

Annotations for the new IEP PR-07 Form

The Ohio Department of Education, Office for Exceptional Children (ODE/OEC) revised 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 **embedded** the secondary transition components into the IEP and **uses Future Planning** as an element that informs the rest of the components contained in the IEP.

Beginning in the fall of 2009 forward, this new revised IEP is a mandatory form that must be used by all school districts in the state of Ohio 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. **For districts that are using vendors to provide the district's IEP form, the district must use the new IEP form when it is available from its vendor. This may be after Sept. 2009.**

The image shows a sample of the IEP PR-07 form. It is titled 'IEP Individualized Education Program' and is for 'Thomas Jefferson Local Schools'. The form is divided into several sections:

- STUDENT INFORMATION:** Includes fields for Name, Birth Date, Gender, City, State, ZIP, Date of Birth, District of Residence, and County of Residence. It also has a checkbox for 'The child will be 18 years old before the end of this IEP.' and a checkbox for 'Is the child a ward of the state?'.
- MEETING INFORMATION:** Includes Meeting Date, Meeting Type (with checkboxes for Initial IEP, Annual Review, and Review Prior to Annual Review), and checkboxes for Amendment and Other.
- PARENT / GUARDIAN INFORMATION:** Includes fields for Name, Street, City, State, ZIP, Home Phone, Work Phone, and Cell Phone. It also has a checkbox for 'IEP by a different?' and a checkbox for 'If handling this IEP myself?'.
- OTHER INFORMATION:** A large text area for additional notes.
- IEP TIME LINES:** Includes sections for 'COMPLETION DATE' and 'EFFECTIVE DATES'.
- IEP FORM STATUS:** A checklist of items to be completed, including Future Planning, Special Instructional Factors, Profile, Postsecondary Transition, Measurable Annual Goals, Specially Designed Services, Transportation as a Related Service, Non-academic and Extra-curricular, General Factors, Least Restrictive Environment, State and District Wide Testing, Meeting Participants, and Signatures.
- AMENDMENTS:** A table with columns for 'IEP SECTION AMENDED TO MAKE THE FOLLOWING CHANGES TO THE IEP', 'DATE OF AMENDMENT', and 'PARTICIPANT & ROLE'.

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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. **(If the child is in a private school, the name of the private school should be written here—NOT the public district where the private school is located.)**

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 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 Chil-*

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: <input type="checkbox"/> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
<small>(Changes content of Sections 4 and 5)</small>	
Is the child a ward of the state? YES <input type="checkbox"/> NO <input type="checkbox"/>	

dren 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.

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

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.

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 INFORMATION	
MEETING DATE:	_____
MEETING TYPE:	
<input checked="" type="checkbox"/> INITIAL IEP	
<input type="checkbox"/> ANNUAL REVIEW	
<input type="checkbox"/> REVIEW OTHER THAN ANNUAL REVIEW	

<input type="checkbox"/> AMENDMENT	
<input type="checkbox"/> OTHER	_____

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 when a child transitions from Help Me Grow (HMG) to preschool special education;
- 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) when the parents or the district first suspect a disability;
- 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. **When a child moves in from out of state and the district accepts the out-of-state ETR and then reviews the IEP, this becomes a "Review other than Annual Review."**

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 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.

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 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"/>

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 and the district 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.

The district may ask the parents to initial and date the section of the IEP that is amended to document their agreement or to sign and date under the Amendments grid on the first page of the IEP. If the amendment results in a change in placement, parental consent is required, and this is recorded in Section 14, Signatures, of the IEP. This may necessitate a new blank page be attached to the IEP if the "Change of Placement" box has already been used at the annual meeting.

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. **When the amendment is done without a face-to-face meeting and occurs as a telephone conversation or conference call, the date of the telephone conversation or conference call is the date the IEP was amended.**

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 goals for education and employment **after high school. The child may also have goals related to living independently as a young adult.** 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 **plans for the future.**

The future planning component of the IEP gives the team the opportunity to discuss the child's plans for the future each and every year. It also presents the opportunity to get the child actively involved early in developing his or her IEP, allowing the child to take an increasing role in and ownership of what the child plans to do in the future and how each school year prepares him or her for that future.

For younger children, the emphasis of this statement will be on the **school** component. For older children, the emphasis of this statement will be on postsecondary education goals and **employment** outcomes. **The team should give consideration to postsecondary independent living goals for the child.**

Questions for the IEP Team to Consider:

- What interests does the child have?
- **What strengths and needs does the child have?**
- How can these interests, **strengths, and needs** 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 **in terms of working, living, and learning?**
- 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 eligible under ANY disability category 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, social, and emotional needs will be summarized under section 3, Profile; at least one goal based on these needs will be included in Section 6, Measurable Annual Goals; and strategies and supports, including positive behavioral supports, will be a part of the child’s IEP.

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"/>
<input type="checkbox"/> Check when complete	

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 communication **planning** 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 im-

planted 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

To provide a "big picture" of the child, summarize the child's strengths, and **include** 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 **that will not be included in the present levels of academic achievement and functional performance because they do not relate to any of the child's goals**, 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 **that will not be included in the present levels of academic achievement and functional performance because they do not relate to any of the child's goals.**

Information in this section provides the foundation (along with Future Planning, Present Levels of Academic Achievement and Functional Performance, and other IEP components) for the statement of transition service needs of the child that is developed with the child by age 14 (Section 4 Postsecondary Transition). Record information relevant to plans for after high school in this section for children of all ages.

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.

Although planning may begin earlier at age 14, formal planning for secondary transition is documented in the IEP. Transition planning usually takes place outside of the IEP meetings and the results of such planning are documented in Sections 4 and 5. The planning that occurs by age 14 can be thought of as planning for the transition to and through the first years of high school. Planning done by age 16 is for the purpose of transition from high school to the adult world.

IEP Individualized Education Program CHILD'S NAME: Frank Smith

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 NO

Does the child have limited English proficiency? YES NO

Is the child blind or visually impaired? YES NO

Does the child have communication needs (required for deaf or hearing impaired)? YES NO

Does the child need assistive technology devices and/or services? YES NO

Does the child require specially designed physical education? YES NO

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

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

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Usually IEPs are developed for just the current school year. However, transition planning requires that the team think not only about the current school year, but the team must look ahead to the child's future school years. The transition plan is by definition *multi-year in nature* with the child's educational program for the current year designed to support achievement of the child's intentions for living, learning, and working after graduation from high school.

Based on information from Section 1, Future Planning, and Section 3, Profile, and, as appropriate, data and information from Section 6, Present Levels of Academic Achievement and Functional Performance and/or the results of age-appropriate transition assessments (Section 4), describe in this section the child's needs related to transition to and through the first years of high school and the courses the child will be taking. 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.

Other examples of transition service needs that focus on the courses of study could include career exploration (e.g., job shadowing, interest inventories, developing a career plan) especially when the child lacks a specific career interest or has many varied career ideas; visits to a career-technical school (CTC, JVS); visits to colleges and universities; assistance with studying for the PSAT or completing college financial aid forms; or an in-school or community volunteer job experience.

Questions for the IEP Team to Consider:

- What classes will the child need to prepare for the intended job/career?
- Does the child intend to go to college?
- Is this child planning to enroll in a career/tech program during high school?
- What classes will provide the child with skills needed in order to achieve the child's post-school goals?
- Does the child need accommodations and/or services to support achievement and progress in the child's courses of study?
- How do the child's plans for the future match up with the child's preferences, interests, needs, and skills?
- Are accommodations and services the child currently receives providing opportunities for the child to attain the level of independence needed as an adult?
- Does the child know how to: 1) describe to others how the his or her disability affects his or her learning, working, and living and 2) advocate for appropriate accommodations?

Age-Appropriate Transition Assessments

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

This section is required for children who will be 16 during the time the IEP will be in effect. For children who are younger than 16 years of age, this section is optional. The information in this section is used to inform the development of measurable postsecondary goals for the child. Use age-appropriate transition assessments: 1) as evidence that the child has or is developing skills necessary to achieve the child's postsecondary goals; 2) to determine the transition services and supports needed for the child to make progress toward the postsecondary goals; 3) as the basis for identifying annual IEP goals to support the post-school plans; and 4) to inform the appropriate and logical linkages to adult, community, and postsecondary agencies and the services they provide.

Depending on the nature of the assessment, one assessment may provide the information necessary for

transition goals in all topical areas or more than one assessment may be needed to cover all of these areas. The IEP team will determine which assessments will be done to ensure that all areas listed are assessed.

Age-appropriate transition assessment is a process used to discover and narrow student preferences, interests, needs, and strengths. The information is intended to be used to guide the team in developing goals, services, and supports designed not only for high school success but in developing a realizable plan for the student to be successful in his or her adult endeavors as well.

Age-appropriate transition assessment may come from existing information about the child, but when used for transition planning, it is considered in a different light. For example, the team may already have Present Levels of Academic Achievement and Functional Performance data about a child's reading skills. Within the IEP, this information will likely be used to establish baseline for measurable annual goals in the area of English/Language Arts. For the annual goal, the baseline will be related to the skill levels achieved by the child in the previous IEP. The current year's goals will extend these levels, striving to close any skill gap between this child and same-age peers who are working on grade-level material based on the content standards.

For transition planning, the point of reference for needed achievement is not same-age peers, but the future demands that will be expected in the child's intended postsecondary environments. So the same reading skill baseline described above could be used to determine the size of the gap between where the child is now and reading skills needed for future employment, education, and/or independent living. In this example, no new or different assessments are needed—the information already available is used for a different purpose.

It is also important to gather information about the child's level of independence and self-advocacy. When the child becomes an adult, the child will be expected to disclose his or her needs and must initiate requests for needed accommodations. A child may need to build communication and leadership skills in this area. Consider also the child's ability to solve everyday problems and make decisions as a consumer and citizen.

In this section, summarize the transition 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, **the date or time frame in which the assessment occurred**, and provide a summary of the results that will inform the **measurable** postsecondary goals in the next section.

Questions for the IEP Team to Consider:

- **What skill levels are required for the child's future intentions and how do the child's current levels compare?**
- **Does the child have the stamina, dexterity, coordination, and other skills needed to meet the physical demands of the postsecondary environments of future plans?**
- **How do the child's current behavior skills compare with those expected in the child's post-secondary environments?**
- **Can the child solve everyday problems and make decisions as expected in the postsecondary environment?**
- **Is the child able to self-advocate and effectively communicate needs in the postsecondary environment?**
- **Does the child need to become more independent by gradually removing any school accommodations currently in place?**

5 Postsecondary Transition Services

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 in order to facilitate the child's movement from school to post-school activities. These activities, based on the child's individual needs and taking into account the child's strengths, preferences, and interests, include postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. This section is required for a child who will be 16 during the time the IEP will be in effect. For a child who is younger than 16 years of age, this section is optional. It is required that a child be invited to IEP meetings where transition will be discussed.

The components addressed in this section are: Measurable Postsecondary Goals (based on age-appropriate transition assessments) in Education/Training, Employment, and Independent Living; courses of study; Transition Services/Activities; and target date for child to graduate.

Based on information cited in previous sections, plan with the child to identify his or her future aspirations in the areas of Education/Training, Employment, and Independent Living. Unlike other components of the IEP, Postsecondary Transition requires making plans over the span of the child's high school years into the first few years beyond graduation. The team reviews the post-school plans each year and makes revisions as necessary. This planning will likely need to be done outside of IEP meetings.

By age 16, the team must document *measurable postsecondary goals, complementary courses of study, and transition services and activities*, including linkages with agencies serving adults. Additionally, there must be evidence of coordination within the plan as well as evidence of coordination among service providers in school and beyond the school.

Questions for the IEP Team to Consider:

- Has the child been invited to attend IEP meetings where transition is discussed?
- Is there time for the IEP team to plan for transition with the child?
- Is the child actively involved in making plans for the future?
- Are the child's current future plans a good fit for the child's preferences, interests, needs, and strengths?
- Does the child need assistance in developing an achievable future direction?
- Are the child and the child's family in agreement regarding the child's plans for the future.

Measurable Postsecondary Goals: Based on age-appropriate assessments, define and project the measurable postsecondary goals that address the education/training, employment, and, as needed, independent living skills. Under each area, list the services, activities, and courses of study that support the goal. Indicate which annual goal(s) is related to each postsecondary goal. Include for each service or activity the projected beginning date, anticipated duration, and person by title and agency responsible.

Postsecondary goals are measurable in a different sense than annual IEP goals. IDEA requires transition to be a "results-oriented process." Postsecondary goals are required to specify the result that is intended and are measurable in that it can be determined from the affirmative way in which the goal is written whether the result did or did not occur. For example, "Upon graduation, Sally will attend the Ohio State University and major in education." This goal meets the criteria because it is clearly stated that the outcome will occur after the child leaves high school, it affirmatively names the intended result, and it could easily be determined whether Sally did or did not attend OSU.

Districts are not held accountable if the named result is not achieved. However, districts are accountable for developing and implementing a plan designed to move the child toward the stated result. For example, the district would not be accountable if Sally does not attend Ohio State or any college or if she does attend college but changes her major. The district is accountable for providing Sally with the courses, supports, services, **activities, and linkages** that would lead to her being able to pursue and complete this goal.

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.

Courses of Study: (also see Section 4) 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. **Consider courses to be taken during the coming year as well as courses for the remaining years of high school.** The courses listed are **chosen to prepare** the child in reaching the postsecondary goals. **Be sure to consider the expanded requirements of the Ohio CORE diploma standards and implications for graduation.**

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: Check when complete

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Ohio's Office for Exceptional Children (OEC) is exploring policies to help districts ensure that their children with disabilities meet new state requirements for the Ohio Core. The Ohio Core requirements provide three ways for children with disabilities to meet graduation requirements:

- **As a part of the transition planning process, an IEP team for a child with a disability may decide that based on the child's postsecondary goals, the child will complete the required CORE coursework. If accommodations are needed in these courses, they should be indicated on the child's IEP. The IEP team may also consider using education options described in the information about the CORE coursework to assist the child in meeting the course requirements. CORE coursework should be noted in the postsecondary transition planning section under "Courses of Study" on the child's IEP.**
- **Based on the child's goals identified in the child's postsecondary transition plan, the IEP team may decide to use the opt-out provision for the required CORE coursework. The child would complete courses needed to meet the goals for employment or postsecondary education indicated on the child's transition plan on the IEP. This should be noted in the postsecondary transition planning section under "Courses of Study" on the child's IEP.**
- **The IEP team may decide that a child with a disability will meet graduation requirements solely by meeting the goals on the child's IEP, as permitted by section 3313.61(A)(1) of the Ohio Revised Code. This should be noted in the postsecondary transition planning section of the child's IEP.**

Number of Annual Goals: Enter the number of the measurable annual goal(s) that **is related to** the listed postsecondary goal in each area where a postsecondary goal is listed. **An annual IEP goal may be related to multiple postsecondary goals, e.g., an annual goal in reading fluency may support goals in employment, education/training, and independent living—all three at once, since fluency in reading affects all areas of adult life.**

Transition Services/Activities

The term “transition services” is defined by IDEA as a coordinated set of activities for a child with a disability that...includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and the provision of a functional vocational evaluation.

A child may not need services for a specific postsecondary goal or there may not be connected activities for each and every category of transition service listed in the above definition. A comprehensive transition plan can be developed when the team at least gives consideration to whether the child has needs for services or activities in each area, as related to the child’s post-school plans.

Services/Activities: List the services/activities that will be necessary to support the measurable postsecondary goals. Services and 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. **Remember that Services and Activities listed in this section are part of a multi-year plan. The IEP team is encouraged to plan ahead for the duration of the child’s high school career. Services recorded here may be for future years as well as for the current year. Services listed in this section may be connected to annual IEP goals in subsequent IEPs and listed in Section 7 at that time.** Work study services may be listed as transition services. If the work study includes classroom instruction, it may be listed as specially designed instruction with related services in Section 7, Description of Specially Designed Services.

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. **If the service or activity is a one-time event, such as attending a college fair, the anticipated duration may be listed as “single occurrence” making it clear that there is no planned continuance.**

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 title of the person or agency responsible for each service/activity. If more than one service/activity is listed, make sure the person **by title** and agency responsible for each service/activity listed is clearly recorded. Please note that the only 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.

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.

Questions the IEP Team might ask:

- 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?

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: Information contained in this section provides baseline data for developing the IEP and writing measurable annual goals. IEP teams should consider the most recent evaluation team report (ETR), results of curriculum-based assessments, and the results of ongoing progress monitoring as well as the foundation information included in the Profile. Any special instructional factors identified in Section 2 of the IEP must be addressed in this section. All goals should be stated in clear and concrete terminology.

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. 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).

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:

NUM	OBJECTIVE
1.1	_____

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

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

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.

Check when complete

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- Parental concerns for the education of the child;
- **Describe how the characteristics of 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.

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 **performance-based** assessments that have been administered. Include current functional levels and strengths and needs that may be developmental. Functional performance is related to **data and information that describes what the child can do with what the child knows; how the child interacts with the child’s environment; how the child generalizes knowledge from one situation to another; how the child takes in and processes information; and how the child demonstrates and applies learning in contexts where skills are needed. Functional performance includes** activities of daily living, consumer skills, **problem solving, decision making, or employability skills.** Functional performance may also **include** 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.

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

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

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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 **and** the number of times the child must demonstrate the skill **or behavior**.

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

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. **The mastery date for benchmarks is optional and is not required information.**

“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 team **may also report progress on the measurable benchmarks or objectives, but this is not required. For children taking the alternate assessment, progress must be reported on objectives as well as goals.** 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. **Methods of reporting include: written report, email, phone call, journal entry, or other. The box next to “The child’s progress will be reported to the child’s parents each time report cards are issued” is not a method but is used to report the frequency of the reports. (see below)** 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 followed by the statement,

Children with disabilities must receive written progress reports at least as often as children without disabilities receive report cards and interim reports. 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 least as often as written report cards and interim reports are issued. The progress reports do not have to be issued at the same time as the report cards and interim reports. 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 in the box included in the statement “Reported every (insert number) weeks.” 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. If more than one method has been selected, the team will use the “Other” box to record the method, if it is not included in the list, and the frequency of the reports.

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” in the box included in the statement “Reported every (insert number) weeks” 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 in the box included in the statement “Reported every (insert number) weeks 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 check the box before “Other” and place “once weekly” on the line.

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 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. Work study services may be listed as a related service if the services are being provided to assist the child in achieving one or more of his or her annual goals.

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. Accommodations are changes made in the way materials are presented or in the way children demonstrate learning, as well as changes in setting, timing, and scheduling, with the expectation that the child will reach the standard set for all children. For example, the child may be seated near the front of the room, may have directions repeated orally, may have assignments shortened, or may receive nonverbal cues from the teacher in the area of appropriate behavior. Some accommodations may be appropriate for in-

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:
SERVICES(S) TO SUPPORT MEDICAL NEEDS: +			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:
<input type="checkbox"/> Check when complete			

struction but may not be used on state tests. Accommodations are 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.

Several accommodations may be listed in one box of the form if the provider and the dates the accommodations are to be provided are identical.

See the *Ohio Statewide Testing Program Rules Book* for allowable accommodations for tests., page 29, Accommodations and Appendix H, Statewide Assessment Accommodations. This document is posted on the ODE Web site at <http://education.ohio.gov>, keyword search: *testing rules*. The rules booklet should be checked yearly for any changes in allowable accommodations.

Modifications: Alter the course content that will be taught to the child. Modifications of the curriculum will result in the child being taught something different or being taught the same information but with the complexity of the material significantly altered from that being taught to the child's same age and grade level peers. .

Although the form indicates "frequency" is optional, modifications require frequency and duration and must be tied to annual goals. If the modifications are not identical in all areas, each modification must be listed in a separate box.

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. **A one-on-one aide may be noted in this box.**

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 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 support for medical needs being provided.

Provider: List the title 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 **title of 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.

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.

8 TRANSPORTATION AS A RELATED SERVICE

Does the child have needs related to their identified disability that require special transportation? YES NO

Does the child need accommodations or modifications for transportation? YES NO

If yes, check any transportation accommodations/modifications that are needed.

The bus driver will be notified of the child's behavioral and/or medical concerns

Specially Adapted Vehicle Wheelchair lift Bus Aide

Securement Systems Car Seat Harness

Other Specify: _____

Does the child need transportation to and from provider services? YES NO

Check when complete

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. While all children with disabilities must have an opportunity to participate in all activities and be able to exercise that opportunity, this does not mean that all children with disabilities will participate in all activities.

9 NONACADEMIC AND EXTRACURRICULAR ACTIVITIES

In what ways will the child have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

Describe

If the child will not participate in non-academic/extracurricular activities, explain.

Check when complete

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)).

In what ways will the child have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers? There are two parts to this question that must be addressed. The first part is access to all public programs for all children enrolled in the district. This means that all clubs, no-cut sports and social activities such as dances and sock hops are accessible to children with disabilities, and children with disabilities may participate in any of these activities if they desire. For all teams and sports that children must try out for, children with disabilities must also have the opportunity to try out and make the team if they can show that they meet the same criteria as those children without disabilities who make the team.

The second part of the question addresses extracurricular and nonacademic activities when the IEP team determines that the child needs to participate in a particular extracurricular or nonacademic activity in order to provide the child FAPE.

In this space, the IEP team will record whether the child needs to participate in a particular extracurricular or nonacademic activity for FAPE or if the child simply will be provided the opportunity to participate in these activities as a member of the school community. In either case, the district will record either the specific extracurricular/nonacademic activity that is required to provide the child FAPE or will record the ways in which the child has the opportunity to participate in extracurricular/nonacademic activities. Any supplementary aids and services that will be provided to permit access to extracurricular/nonacademic activities must be listed on the IEP.

If the child will not participate in nonacademic/extracurricular activities, explain: If the IEP team has decided that a particular extracurricular/nonacademic activity is required to provide the child FAPE, this question is not applicable and the team can state this with "N/A." If extracurricular/nonacademic activities are not required to provide FAPE and the child or the child's parents, after being offered the opportunity to participate in extracurricular/nonacademic activities, decide they do not wish to participate, this decision is recorded here and the reasons why the child or the child's parents made this decision are also recorded.

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

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	

- point when educational programming would be interrupted;
- 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.

When ESY services are offered, the IEP must identify the goals and objectives to be addressed and 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 checking the

box before the statement, “The team has determined that ESY services are necessary for the following Goals and Objectives or Benchmarks,” and listing the number for the specific goal(s) and objectives or benchmarks (identified in Section 6, Measurable Annual Goals) on the line following the statement.

The team would then document the description of these services under Section 7, Description(s) of Specially Designed Services.

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.

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 <input type="checkbox"/> NO <input type="checkbox"/>
If no, justify:	<input type="text"/>
Does this child receive all special education services with nondisabled peers?	YES <input type="checkbox"/> NO <input type="checkbox"/>
If no, justify (justification may not be solely because of needed modifications in the general curriculum):	<input type="text"/>
<input type="checkbox"/> Check when complete	

- 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 disabilities 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, prior to considering removal from the regular education classroom, has given adequate consideration to placement of this child in the regular education classroom with supplementary aids and services. 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

See Appendix H in the Ohio Statewide Testing Program Rule Book.

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 child will be provided accommodations on any test, answer “Yes” and complete the grid that appears for each area where accommodations will be provided. The grid should be filled out only for those children who will be provided accommodations.

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 statewide tests. In this section, enter the accommodations for all areas where the IEP team has determined accommodations will be provided to the child.

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, 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 statewide assessments. Check this box if the child is provided accommodations in the classroom that go beyond the accommodations allowed on state wide assessments. If a child uses an accommodation when taking a test that is "not allowable" on statewide assessments, the district will receive an invalid score for that

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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
AREA	GRADE	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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
The child is completing a curriculum that is significantly different than the curriculum completed by other children required to take the test.			YES <input type="checkbox"/> NO <input type="checkbox"/>
The child requires accommodations that are beyond the accommodations allowed for children taking state wide assessments.			YES <input type="checkbox"/> NO <input type="checkbox"/>
Met Testing Participation Requirement?			YES <input type="checkbox"/> NO <input type="checkbox"/>
Is the child participating in alternate assessment?			YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Check when complete			
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child. For example, if a child taking the OGT test is unable read the reading passages/selections of the reading test and the passages/selections are read to the child, the test will be invalid and the district will receive an invalid score for that child. The child's IEP team determines whether a child will be excused from the consequences of not passing the test prior to the child taking the test, and that decision is stated in writing on the child's current IEP. Even if the IEP team excuses the child from the consequences of the OGT, NCLB requires that each child must attempt to take the test at least once. The IEP team should consider whether the child may be an appropriate candidate for the alternate assessment IF the child meets the criteria for the alternate assessment, which they may if they are receiving accommodations not sanctioned by the test.

The child is excused from the consequences of not passing the OGT in the following subjects: Reading, Mathematics, Writing, Social Studies and Science. Select the subject(s) that apply.

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. If there are more people in attendance at the IEP meeting and/or more people who provide information than the number of signatures lines on the form, add an additional blank page to the IEP (hard copy or electronically) for positions, names, signatures, and dates. 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. **Participants who do not attend the entire IEP meeting may sign in either the attended or not attended box. If participants sign in the attended box, they must record the exact time or number of minutes or hours that they attended.**

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 removed or changed, the district must have a written excuse signed by the parents and the school district 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

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CHILD'S NAME: Frank Smith

13 MEETING PARTICIPANTS

THIS IEP MEETING WAS:

Face-to-Face Meeting
 Video Conference
 Telephone Conference/Conference Call
 Other

IEP EFFECTIVE DATES

START:

END:

DATE OF NEXT IEP REVIEW:

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.

Check when complete

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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, signed by the parents and the school district prior to the meeting, 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 IEP team meeting, the member is not to sign that he or she has attended the meeting.

Any IEP team member, including any child, who attended only a portion of the IEP team meeting would also sign in this section of the IEP. A note can be added that the team member attended only a portion of the meeting.

For Medicaid School Program Providers: The qualified Medicaid practitioner who participated in the ETR to determine services that could be included in the Medicaid School Program (MSP) Plan of Care (POC) must sign the IEP. His or her signature indicates approval or recommendation of the services, amount, frequency, and duration as written by the IEP team. The provider is not required to attend the IEP meeting. If the provider does not attend the meeting, the provider must still sign the IEP in this section after the meeting is held. If the provider attends the IEP, he or she would sign the IEP under "The Following People Attended and Participated in the Meeting." Services provided prior to obtaining sign off on the IEP by the qualified Medicaid practitioner may not be submitted for cost reimbursement.

For billable services under Medicaid, see Medicaid School Program (MSP) Plan of Care (POC) IEP/ETR Requirements in Required Documents on www.edresourcesohio.org/ or for complete information on the Medicaid School Program, go to www.education.ohio.gov/; keyword: Medicaid.

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 the school district 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:**

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

IEP Individualized Education Program		CHILD'S NAME: Frank Smith
14 SIGNATURES		
INITIAL IEP		
<input type="checkbox"/> I give consent to initiate special education and related services specified in this IEP.* <input type="checkbox"/> I give consent to initiate special education and related services specified in this IEP except for ** AREA: _____ <input type="checkbox"/> 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)		
<input type="checkbox"/> I agree with the implementation of this IEP.* <input type="checkbox"/> 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.** <small>Note: Not a Change of Placement does NOT require a parent's signature to implement the IEP.</small> PARENT'S SIGNATURE: _____ DATE: _____		
ANNUAL REVIEW/REVIEW OTHER THAN ANNUAL REVIEW (Change of Placement)		
<input type="checkbox"/> I give consent for the change of placement as identified in this IEP.* <input type="checkbox"/> I do not give consent for the change of placement as identified in this IEP.** <input type="checkbox"/> I revoke consent for all special education and related services.** PARENT'S SIGNATURE: _____ DATE: _____		
<small>* 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.</small>		
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 <input type="checkbox"/> NO <input type="checkbox"/> 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 <input type="checkbox"/> NO <input type="checkbox"/> 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 <input type="checkbox"/> NO <input type="checkbox"/> IF NO, DATE SENT TO PARENTS: _____ <input type="checkbox"/> Check when complete		
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this is an initial IEP, see the explanation about an initial IEP in the “Meeting Information” section.

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. **If the parents disagree with any part of an IEP developed during an annual review in which there is not a change of placement, they must follow conflict resolution procedures to resolve the disagreement.**

Parent’s Signature: The parents sign in this space when there is no change of 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 his or her 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 as well as 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.

IMPORTANT:

The correct way to exit a child from special education is to do the reevaluation, determine that the child is no longer eligible for services, document this on the ETR, and provide the parent with a PR-01 form. If the district would like to record this fact on the last IEP, that is fine, but it is not required. Districts should not be changing out pages or writing new IEPs in this scenario.

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.

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