.e., not just those in danger of failing, the child’s progress reports must be provided to the child’s parents, at a minimum, both when report cards are issued and when interim reports are issued. If the team determines that the child’s progress will be reported more often than when the school district provides report cards to all children, the team will enter the number of weeks between progress reports on the line behind the type of progress report selected. If the team has selected

more than one method for reporting progress, the team must determine and record how often each type of report selected will be provided.

For example, if the school district provides interim reports to all children every six weeks and a report card every twelve weeks, and the IEP team has selected “written reports” as the method they will use to inform the parents of the child’s progress, the IEP team would place the number “6” behind “written reports” to show that a written report on the child’s progress will be provided to the child’s parents every 6 weeks.

A second example would be where the IEP team has determined that the child’s progress will be reported to the child’s parents through a weekly journal entry, done by the teacher, and also through a written report issued at the time report cards are issued. The team would check both “written report” and “journal entry” to record that both methods will be used to report the child’s progress. To record how often the written report will be given to the parents, the team could put the number of weeks between report cards on the line behind “written reports” or they could check the box before the statement, “The child’s progress will be reported to the child’s parents each time report cards are issued.” To record the frequency of when the journal entries will be provided to the parents, the IEP team would place the number “1” on the line behind “journal entries.”

7 Description of Specially Designed Services

Type of Service: The grid lists all the types of supports and services that may be provided to children with disabilities to support their acquisition of the goals listed in the IEP. Each of the service boxes can be expanded so the IEP team can enter detailed information about the service that will be provided to the child. In addition, each box under a specific type of service may be repeated to include as many services under that particular heading as necessary. For example, under the heading of “Related Services,” the team may need to address speech services, physical therapy services and occupational therapy services. The team would repeat that particular box three times in order to include all related services deemed necessary to provide the child a free appropriate public education (FAPE).

Following are the definitions for each area of service:

Specially Designed Instruction: Adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction to address the unique needs of the child that result from the child’s disability and to ensure access of the child to the general education curriculum so the child can meet the educational standards that apply to all children within the jurisdiction of the school district.

Related Services: Developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation including therapeutic recreation, early identification and assessment of disabilities in children, counseling services including rehabilitation

IEP Individualized Education Program		CHILD'S NAME:	
7 DESCRIPTION(S) OF SPECIALLY DESIGNED SERVICES			
TYPE OF SERVICE	GOAL(S) ADDRESSED	PROVIDER	LOCATION OF SERVICES
SPECIALLY DESIGNED INSTRUCTION: +			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:
RELATED SERVICES: +			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:
ASSISTIVE TECHNOLOGY: +			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:
ACCOMMODATIONS: +			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:
MODIFICATIONS: +			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:
SUPPORT FOR SCHOOL PERSONNEL: +			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:
SERVICE(S) TO SUPPORT MEDICAL NEEDS: +			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:

Check when complete

counseling, orientation and mobility services and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services (note these services may be listed here or under “Services to Support Medical Needs” but should not be listed under both sections), social work services in schools and parent counseling and training.

Assistive Technology: Any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device. Examples of assistive technology services and the definition of what an assistive technology device is can be found in the *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*, Rule 3301-51-01(B)(2) and (3).

Accommodations: Provide access to the course content but does not alter the amount or complexity of the information taught to the child. For example, the child may be seated near the front of the room, may have directions repeated orally or may receive nonverbal cues from the teacher in the area of appropriate behavior. Accommodations would be linked to the child’s present levels of academic achievement and functional performance by addressing an area of need that has been outlined in Section 6, Measurable Annual Goals.

Modifications: Altering the course content that will be taught to the child. This may include decreasing the amount of information provided to the child as well as simplifying the information provided. Modifications of the curriculum will result in the child not being taught the same amount of material as the child’s same age and grade level peers and will decrease the complexity of the material that will be taught to the child when compared to the child’s same age and grade level peers. Modifications are provided to those children whose disability includes a cognitive impairment such as traumatic brain injury, cognitively disabled or multiply disabled.

Support for School Personnel: Provide support to school personnel who may need assistance in implementing the child’s IEP. This section provides an opportunity for the team to discuss and articulate those specific supports or training necessary for school personnel to provide a free appropriate public education (FAPE) to the child with a disability. Supports can include an aide, training, resource materials, equipment or consultation with other professionals.

For each support, the team must list the school personnel to receive the support, the specific support that will be provided, who will provide the support and where and when the support will take place.

Services to Support Medical Needs: Medical services that the child needs in order to receive a free appropriate public education (FAPE). These can include medications that must be dispensed during the school day, medical services that may need to be provided during the school day such as intermittent catheterization, feedings by feeding tube, or breathing therapy for asthma. Medical services may or may not be tied to specific goals. Therefore, in this section, the “Goal(s) Addressed” box may be left blank depending on the medical support needed.

Goal(s) Addressed: Enter the number of each goal that will be supported by the service listed in the “Type of Service” column. If there are numerous services listed under a given type of service, the team needs to make sure the correct goal is recorded with the appropriate service.

Under the “Accommodations” service box, specific goal(s) are not required as most accommodations are provided across all goal areas. Therefore, the “Goal(s) Addressed” box is shaded out for accommodations.

Under the “Assistive Technology” service box, specific goal(s) may or may not be tied to this service. Therefore, the “Goal(s) Addressed” box may be left blank under this service area depending on the measurable annual goals and the type of assistive technology being provided.

Under the “Service(s) to Support Medical Needs” service box, specific goal(s) may or may not be tied to this ser-

vice. Therefore, the “Goal(s) Addressed” box may be left blank under this service area depending on the measurable annual goals and the type of support for medical needs being provided.

Provider: List the title and name of the person(s) who will be providing the service listed. If there are numerous services listed, the IEP team will need to clearly identify the provider(s) for each service listed.

Location of Services: Enter the physical location where the service will be provided. If there is more than one service listed, the IEP team will need to clearly identify the location for each service listed.

Begin: Enter the date the service will begin to be provided to the child. If the service will be provided for the duration of the IEP AND during the entire regular school term, this box may be left blank as the statement on the front of the IEP form provides this information. If there are numerous services listed, there are several service boxes under a given heading and the IEP team will need to clearly identify the Begin Date for each service listed.

End: Enter the date the service will stop being provided to the child. If the service will be provided for the duration of the IEP AND during the entire regular school term, this box may be left blank as the statement on the front of the IEP form provides this information. If there are numerous services listed, there should be several service boxes under a given heading and the IEP team will need to clearly identify the End Date for each service listed.

Amount of Time: Enter the amount of time each service will be provided in minutes or hours. The amount of time entered for each type of service will be the total time that service will be provided. For example, if the child has two goals in the area of reading and both goals require specially designed instruction, the IEP team will determine how many minutes or hours of specially designed instruction are needed for each of the goals. If the team determines that each goal will require 30 minutes of specially designed instruction each week, then 60 minutes will be entered for specially designed instruction as that is the total time, i.e., 30 minutes for goal one plus 30 minutes for goal two, that both goals together will require for specially designed instruction.

If accommodations are being provided, a specific amount of time does not have to be entered for accommodations that are listed.

Under “Support for School Personnel,” there is no space for “Amount of Time” or “Frequency.” There is a box for “**Who will Provide the Support.**” Enter the name and title of the person or persons who will provide the support to school personnel. If there are numerous supports listed, there should be several service boxes under this heading and the IEP team will need to clearly identify who will provide the support for each service listed. Where and when a specific support will be provided is information included in the “Type of Service” box under “Support for School Personnel.”

Frequency: Enter how often the service will occur. This may be daily, weekly, monthly, quarterly or even more often, e.g., twice per week or four times per month. If there is more than one service listed, the IEP team will need to clearly identify the frequency for each of the services.

If accommodations are being provided, a specific frequency for the accommodations does not have to be entered.

Under “Support for School Personnel,” there is no space for “Frequency.” See the explanation under “Amount of Time” above.

8 Transportation as a Related Service

Transportation as a related service means vehicle transportation service that is directly related to the child's disability. This specialized service shall be provided based on the unique needs of the child.

The IEP team will need to consider what, if any, specialized equipment or personnel such as special or adapted vehicles, lifts, ramps, aides or medical personnel are needed to transport the child safely. This may include fitting and/or retrofitting vehicles with specialized equipment such as car seats, securement systems and harnesses.

8 TRANSPORTATION AS A RELATED SERVICE	
Does the child have needs related to their identified disability that require special transportation?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Does the child need accommodations or modifications for transportation?	YES <input type="checkbox"/> NO <input type="checkbox"/>
If yes, check any transportation accommodations/modifications that are needed.	
<input type="checkbox"/> The bus driver will be notified of the child's behavioral and/or medical concerns	
<input type="checkbox"/> Specially Adapted Vehicle	<input type="checkbox"/> Wheelchair lift <input type="checkbox"/> Bus Aide
<input type="checkbox"/> Securement Systems	<input type="checkbox"/> Car Seat <input type="checkbox"/> Harness
<input type="checkbox"/> Other Specify: _____	
Does the child need transportation to and from provider services?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Check when complete	

School district transportation personnel shall be consulted in the preparation of the IEP when transportation is required as a related service and when the child's needs are such that information to ensure the safe transportation and well-being of the child is necessary to provide such transportation.

Does the child have needs related to their disability that requires special transportation? Yes No: Check the appropriate box by determining if the child's disability requires special transportation services. Examples would be children who are unable to physically board a bus, children who cannot safely find or stand at a bus stop and children with behaviors that would cause safety concerns for the driver or other children present on the bus.

Does the child need accommodations or modifications for transportation? Yes No: Check the appropriate box by determining whether the child's disability requires accommodations or modifications to allow the child to be safely transported. Place a check in the box next to any accommodations or modifications that the child will receive when transported.

The bus driver will be notified of the child's behavioral and/or medical concerns: If the child can be safely transported by the regular school bus, but there are things the bus driver needs to know, check this box and inform the bus driver of the information.

Specially Adapted Vehicle: If a bus must be physically altered in order to allow the child to be transported safely or if the child will ride in a vehicle other than a yellow school bus, check this box. If securement systems, car seats or harnesses are being bolted to the vehicle, this does not qualify the vehicle as a "specially adapted vehicle."

Wheelchair Lift: If the child is in a wheelchair and requires a wheelchair lift to enter and exit a bus, check this box.

Securement Systems: If the child will be restrained or fastened in during a bus ride by some method other than a harness or car seat, check this box.

Car Seat: If the child is of an age or weight that requires transportation in a car seat, check this box.

Harness: If a transportation harness that is bolted to the bus will be used, check this box.

Bus Aide: If a bus aide will be on the bus with a child, check this box.

Other: For all transportation accommodations or modifications not listed above, check this box and enter on the line the transportation the accommodations or modifications that will be provided to the child.

Does the child need transportation to and from provider services? Yes No: If the IEP team determines that the child will receive any special education and related services from an off-site provider or receive services somewhere other than the child's school, the school district must provide the child transportation to that provider and return transportation back to the child's school building or the child's home, depending on the time of day. If the child will be receiving services from an off-site provider or in a location other than the child's school, and the child needs transportation to access the service, e.g., not within walking distance or the child is unable to walk due to physical, cognitive or emotional disabilities, check this box.

9 Nonacademic and Extracurricular Activities

(Does not apply to preschool children)

Each school district must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.

Nonacademic and extracurricular services and activities shall include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities and employment of children, including both employment by the school district and assistance in making outside employment available (3301-51-02(H)(1-2)).

<p>9 NONACADEMIC AND EXTRACURRICULAR ACTIVITIES</p> <p>In what ways will the child have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?</p> <p>Describe</p> <input type="text"/>
<p>If the child will not participate in non-academic/extracurricular activities, explain.</p> <input type="text"/>
<p><input type="checkbox"/> Check when complete</p>

In what ways will the child have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers? Describe: This section documents that the opportunities for participation in nonacademic/extracurricular activities with the child's nondisabled peers that are necessary to provide the child a free appropriate public education (FAPE). Enter a sentence or short paragraph describing how the child has been offered the appropriate supports and services to take advantage of the opportunity to participate in nonacademic/extracurricular activities with the child's nondisabled peers. This section does not require children with disabilities to participate in nonacademic or extracurricular activities unless the nonacademic or extracurricular activities are part of providing the child FAPE.

If the child will not participate in nonacademic/extracurricular activities, explain: If the child will not be participating in nonacademic and extracurricular activities, provide an explanation about why the child will not be participating.

10 General Factors

Answer each question in this section by checking the appropriate box. The IEP team is to consider each of the bulleted items.

Has the IEP Team Considered:

The strengths of the child? Yes No: If the team has checked “No,” the team needs to return to Section 3, Profile, and add this information to that section. If the team has checked “Yes,” the team moves to the next question.

The concerns of the parents for enhancing the education of the child? Yes No: If the team has checked “No,” the team needs to return to Section 3, Profile, and add this information to that section. If the team has checked “Yes,” the team moves to the next question.

The results of the initial or most recent evaluations of the child? Yes No: If the team has checked “No,” the team needs to return to Section 6, Measurable Annual Goals, under the “Present Levels of Academic Achievement and Functional Performance” box and add this information to that box. If the team has checked “Yes,” the team moves to the next question.

As appropriate, the results of performance on any State or district-wide assessments? Yes No: If the results of performance on these tests is important information for the team to consider, the team should include this information in Section 3, Profile, or, if appropriate, in Section 6, Measurable Annual Goals, under the “Present Levels of Academic Achievement and Functional Performance” box. If the team has checked “Yes,” the team moves to the next question.

The academic, developmental, and functional needs of the child? Yes No: If the team has checked “No,” the team needs to return to Section 6, Measurable Annual Goals, under the “Present Levels of Academic Achievement and Functional Performance” box and add this information to that box. If the IEP team has checked “Yes,” the team moves to the next question.

The need for extended school year (ESY) services?: At each IEP meeting for a child with disabilities, the IEP team must determine whether the child is eligible for extended school year services (ESY) and, if so, make subsequent determinations about the services to be provided. The IEP team must indicate whether the child is eligible or is not eligible for ESY services and the basis for the determination. This determination must be made even if the child’s parents have not specifically requested that their child be evaluated for ESY programming.

The consideration of providing ESY services is not dependent on administrative convenience or funding concerns.

In considering whether a child is eligible for ESY services, the IEP team must consider the factors below. However, no single factor will be considered the sole determining factor.

- Regression--whether the child reverts to a lower level of functioning, as evidenced by a measurable decrease in skills or behaviors that occurs as a result of an interruption in educational programming;
- Recoupment--whether the child has the capacity to recover the skills or behavior patterns, where regression occurred to a level demonstrated prior to the interruption of educational programming;
- Whether the child’s difficulties with regression and recoupment make it unlikely that the child will maintain the skills and behaviors relevant to IEP goals and objectives;
- The extent to which the child has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted;

10 GENERAL FACTORS	
HAS THE IEP TEAM CONSIDERED:	
The strengths of the child?	YES <input type="checkbox"/> NO <input type="checkbox"/>
The concerns of the parents for the education of the child?	YES <input type="checkbox"/> NO <input type="checkbox"/>
The results of the initial or most recent evaluations of the child?	YES <input type="checkbox"/> NO <input type="checkbox"/>
As appropriate, the results of performance on any state or district-wide assessments?	YES <input type="checkbox"/> NO <input type="checkbox"/>
The academic, developmental, and functional needs of the child?	YES <input type="checkbox"/> NO <input type="checkbox"/>
The need for extended school year (ESY) services	
<input type="checkbox"/> The team has determined that ESY services are not necessary.	
<input type="checkbox"/> The team has determined that ESY services are necessary for the following Goals and Objectives or Benchmarks: _____	
<input type="checkbox"/> The team needs to collect further data before making a determination and will meet again by: _____	
<input type="checkbox"/> Check when complete	

- The extent to which a skill or behavior is particularly crucial for the child to meet the IEP goals of self-sufficiency and independence from caretakers;
- The extent to which successive interruptions in educational programming result in a child's withdrawal from the learning process; or
- Whether the child's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.

The determination of eligibility must be based upon the above factors, as well as reliable sources of information regarding a child's educational needs, propensity to progress, recoupment potential and year-to-year progress. Sources may include the following:

- Progress on goals in consecutive IEPs;
- Progress reports maintained by educators, therapists and others having direct contact with the child before and after interruptions in the education program;
- Reports by parents of negative changes in adaptive behaviors or in other skill areas;
- Medical or other agency reports indicating degenerative-type difficulties that become exacerbated during breaks in educational services;
- Observations and opinions by educators, parents and others; and
- Results of tests including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures

The need for ESY services will not be based on any of the following:

- The desire or need for day care or respite care services; or
- The desire or need for a summer recreation program.

The desire or need for other programs or services which, while they may provide educational benefit, are not required to ensure the provision of a free appropriate public education (FAPE).

Determining ESY services should not be based on whether the child meets all annual goals. The annual goals are predictions of where the child will be based on current performance. Using appropriate data collection and progress monitoring, teams will be aware of the child's performance and make adjustments throughout the year. If the prediction of what the child can accomplish is incorrect, the data collection procedures will provide the information necessary to review and revise the IEP. If all goals are not met during the year, it does not necessarily mean that ESY services need to be provided.

Children with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities require prompt determination of eligibility for extended school year services to be provided.

When ESY services are offered, the IEP must contain a description of:

- The type of ESY service (e.g., instruction by the special education teacher);
- The location where the service will be provided (e.g., in the child's home);
- The frequency of the service (how frequently the ESY service will be provided to the child) (e.g., 30 minutes/day, 5 days/week);
- The projected beginning date (e.g., 7 – 5 – 09); AND
- Anticipated duration of service (when the service will end) (e.g., 8 – 15 – 09).

If the IEP team has determined that ESY services are necessary for the provision of FAPE, the team must specify the annual goal(s) and objectives to be addressed by the ESY services. This can be done by referencing the specific goal(s) and objectives or benchmarks under Section 6, Measurable Annual Goals.

The Team has determined that ESY services are not necessary: Check this box if the team has determined that the child does not require services over the summer or holiday breaks to be provided FAPE. See the preceding description for information about making this determination.

The Team has determined that ESY services are necessary for the following Goals and Objectives or Benchmarks: Check this box if the IEP team has determined that the child will receive some special education or related services during holiday breaks or over the summer months because the child requires ESY services to receive FAPE. Then list, from Section 6, Measurable Annual Goals, those goals and objectives or benchmarks that require additional service to be provided over holiday breaks or the summer months. The IEP team may reconvene close to the end of the school year or before a break in the school calendar to write an appropriate IEP that contains the goals and objectives that will be addressed as part of ESY services.

The Team needs to collect further data before making a determination and will meet again by: Check this box if the team has determined that they need additional information that will be collected over the coming school year in order to make a determination on ESY services. Enter a date when the team will meet again to address the issue of ESY services.

11 Least Restrictive Environment

It is important to understand the difference between “regular education class” and “general education curriculum.”

Regular education class refers to the educational environments where children without disabilities receive instruction and participate in activities throughout the school day. It includes instruction that occurs outside of the actual ‘classroom’ such as within the school or community where interaction occurs with persons without disabilities.

General education curriculum refers to the content of the instruction that is to be taught to children in each grade and subject area. In Ohio, the general education curriculum consists of the Ohio Academic Content Standards.

It is the responsibility of each school district to ensure that ,to the maximum extent appropriate, children with disabilities, including those in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

Factors to Consider:

- What supplementary aids and services were considered?
- What supplementary aids and services were rejected?
- Explain why the supplementary aids and services will or will not enable the child to make progress on the goals and objectives (if applicable) in this IEP in the regular education class.
- What benefits are provided in the regular education class with supplementary aids and services versus the benefits provided in the special education class or other setting?
- What potentially beneficial effects and/or harmful effects might be expected on the child with disabili-

11 LEAST RESTRICTIVE ENVIRONMENT

Does this child attend the school (or for a preschool-age child, participate in the environment he/she would attend) if not disabled? YES NO

If no, justify:

Does this child receive all special education services with nondisabled peers? YES NO

If no, justify (justification may not be solely because of needed modifications in the general curriculum):

Check when complete

ties or the other children in the regular education class, even with supplementary aids and services?

- To what extent, if any, will the child participate with nondisabled peers in extracurricular activities or other nonacademic activities?

These questions must be reviewed and discussed by the IEP team as they begin to determine the child's educational placement. It is important to remember that the child's parents must be part of any group that makes decisions on the educational placement of their child. The purpose for reviewing and discussing these questions is to ensure that the IEP team has given adequate consideration to placement of this child in the regular education classroom with supplementary aids and services, prior to considering removal from the regular education classroom. The IEP team's discussion of these questions should be reflected in the answers to the next items on the IEP:

- Does this child attend the school (or for a preschool-age child, participate in the environment) he or she would attend if not disabled? and
- Does this child receive all special education services with nondisabled peers?

The team's discussion in the previous Section 10, General Factors, should be reflected in the responses to these two items on the IEP. For example, if the team has determined that the child will not participate in the regular education class for a portion of the day, the explanation should include a rationale for this decision, e.g., the specific supplementary aids and services that were considered and rejected and the benefits afforded to the child via removal versus those afforded to the child in the regular education classroom with supplementary aids and services provided; or if the decision is based on potential harmful effects to the child or others (these should be described). If the team has determined that the child will not participate in the regular education curriculum for a portion of the day, the explanation for this item should include a rationale that clearly reflects why the child will not participate in the regular education classroom.

Does this child attend the school (or for a preschool-age child, participate in the environment) he or she would attend if not disabled? Yes No: The first consideration for placement of the child is always the child's neighborhood school, the school the child would attend if he or she did not have an IEP. In selecting the least restrictive environment (LRE), consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

Check "Yes" if the child attends the school the child would attend if the child did not have a disability. If the child attends a school other than the school the child would attend if not disabled, check "No" and justify the choice in the field that appears.

Does this child receive all special education services with nondisabled peers? Yes No: It is the responsibility of each school district to ensure that, to the maximum extent appropriate, children with disabilities, including those in public or private institutions or other care facilities are educated with children who are not disabled. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. The IEP must include an explanation and a description of those activities, if any, where the child will not participate with children without disabilities within the regular education classroom and school activities. These required IEP statements should be based on the IEP team's consideration of a full range of supplementary aids and services that will enable the child to make meaningful educational benefit in the regular education classroom. Check "Yes" if the child will receive all special education services with nondisabled peers. Check "No" if the child will receive special education services in settings that will not include nondisabled peers. If "No" is checked, the team must

provide a justification as to why the child will not receive special education services with their nondisabled peers.

For preschool: The least restrictive environment (LRE) is reported based upon the class composition and, if the child is removed for any specialized instruction and/or related service, this is deducted from the amount of time spent with nondisabled peers. Every reasonable effort should be made for service to be provided in the setting with nondisabled peers for modeling approaches and content for staff and peers to ensure generalization of skills across settings and condition.

For preschool, LRE is reported as an early childhood education (ECE) setting (where at least 50% of the enrollment is nondisabled peers), a special education setting (classroom with less than 50% nondisabled peers or a residential or separate facility), home or a service provider location (child comes to where the service is).

If a child is currently enrolled in a community preschool or child care, the IEP conversation should begin with if/how services can be provided in that setting. If the child is removed from that setting, justification for removal must be provided.

If a child spends any portion of the day in a community or family child care setting and is served in a preschool special education classroom (where less than 50% of enrollment are nondisabled peers), the team must address how the preschool special education classroom is the LRE while the child remains in the child care and does not receive services in the child care setting.

Considerations when discussing LRE for preschool:

- Every preschool child with a disability is required to be assessed with *Get It, Got It, Go!* and Ages and Stages Questionnaire: Social-Emotional and for child progress, the Early Childhood Outcomes Summary Form must be completed.
- This works best in situations where the general education curriculum is aligned to the Early Learning Content Standards and child care personnel are capable of generalizing the IEP.
- If only one related service is necessary, the related service professional becomes the “teacher of record” and is responsible for administering assessments and the summary form according to Ohio Department of Education (ODE) requirements as these directly relate to the child outcomes measure reported annually to the Office for Special Education Programs (OSEP).
- If the district has not considered co-locating a preschool special education class in a child care setting that serves district children and/or team teaching of preschool special education and child care staff, this should be included in discussions regarding continuous improvement planning. Working in a community setting is not limited to itinerant teacher services.

12 State and District Wide Testing

Will the child participate in classroom, district wide and state wide assessments with accommodations?

Yes No: If the answer is “No,” move to the next question. If the answer is “Yes,” complete the grid that appears for each area where accommodations will be provided.

Area: This column includes a list of the content areas that are assessed by the statewide assessments. Not all areas are assessed at all grade levels. Therefore, it is important that the IEP team check how the child will be assessed for each content area that is applicable for that child’s grade level. How the child will be assessed is directly tied to the child’s educational needs as outlined in the child’s evaluation team report (ETR) and individualized education program (IEP). If the child is to take an alternate assessment, the child must take an alternate assessment in all areas that are assessed for his or her grade level.

Grade: Enter the grade level of the child in each area that will be assessed.

Children will be Tested: Place a check mark next to the way the child will participate in testing for classroom,

district wide and state-wide testing. “With Accommodations” or “Modified Assessment.” (If the child is to take an alternate assessment, the child must take an alternate assessment in all areas that are assessed for his or her grade level. The IEP team records the decision for the child to take an alternate assessment in the question below.)

Detail of Accommodations: For each child with a disability, IEP teams must determine whether the child will participate in all classroom, state and district wide testing without accommodations, with accommodations, as part of the 2% modified assessment or will take an alternate assessment. These decisions are made for each content area that is assessed by the state except in the case of the alternate assessment where any child taking an alternate assessment must take an alternate assessment in all content areas assessed by the state and also must take an alternate assessment in all classroom tests and on all district wide testing. If the IEP team determines that the child will receive accommodations for testing situations in a given content area or areas, those accommodations must be provided to the child in those content areas in all testing situations including classroom tests, district wide testing and the state-wide tests. In this section, enter the accommodations for all areas where the IEP team has determined accommodations will be provided to the child.

IEP Individualized Education Program CHILD'S NAME: _____

12 STATEWIDE AND DISTRICT WIDE TESTING

For each subject tested in the child's grade, choose the method of assessment below. If "With Accommodations" is chosen for any subject, provide a description of the Accommodations for each subject in the right column.
 * Alternate Assessment, if chosen, must apply to all tests taken.

Will the child participate in classroom, district wide and state wide assessments with accommodations? YES NO

AREA	GRADE	ACCOMMODATIONS	
		CHILDREN WILL BE TESTED:	DETAIL OF ACCOMMODATIONS
READING		<input type="checkbox"/> WITH ACCOMMODATIONS <input type="checkbox"/> MODIFIED ASSESSMENT	
WRITING		<input type="checkbox"/> WITH ACCOMMODATIONS <input type="checkbox"/> MODIFIED ASSESSMENT	
MATH		<input type="checkbox"/> WITH ACCOMMODATIONS <input type="checkbox"/> MODIFIED ASSESSMENT	
SCIENCE		<input type="checkbox"/> WITH ACCOMMODATIONS <input type="checkbox"/> MODIFIED ASSESSMENT	
SOCIAL STUDIES		<input type="checkbox"/> WITH ACCOMMODATIONS <input type="checkbox"/> MODIFIED ASSESSMENT	
OTHER		<input type="checkbox"/> WITH ACCOMMODATIONS <input type="checkbox"/> MODIFIED ASSESSMENT	

Is the child to be excused from the consequences of not passing the Ohio Graduation Test (OGT)? YES NO

The child is completing a curriculum that is significantly different than the curriculum completed by other children required to take the test. YES NO

The child requires accommodations that are beyond the accommodations allowed for children taking state wide assessments. YES NO

Met Testing Participation Requirement? YES NO

Is the child participating in alternate assessment? YES NO

Check when complete

YES 09/01/09 REVISED BY ODE/EDUCATIONAL 3/09 PAGE 12/09

Is the child to be excused from the consequences of not passing the Ohio Graduation Test (OGT)? Yes No: If the answer is “No,” move to the next question. If the answer is “Yes,” check the appropriate box next to the two statements that follow this question. Then write the word “Excused” in the “Detail of Accommodations” column in the grid above. It is not necessary to excuse a child from all parts of the OGT unless the child’s ETR and IEP show that the child should be excused from the consequences in all content areas of the test.

The child is completing a curriculum that is significantly different than the curriculum completed by other children required to take the test. Check this box if the child is completing a curriculum that is based on functional skills, i.e., hygiene, feeding, toileting or mobility or a curriculum that is not at the grade level the assessment is measuring. This means that the curriculum the child uses in the classroom, including textbooks, workbooks, tests, quizzes and homework is on a different grade level and therefore different material than the material used by the other children who are taking the test. This box is NOT checked if the child uses the same curriculum as other children taking the test, but the teacher or other school personnel provide accommodations or modifications to the curriculum to allow the child to access the material.

The child requires accommodations that are beyond the accommodations allowed for children taking state-wide assessments. Check this box if the child is provided accommodations in the classroom that go beyond the accommodations allowed on state wide assessments. For example a third grade child may use a calculator in the third grade math class. This accommodation is not allowed on the third grade state-wide assessment. Therefore, the IEP team may excuse the child from the assessment because the child may not use a calculator to complete the state-wide assessments. See the *Ohio Statewide Testing Program Rules Book* for information on allowable accommodations.

Met Testing Participation Requirement? Yes No: Once a child’s IEP team has excused the child from the consequences of passing any part of or the entire OGT, the child must take the test or tests that they have been

excused from one time after this determination has been made. After this one time, the child does not need to take the test or tests again unless the child's IEP team reverses their earlier decision and decides the child will need to pass part of or the entire OGT to graduate. If the child is excused from the consequences of the requirement of passing the OGT or any part of the OGT, check the "Yes" box and enter the date the child took the test after the team made this decision.

Is the child participating in alternate assessment? Yes No: A child may participate in an alternate assessment if the child is significantly cognitively impaired and is using a functional curriculum. See *Ohio Statewide Testing Program Rules Book* found at www.education.ohio.gov, key search word "testing program," for additional information on how an IEP team determines if a child will participate in an alternate assessment. Check the "Yes" box if the child will participate in an alternate assessment. Check the "No" box if the child will not participate in an alternate assessment. If the child will participate in an alternate assessment provide a justification about why the child will not participate in general state-wide testing and why the selected alternate assessment is appropriate for the child.

13 Meeting Participants

This IEP meeting was: Face-to-Face Meeting, Video Conference, Telephone Conference/Conference Call, Other: Check the box next to the type of IEP meeting that was held. If some members of the team were face to face and some members of the team were on a conference line, select both types of meeting by placing a check mark in the box next to "Face-to-Face Meeting" and also next to "Telephone Conference/Conference Call."

IEP Effective Dates Start End: Enter the beginning date that this IEP will be in effect. Enter the ending date when this IEP will no longer be in effect. The length of time between the start date and the end date can be no more than twelve months but may be less than twelve months, depending on the educational needs of the child. If using this form electronically, these fields will automatically populate from information found on the first page of the IEP form.

Date of Next IEP Review: Enter the date when the IEP team will meet to review and revise the child's IEP. The length of time between the meeting date entered under the "Meeting Information" section of this form and the date entered here can be no more than twelve months but may be less than twelve months, depending on the educational needs of the child. If using this form electronically, this field will automatically populate from information entered on the first page of the IEP form.

IEP Meeting Participants

The Following People Attended and Participated in the Meeting to develop this IEP:

This section of the IEP is used to identify those people who attend and participate in the IEP team meeting as well as those people who provide information and recommendations to the IEP team but do not actually participate in the IEP team meeting. A signature in this section of the IEP does not signify that the person signing agrees with the IEP or any portion of the IEP. This section simply documents who participated and who did not participate but provided information or recommendations to the members who did attend the meeting.

The school determines the specific personnel to fill the school district's required participants at the IEP team meeting. The required participants to an IEP meeting are the district representative, the regular education teacher if the child participates or may be participating in regular education classes, the intervention specialist, the parents, the child if appropriate and a person knowledgeable about the instructional implications of evaluation results if those are being discussed. All required participants have an asterisk next to their titles on the form to show the reader that they are required members of the IEP team. If any of the titles with an asterisk are re-

moved or changed, the district must have a written excuse from the parent that allows the required member not to be in attendance at the IEP team meeting. If a child has more than one regular education teacher or intervention specialist responsible for carrying out a portion of the IEP, the school district may designate which regular education teacher or intervention specialist will serve as the regular education teacher and intervention specialist on the IEP team.

The school district must also be sure that each of the people listed in this section, whether in attendance or not in attendance, knows his or her responsibilities related to implementing the child's IEP, including the specific accommodations, modifications and supports that must be provided.

For Preschool: A general education teacher is required for preschool. If the child is enrolled in a community program, this teacher can fulfill this requirement. If the district has an early childhood education (ECE) grant (public preschool), a teacher from this program could be involved (however, it is recommended that this occur ONLY if the ECE teachers have some connection to the preschool special education program or preschool children with disabilities). A kindergarten teacher is not a preschool teacher unless the child is attending kindergarten as a preschool child with a disability. In these cases, a kindergarten teacher may be used to fulfill this requirement.

Position: Enter the positions of the people in attendance at the meeting, if their positions are not already listed. If using this form electronically, this section will expand to allow the inclusion of more positions and names as well as the deletion of position titles. See the preceding information under "IEP meeting participants" regarding what is required, if required members of the IEP team are excused from participation in the meeting.

Name: Print the names of the people in attendance at the meeting.

Signature: Each member of the IEP team who attended the meeting places his or her signature in this column next to his or her printed name and position title.

People not in Attendance who provided Information and Recommendations:

If any required IEP team members, i.e., the regular education teacher if the child participates or may be participating in regular education classes, the child's intervention specialist, the district representative or someone who can interpret the instructional implications of evaluation results (this role can be filled by an IEP team member who is already required to attend) are not in attendance at the entire IEP team meeting because they have been excused from attending the meeting, either in whole or in part, this is the section of the IEP where they document that they were excused from the meeting. A written excuse, provided by the parents, prior to the meeting,

IEP Individualized Education Program		CHILD'S NAME: Frank Smith	
13 MEETING PARTICIPANTS			
THIS IEP MEETING WAS:		IEP EFFECTIVE DATES	
<input type="checkbox"/> Face-to-Face Meeting <input type="checkbox"/> Video Conference <input type="checkbox"/> Telephone Conference/Conference Call <input type="checkbox"/> Other		START: <input type="text"/>	END: <input type="text"/>
		DATE OF NEXT IEP REVIEW: <input type="text"/>	
IEP MEETING PARTICIPANTS			
THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP			
POSITION	NAME	SIGNATURE	
Student*			
Parent*			
Parent			
District Representative*			
Intervention Specialist*			
General Education Teacher*			
Other Agency Representative			
PEOPLE NOT IN ATTENDANCE WHO PROVIDED INFORMATION AND RECOMMENDATIONS			
POSITION	NAME	SIGNATURE	DATE
IF THE REGULAR EDUCATION TEACHER, INTERVENTION SPECIALIST, PARENTS, DISTRICT REPRESENTATIVE OR PERSON KNOWLEDGABLE ABOUT THE INSTRUCTIONAL IMPLICATIONS OF THE EVALUATION DATA HAVE SIGNED AS NOT IN ATTENDANCE AT THE IEP MEETING, A WRITTEN EXCUSE MUST BE ON FILE.			
<input type="checkbox"/> Check when complete			
PHE-IEP FORM REVISED BY OCE/ FEBRUARY, 2009		Thomas Jefferson Local Schools	
		PAGE 4 of 4	

must be on file for any required member of the IEP team who did not attend the entire IEP team meeting. This section must be signed and dated by the excused member. The date is the date that the excused member signs this section of the form. The date for the signature of the member of the team who did not attend the meeting can be when the member provided his or her information to all team members, including the parents, or it can be after the completion of the IEP team meeting. If an IEP team member has been excused, he or she is not to sign that he or she has attended the meeting.

This section is also used for those personnel who provided information or recommendations to the IEP team but did not attend the meeting or did not attend the entire meeting. These could include related service personnel, aides, tutors, other intervention specialists who provide services to the child or other regular education teachers who instruct the child. The date next to these signatures is the date that the team member signs this section of the form. The date for the signature of the member of the team who did not attend the meeting can be when the member provided his or her information to all team members, including the parents, or it can be after the completion of the IEP team meeting. If an IEP team member only provided information to the team and did not attend the entire IEP team meeting, the member is not to sign that he or she has attended the meeting.

Any IEP team member who attended only a portion of the IEP team meeting would also sign in this section of the IEP.

Position: Enter the position or title of each person who provided information or recommendations to the IEP team, but who did not attend the entire IEP meeting.

Name: Print the names of people who provided information or recommendations to the IEP team, but who did not attend the entire IEP team meeting.

Signature: Each member of the IEP team not in attendance at the entire IEP team meeting, but who provided information or recommendations to those members who were in attendance for the entire meeting, signs in the signature box of this section. Each member of the IEP team who is a required member of the team, but who was excused from attending the IEP meeting either in whole or in part, also must sign in this section.

Date: Enter the date that the team member actually signed this IEP form. The date for the signature of the member of the team who did not attend the meeting can be when the member provided his or her information to all team members, including the parents, or it can be after the completion of the IEP team meeting.

If the regular education teacher, intervention specialist, parent, district representative or person knowledgeable about the instructional implications of the evaluation data have signed as not in attendance at the IEP meeting, a written excuse must be on file: This is a reminder to district personnel that anyone signing in the second box of this section, i.e., people who were required members of the IEP team and who provided information and recommendations but were not in attendance, must have a written excuse on file with the district that was signed by the parents or surrogate parent and also have documentation to prove that they provided their input to the team, including the parents, prior to the day of the meeting.

14 Signatures

INITIAL IEP

I give consent to initiate special education and related services in this IEP.*: Check this box if this is an initial IEP for a child and the parents of the child agree with all parts of the IEP. If all parties are in agreement, the district does not have to provide the parents with a prior written notice as the IEP serves as the prior written notice. An initial IEP is defined in the previous section entitled “Meeting Information.”

I give consent to initiate special education and related services specified in the IEP except for AREA:** Check this box if this is an initial IEP for a child and the parents of the child agree with some parts of the IEP but not the entire IEP. On the line provided, summarize those parts of the IEP where the parents disagree. The district implements those parts of the IEP agreed to by the parents. If this box is checked, the district must provide the parents with a prior written notice. To determine if this is an initial IEP, see the explanation about an initial IEP in the “Meeting Information” section.

I do not give consent for special education and related services at this time:** Check this box if the parents are in disagreement with the entire initial IEP and will not give consent for the initial IEP to be implemented. If the parents do not consent to have any parts of the initial IEP implemented, the child cannot be served under IDEA but may be served as an at-risk child within the district. If this box is checked, the district must provide the parents with a prior written notice. To determine if this is an initial IEP, see the explanation about an initial IEP in the “Meeting Information” section.

IEP Individualized Education Program CHILD'S NAME: Frank Smith

14 SIGNATURES

INITIAL IEP

I give consent to initiate special education and related services specified in this IEP.*

I give consent to initiate special education and related services specified in this IEP except for **

AREA: _____

I do not give consent for special education and related services at this time.**

PARENT'S SIGNATURE: _____ DATE: _____

ANNUAL REVIEW/REVIEW OTHER THAN ANNUAL REVIEW (Not a Change of Placement)

I agree with the implementation of this IEP.*

I am signing to show my attendance/participation at the IEP team meeting but I do not agree with the following special education and related services specified in this IEP.**

Note: Not a Change of Placement does NOT require a parents signature to implement the IEP.

PARENT'S SIGNATURE: _____ DATE: _____

ANNUAL REVIEW/REVIEW OTHER THAN ANNUAL REVIEW (Change of Placement)

I give consent for the change of placement as identified in this IEP.*

I do not give consent for the change of placement as identified in this IEP.**

I revoke consent for all special education and related services.**

PARENT'S SIGNATURE: _____ DATE: _____

* This IEP serves as prior written notice if there is agreement.
**If there is not agreement or consent is revoked, the district must provide prior written notice to the parents.

TRANSFER OF RIGHTS AT MAJORITY

By the child's 17th birthday, the child and the child's parents or surrogate parent received a copy of their procedural safeguards notice and notice of the transfer of procedural safeguard rights under IDEA. Will take place on the child's 18th birthday. YES NO

CHILD'S SIGNATURE: _____ DATE: _____

PARENT'S SIGNATURE: _____ DATE: _____

PROCEDURAL SAFEGUARDS NOTICE

A copy of the Procedural Safeguards Notice was given to the parents at the IEP Meeting. YES NO

IF NO, DATE SENT TO PARENTS: _____

COPY OF THE IEP

A copy of the IEP was given to the parents at the IEP meeting. YES NO

IF NO, DATE SENT TO PARENTS: _____

Check when complete

Form IEP/1048 REVISED BY OCE/TEB/DAW/1/09 Thomas Jefferson Local Schools PAGE 11 OF 11

Parents' Signatures: If this is an initial evaluation, have the parents sign in this space. To determine if this is an initial IEP, see the explanation about an initial IEP in the “Meeting Information” section.

Date: Have the parents enter the date that they sign consent to implement this initial IEP.

ANNUAL REVIEW/REVIEW OTHER THAN ANNUAL REVIEW (NOT A CHANGE OF PLACEMENT)

This section of the IEP is completed if the IEP team is conducting an annual review of an IEP that is already in effect and the new IEP does not include a change of placement.

I agree with the implementation of this IEP*: Check this box if there is no change of placement in the IEP and the parents are in agreement with all parts of the IEP and want the entire IEP implemented by the school district. If the parents and the school district are in agreement, the district does not have to provide the parents with a prior written notice as the IEP serves as the prior written notice. See *Procedures and Guidance for Ohio's Educational Agencies Serving Children with Disabilities* for an explanation of the “change of placement” term.

I am signing to show my attendance/participation at the IEP team meeting but I do not agree with the following special education and related services specified in this IEP:** Check this box if there is no change of

placement in the IEP but the parents are not in agreement with all parts of the IEP or are not in agreement with any part of the IEP. The parents should summarize all areas of disagreement in the space provided or note that they are disagreeing with the entire IEP. The school district must provide the parents with a prior written notice if this box is checked. Since parental consent is not required to implement an IEP that is not an initial IEP or is not an IEP that contains a change of placement, the school district will implement the entire IEP even if the parents check this box. See *Procedures and Guidance for Ohio's Educational Agencies Serving Children with Disabilities* for an explanation of the "change of placement" term and parental consent.

Parent's Signature: The parents sign in this space when there is no change in placement and the parents agree with all parts of the IEP or the parents are not in agreement with all parts of the IEP or the parents wish to remove their child from special education programming. See *Procedures and Guidance for Ohio's Educational Agencies Serving Children with Disabilities* for an explanation of both the "change of placement" term and a discussion of revocation of consent.

Date: Enter the date that the parents sign this section.

ANNUAL REVIEW/REVIEW OTHER THAN ANNUAL REVIEW

(CHANGE OF PLACEMENT)

This section of the IEP is completed if the IEP team is conducting an annual review of the IEP that is already in effect and the new IEP does include a change of placement.

I give consent for the change of placement as identified in this IEP*: Check this box if the parents and the school district are in agreement with the child's change of placement. If the parents and the school district are in agreement, the district does not have to provide the parents with a prior written notice as the IEP serves as the prior written notice. A change of placement is defined as movement on the continuum of alternative placement options, i.e., regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions. For example, if a child is in the regular education classroom 100% of the time and the new IEP places the child in a resource room or special class for one period a day, a change of placement has taken place and parental consent is required to make the change of placement. If, however, the team later determines to increase the child's time in the resource room or special class by an additional two periods a day, no parental consent is required as the child made no movement on the continuum of alternative placement options. See *Procedures and Guidance for Ohio's Educational Agencies Serving Children with Disabilities* for an explanation of the "change of placement" term.

I do not give consent for a change of placement as identified in this IEP:** Check this box if the parents and the school district are not in agreement with the child's change of placement. If the parties are not in agreement, the child's placement cannot be changed by the school district. The parties will need to enter into some form of conflict resolution in order to address the child's change of placement. If this box is checked, the child's IEP may still be implemented but it is implemented without the change of placement. If this box is checked, the district must provide the parents with a prior written notice. See *Procedures and Guidance for Ohio's Educational Agencies Serving Children with Disabilities* for an explanation of the "change of placement" term.

I revoke consent for all special education and related services.:** Check this box if the parents no longer want their child to receive any special education and related services. Checking this box will exit the child from special education supports and services. The district is no longer required to provide the child a free appropriate public education (FAPE). The district may not request mediation or a due process hearing to address the parents' revocation of consent. If this box is checked, the district must provide the parents with a prior written notice. See *Procedures and Guidance for Ohio's Educational Agencies Serving Children with Disabilities* for an explanation of both the term "change of placement" and a discussion of revocation of consent.

Parents' Signature: The parents sign in this space when there is a change of placement or the parents have refused a proposed change of placement or the parents have revoked consent for all special education and related services. See *Procedures and Guidance for Ohio's Educational Agencies Serving Children with Disabilities* for an explanation of both the "change of placement" term and a discussion of revocation of consent.

Date: Enter the date that the parents sign this section.

TRANSFER OF RIGHTS AT AGE OF MAJORITY

This section is only visible if "The child will be 14 years old by the end of this IEP" is checked on the first page. By the child's 17th birthday, the IEP team must have notified the child and the child's parents that on the child reaching their 18th birthday, all rights under the Individuals with Disabilities Education Act (IDEA) and under Ohio statute will transfer to the child.

This explanation will include providing the child with their procedural safeguards notice, *Whose IDEA Is This? A Parent's Guide to the Individuals with Disabilities Education Act of 2004*, as well as ensuring that the child understands what is contained in the notice.

Child's Signature: The child signs in this space when the child has received notification from the district of the transfer of procedural safeguards rights upon the child's 18th birthday and a copy of the procedural safeguards notice.

Date: The child enters the date that the child signs that the child receives notice of the transfer of the procedural safeguards rights under IDEA and a copy of the procedural safeguards notice.

Parents' Signature: The parents sign in this space when they have received notification from the district of the transfer of procedural safeguards rights to their child on his or her 18th birthday.

Date: The parents enter the date that they sign that they have received notification from the district of the transfer of procedural safeguards rights to their child on the child's 18th birthday.

PROCEDURAL SAFEGUARDS NOTICE

This section provides documentation that the parents have received a copy of the Procedural Safeguards Notice. The parents/guardian/surrogate must sign acknowledging receipt as well as the awareness of who to contact if more information is needed. The Procedural Safeguards Notice must be presented to the parents once per year. This notice must also be given:

- On notice of a disciplinary change of placement;
- On receipt of initial referral or parents' request for evaluation;
- On receipt of parents' request for the procedural safeguards notice; AND
- On the first occurrence of a due process complaint or state complaint in a school year

A copy of the Procedural Safeguards Notice was given to the parents at the IEP Meeting. Yes No: Check the appropriate box noting whether the parents were provided with a copy of the procedural safeguards notice at the IEP Meeting.

If No, Date Sent to Parents If a copy of the procedural safeguards notice was not provided to the parents at the IEP meeting, enter the month, day and year that a copy of the procedural safeguards notice was either sent or given to the parents.

COPY OF IEP

The parents may receive a copy of the IEP either at the conclusion of the IEP meeting or within 30 calendar days of the date of the IEP meeting. The school district must ensure that the parents receive a copy of the child's IEP at no cost to the parents.

When an IEP is amended, the school district shall send a copy of the amended IEP to the parents within 30 calendar days of the date that the IEP was amended.

A copy of the IEP was given to the parents at the IEP meeting. Yes No: Check the appropriate box as to whether or not the parents were provided with a copy of the IEP at the conclusion of the IEP meeting.

If No, date sent to parents: If a copy of the IEP was not provided to the parents at the IEP meeting enter the month, day and year that a copy of the IEP was either sent or given to the parents.

Customizing the Form

Districts may add the district name to the IEP Form by entering the name in the field and saving the document. The District name will appear at the top of the first page and in the footer of subsequent pages.

IEP Individualized Education Program <input type="text"/>	
<small>Enter District Name</small>	
THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN GENERAL FACTORS	
CHILD'S INFORMATION	MEETING INFORMATION

The child's name, date of birth and ID number as entered on page 1, appear at the top of subsequent pages.

IEP Individualized Education Program	CHILD'S NAME: Student Name	1998-05-04	12345-6789
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