

# Revised Annotations for the 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 laws. Federal and state laws require that all children have access to the general education curriculum. The No Child Left Behind (NCLB) Act of 2001 requires that IEPs be standards-based.

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. 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.

It is important to remember that a free appropriate public education (FAPE) must be provided in the least restrictive environment (LRE) individually tailored to meet the unique needs of each child with a disability and documented in each child's written Individualized Education Program (IEP).

As of January 2010, this is the ONLY IEP form that can be used.

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

- STUDENT INFORMATION:** Name, Birth Date, Gender, City, State, ZIP, District of Residence, County of Residence.
- MEETING INFORMATION:** Meeting Date, Meeting Type (Initial IEP, Annual Review, Review Prior to Annual Review), Amendment, Other.
- PARENT / GUARDIAN INFORMATION:** Name, Street, City, State, ZIP, Home Phone, Work Phone, Cell Phone, Email.
- OTHER INFORMATION:** A section for additional notes.
- IEP FORM STATUS:** A checklist for various components: 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 Districtwide Testing, Meeting Participants, and Signatures.
- AMENDMENTS:** A table for recording amendments, including columns for IEP Section, Date of Amendment, and Participant's 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 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 county board of 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 appropriate transition sections of this form must be completed. See section 4 for details. If a child is 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 Children with Disabilities* 3301-51-01(B)(65), check "Yes" to this question. In all other instances, check "No" and

<h1 style="margin: 0;">IEP Individualized Education Program</h1>	
<small>THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN GE</small>	
<b>CHILD'S INFORMATION</b>	
NAME: _____	ID NUMBER: _____
STREET: _____	GENDER: <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE <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"/>	

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 **in accordance with 3301-51-05 (E)** 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.

<b>PARENTS' / GUARDIAN INFORMATION</b>			<input type="button" value="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 as well as medication the child is taking, or if a behavior plan is in place. 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, **you may** write *Not Applicable or N/A* so that it is understood that this section has been discussed by the IEP team.

**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 edu-

ation and related services; within 90 calendar days of receiving parental consent for an evaluation; or within 120 calendar days of receipt of a request for an evaluation where the district suspects a disability.

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

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

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

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

- An evaluation completed 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 suspects 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 an 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.

<b>MEETING INFORMATION</b>	
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	_____

**Annual Review:** Check this box if the IEP team is conducting a review and revision to the IEP as appropriate, and it has been no more than 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 and all required members are not present at the IEP meeting, 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 knowl-

edgeable 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 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.

<b>IEP TIME LINES</b>	
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 early intervention services as a toddler with a disability under Part C and is transitioning from *Help Me Grow*. 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 of the IEP team's determination to implement services at the beginning of the school year and the

EMIS special education record should indicate “parent 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 identify the additional issues and the work that needs to be completed to have a finished IEP. This section also can be completed 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, the parents and the school district may agree to either convene the entire IEP team 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 with the required participants, the school district must ensure that the child’s IEP team members are informed of the amendment . **It is strongly recommended that team members and service providers be informed of the IEP amendment in writing to document that all parties were informed of the changes.** Each teacher and/or related service provider must be informed of his or her specific responsibilities related to implementing the child’s **amended** IEP including the specific accommodations, modifications, and supports that must be provided for the child, as specified in the child’s IEP.

If there is an IEP team meeting, it is the responsibility of the school district to obtain from the parents their written consent to excuse any/all required IEP team members from participation.

**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 summary 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 signature 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 of the amendment section on page 1 of the IEP may not match the date

on which there was agreement on the revisions. If the amendment occurs as a result of a telephone conference call rather than at a face-to-face meeting, the date of the telephone 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 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.

## 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. This **Future Planning** 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 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.

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, employment outcomes, **and** consideration of postsecondary independent living goals.

### 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 accommodation based on these needs will be included in Section 7 AND/OR 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.

**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 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, including accommodations as appropriate, 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 districtwide 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 the section with information related to visual impairments 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 **must** 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 communication 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. The child's communication needs may be summarized in Section 3, Profile, or Section 6, Measurable Annual Goals, and strategies and supports, including accommodations if appropriate, to address the child's communication needs will be incorporated into the child's IEP.

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, including accommodations if appropriate, to address the child's communication needs will be incorporated into the child's IEP.

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

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

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

Assistive technology includes any special equipment or technology that children may need to help them participate in school, including state and local assessments, and in 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, including accommodations if appropriate, 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 refers to motor needs of the child and whether the child requires adapted physical education (APE). If APE is provided as part of the curriculum in the preschool, 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

**This section is designed to** provide a “big picture” of the child, summarize the child’s strengths **and weaknesses** 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. **Needs that have been identified in the ETR and that the team has determined will NOT be addressed during the duration of this IEP must also be listed.** As appropriate, the results of performance on any state or districtwide assessments **should also be included in the Profile.** 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 **if** they do not relate to any of the child’s goals.

**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.

### 4 Postsecondary Transition

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

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 discussed and documented in Sections 4 and 5 at an IEP meeting. 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 **begun at** age 16 is done for the purpose of planning for the child’s transition from high school to the adult world.

While IEPs are developed for the current school year, transition planning requires that the team **think** beyond 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.

**A statement of the transition service needs of the child that focuses on the child’s course of study.**

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

CHILD'S NAME: Frank Smith

IEP Individualized Education Program

**1 FUTURE PLANNING**

Check when complete

**2 SPECIAL INSTRUCTIONAL FACTORS**

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

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

Check when complete

**3 PROFILE**

CHILD'S PROFILE:

Check when complete

**4 POSTSECONDARY TRANSITION**

FOR 14 YEARS AND OLDER  
(or younger if appropriate)

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

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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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 course of study.

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 course 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 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 (Section 5 - Postsecondary Transition Services). Age-appropriate transition assessments are used:

- 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.

One assessment may provide the information necessary for transition goals in all areas or more than one assessment may be needed. The IEP team will determine which assessments will be done to ensure that all areas listed are assessed.

Age-appropriate transition assessment may be obtained from existing information about the child, but when it **is** used for transition planning, it is considered in a different context. 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 transition planning, the point of reference for needed achievement is the future demands that will be expected in the child's intended postsecondary environments. The same reading skill baseline **data** described above could be used to determine the gap between the child's reading ability now and reading skills needed for future employment, education, and/or independent living. In this example, no new or different assessments are

needed, but the current information is used for a different purpose.

In this section, summarize age-appropriate transition assessments that have been conducted. Include the type of assessment conducted, the person or agency conducting the assessment, the date in which the assessment was given, and provide a summary of the results to be considered when developing the measurable postsecondary goals in the next section.

Questions for the IEP Team to Consider:

- What do we know about the child's preferences, interests, needs, and strengths?
- 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 postsecondary environments?
- Can the child solve everyday problems and make decisions as expected in the postsecondary environment including independent living and employment situations?
- 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

This section **must be completed** 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 and that the appropriate sections on the invitation form be checked.

Postsecondary transition planning requires making plans over the span of the child's high school years into the first few years beyond graduation. The IEP team reviews the postsecondary transition plan each year and makes revisions as necessary. Though transition planning will likely need to be done outside of IEP meetings, planning done in this manner must be finalized at an IEP meeting.

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?

IEP Individualized Education Program		CHILD'S NAME: Frank Smith	
<b>5 POSTSECONDARY TRANSITION SERVICES</b>			
POSTSECONDARY EDUCATION AND TRAINING (optional for 15 and younger)			Add a Service/Activity
MEASURABLE POSTSECONDARY GOAL:			
COURSES OF STUDY:		NUMBERS OF ANNUAL GOAL(S)	
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	ANTICIPATED DURATION	PERSON/AGENCY RESPONSIBLE
EMPLOYMENT (optional for 15 and younger)			Add a Service/Activity
MEASURABLE POSTSECONDARY GOAL:			
COURSES OF STUDY:		NUMBERS OF ANNUAL GOAL(S)	
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	ANTICIPATED DURATION	PERSON/AGENCY RESPONSIBLE
INDEPENDENT LIVING (As appropriate)			Add a Service/Activity
MEASURABLE POSTSECONDARY GOAL:			
COURSES OF STUDY:		NUMBERS OF ANNUAL GOAL(S)	
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	ANTICIPATED DURATION	PERSON/AGENCY RESPONSIBLE
TARGET DATE FOR CHILD TO GRADUATE: <input type="text"/>		<input type="checkbox"/> Check when complete	
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- 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 and other available data, develop the measurable postsecondary goals that address the education/training, employment, and, as needed, independent living skills. Under each area, list the services, activities, and course of study that support reaching the goal. Indicate which annual goal(s) is related to each postsecondary goal. For each service or activity, include the projected beginning date, anticipated duration (such as 2x weekly), and the title of the service provider and agency responsible for providing the service. 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.

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 identify supports, services, activities, and linkages necessary 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 a course of study, 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.

**Course of Study:** (also see Section 4) Identify the course of study that the child needs for instruction during the school day, e.g., college preparation courses, career technical courses, Ohio Core courses. Specific courses that are needed to enter a career tech program or a joint vocational school program, such as mathematics or courses including measurement skills for carpentry may be listed if needed for the child to reach his or her postsecondary goal. The course of study listed is chosen to prepare the child in reaching his or her postsecondary goals. Be sure to consider the expanded requirements of the Ohio CORE diploma standards and implications for graduation.

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 "Course 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 of 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.

### **Transition Services/Activities**

Transition services are a coordinated set of activities for a child with a disability that are designed to be a results oriented process that focus on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities. Transition services should be based on the results of transition assessments.

**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. 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.

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 such as community experiences, the development of employment and other post-school living objectives, the acquisition of daily living skills, or the provision of a functional vocational evaluation. 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 category, as related to the child's post-school plans based upon formal and informal transition assessments.

**Projected Beginning Date:** Enter the date that each service/activity will begin to be provided. If the service/activity will be provided for the regular school term, this section may be left blank as this information is already contained on the first page of the IEP form.

**Anticipated Duration:** Enter how often the service/activity will be provided, i.e., once per week, twice a month, four times during the regular school term. If more than one service/activity is listed, make sure the duration for each service/activity listed is clearly recorded. If the service or activity is a one-time event, such as attending a college fair, the anticipated duration will be listed as "single occurrence" making it clear that there is no planned continuance.

**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 school 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 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.

## 6 Measurable Annual Goals

**Number:** Enter the number of the goal.

**Area:** Record the academic content area 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 in the space provided.

### Present Levels of Academic Achievement and Functional Performance (School Age and Preschool):

The information in the Present Levels of Performance (PLOP) section preceding each measurable goal is related specifically to that goal. For example, information in the Present Levels of Academic Achievement and Functional Performance (PLOP) for Goal 1 relates directly to Goal 1 and the objectives/benchmarks that immediately follow it. The PLOP for Goal 1 states clearly and in measurable terms the quantifiable baseline from which Goal 1 is to be measured. In other words, *each goal* will have a corresponding PLOP directly related to it.

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 Reported every \_\_\_\_\_ weeks  
 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 Report 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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Information contained in this section provides measurable baseline data for developing the measurable annual goal immediately following it. IEP teams should *consider* the most recent evaluation team report (ETR), results of curriculum-based assessments, results of progress monitoring of the current IEP, and any other foundation information included in Section 3: Profile.

For the school age child, the following information should be included in this section as it relates to *each goal*:

- Detailed and targeted summary of current daily academic/behavioral and/or functional performance (strengths *and* needs);
- Describe how the characteristics of the child's disability affects involvement and progress in the general curriculum (Ohio academic standards and indicators) in relation to peers (*for this academic area*) regardless of the setting in which the child currently receives services;
- Effective classroom strategies/interventions used for the child;
- Current quantifiable instructional level;

### Relevant academic achievement or functional performance assessments:

- ETR results (if current);
- Formative assessment results;
- Curriculum-based assessment results;
- Ecological assessment results;

- Transition assessment results;
- Functional Behavior assessment results;

Progress towards similar goal (from previous/current IEP);

If a child is limited English proficient, a statement of native language performance and English proficiency level;

If child is 14 years and older:

- Present levels of performance related to current postsecondary transition goals *that relate to this specific goal*;

**Functional Performance.** This term may include information regarding functional classroom performance, performance based assessments, and developmental functional levels. It is related to data and information that describes:

- What the child can do with what the child knows;
- How the child interacts with the environment/others;
- How the child generalizes knowledge from one situation to another;
- How the child processes information;
- How the child demonstrates learning in context (problem solving, decision making);
- Daily living activities (employment, public transportation, personal safety); and
- Consumer skills.

For the preschool child, provide in this section levels of present performance related to the child's developmental domains, functional performance, and pre-academic skills. The PLOP must also describe how the disability affects the child's participation in appropriate activities to access, participate, and progress in the general curriculum. Functional skills for preschool are the integration of cognitive, language, and motor skills for the child to demonstrate positive social-emotional skills, acquisition and use of knowledge and skills; and to take care of personal needs (self-help).

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

Schools in Ohio have aligned the 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 measurable annual goals for children with disabilities . These goals are based on need and referenced to Ohio's Academic Content Standards. **(See Section 6: Measurable Annual Goals area)**

Measurable annual goals are designed to meet the child's unique needs that result from the child's disability using specially designed instruction to enable the child to be involved in and make progress in the general education curriculum.

Measurable annual goals, including academic and functional goals, are statements in measurable terms that describe what can be taught to that child using specially designed instruction within a twelve-month period.

**A well-written goal has six critical elements. The elements may appear in any order but all six elements must be included:**

- **Who?**

**This relates to the child for whom the goal is written.**

- **Will do what?**

This is observable behavior describing what the child will do to complete the goal.

- **To what level or degree?**

This relates to criteria and mastery of the goal. Criteria states how many times the behavior must be observed for the goal to be considered completed. Mastery states the level of achievement required.

- **Under what conditions?**

These are the conditions that describe the situation, setting, or given material that will need to be in place for the goal to be completed.

- **In what length of time:**

This is the time frame in which the goal is completed.

- **How will progress be measured?**

This is performance data. In Ohio's IEP, this information is documented by selecting a method or methods from the following list: Curriculum-based Assessments, Checklists, Portfolios, Running Records, Observations, Work Samples, Anecdotal Records, Inventories, Rubrics.

The IEP team may determine if their goals contain each of the critical elements by using the "[Evaluate Your IEP Goals](#)" checklist.

The IEP team must prioritize the goals for the child, determine how carrying out these goals that are individually tailored to meet the unique needs of the child will provide the child a free, appropriate public education (FAPE) in the least restrictive environment (LRE), and document this information in the child's written IEP.

There must be a direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance that precede it.

**Methods for Measuring the Child's Progress toward the Annual Goal:** How progress on each goal will be measured is determined by the IEP team. Determine how the child's progress toward meeting each goal will be measured and enter the corresponding letter in the "methods" annual goal box. If the IEP team decides to measure progress on a particular goal in some way other than the choices given, enter the method in the box labeled "Method(s)" that appears after the measurable goal.

**Measurable Benchmarks/Objectives:** Once the team has developed the measurable annual goal, the team must determine measurable short term objectives or benchmarks that serve as a plan for reaching the annual goal. Measurable short term objectives or benchmarks on which data is gathered provide a mechanism for determining how much the child is progressing on that particular goal during the year. It ensures that the IEP is addressing the child's needs.

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 for that particular goal, choose "Benchmarks" from the "Select Display Mode." List the measurable benchmarks next to the "Num." box that appears in the left margin. Add additional numbers and lines to record additional measurable benchmarks.

Objective means a smaller, more manageable learning task that the child must master as a step toward achieving an annual goal. Objectives break the skills described in the annual measurable goal into discrete components that, when mastered, allow the child to successfully attain the goal. If the team has determined progress will be measured by using objectives, choose “Objectives” from the “Select Display Mode.”

Measurable short term objectives include the same components as a measurable annual goal:

- **Who?**

**This relates to the child for whom the goal is written.**

- **Will do what?**

**This is observable behavior describing what the child will do to complete the goal.**

- **To what level or degree?**

**This relates to criteria and mastery of the goal. Criteria states how many times the behavior must be observed for the goal to be considered completed. Mastery states the level of achievement required.**

- **Under what conditions?**

**These are the conditions that describe the situation, setting, or given material that will need to be in place for the goal to be completed.**

- **In what length of time:**

**This is the time frame in which the goal is completed.**

- **How will progress be measured?**

**Method and Frequency for Reporting the Child’s Progress to Parents:** This section requires two types of responses: method of reporting progress AND frequency of reporting progress. 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, however, progress must be reported on objectives as well as goals. Methods of reporting include: written report, email, phone call, journal entry, or other. If the IEP team decides to report progress in some way other than those listed, the IEP team clicks the “Other” box and enters the alternative method on that line. If the team selects more than one method for reporting the child’s progress, the IEP team will check all boxes that apply. Any method(s) selected MUST BE DOCUMENTED IN WRITING.

Once the IEP team has determined the method(s) 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 as report cards are issued to all children, the team will check the appropriate box.

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 with an IEP must also be provided with interim reports. The IEP progress reports on the measurable goals 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 IEP 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 IEP 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 the frequency of reporting progress for EACH method. If more than one method has been selected and the method selected is not listed, the team will use the "Other" box to record the method and will also record the frequency.

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.

Note for preschool: Preschool licensing rules require that progress be reported to parents at least twice a year. Local district program policy regarding progress reporting may require communication more frequently.

## **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 device or service that directly assists a child with a disability to increase, maintain, or improve the functional capabilities of a child with a disability. 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).

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.

**Accommodations:** Provide access to the course content but do 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 content standard set for all children. For example, the child may be seated near the front of the room, may have directions repeated orally, may use AT devices that convert text to audio, or may receive nonverbal cues from the teacher in the area of appropriate performance or behavior. Some accommodations may be appropriate for instruction but may not be appropriate for state tests.

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

[Specific goal(s) are not required to be identified as most accommodations are provided across all goal areas. Therefore, the “Goal(s) Addressed” box is shaded out for accommodations.]. If an accommodation is provided only for a specific area, the area should be specified in the accommodation, i.e., extended time on classroom assessments.

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

See the *Ohio Statewide Testing Program Rules Book* for general information on accommodations for tests and the list of common accommodations posted on the ODE Web site at <http://education.ohio.gov>, keyword search: assessment accommodations. The rules booklet and the list should be checked for any changes in allowable accommodations prior to completing the section on statewide and districtwide assessments.

**Modifications:** Alter the course content that will be taught to the child and the expectations for achievement of grade level indicators. 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. Modifications include eliminating expectations for what children at the same grade level are expected to know, do, and understand.

**The type of modification and the extent of the modification must be clearly identified in the services section of the IEP.** 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.

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 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 to school personnel should be included in the "Type of Service" box under "Support for School Personnel."

**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 measurable goals and type of services or needs being provided or the medical support needs being provided.

**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.

**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.

Please Note: The amount of time listed in this section should be only the amount of time the child actually receives the services listed on the child's IEP. For example, if the child is to be provided some of his or her services in a resource room, the amount of time listed for services being provided in the resource room should be only the amount of time specially designed instruction as listed in the child's IEP goals is being provided to the child. If the child is not actually receiving specially designed instruction as listed in the child's IEP goals the entire time of the class period, the minutes for an entire class period should not be noted in this section.

**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.

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

Note for preschool: For preschool, there are no statewide or district-wide testing requirements.

## 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.

For all children with disabilities, the IEP team is to consider the following guidance provided by OSEP in making two decisions regarding transportation:

1. Determine if transportation is required to assist a child with a disability to benefit from special education and related services; and
2. Determine how the transportation services should be implemented.

**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

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

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

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

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

**Specially Adapted Vehicle:** If a bus must be physically altered in order to allow the child to be transported safe-

ly 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 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.

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 mixers are accessible to children with disabilities, and chil-

<p><b>9 NONACADEMIC AND EXTRACURRICULAR ACTIVITIES</b></p> <p>In what ways will the child have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?</p> <p>Describe</p> <input style="width: 100%;" type="text"/> <p>If the child will not participate in non-academic/extracurricular activities, explain.</p> <input style="width: 100%;" type="text"/> <p style="text-align: right;"><input type="checkbox"/> Check when complete</p>
--

dren with disabilities may participate in any of these activities if they desire. For all teams **or activities** that children must try out for, children with disabilities must also have the opportunity to try out and make the team or be selected 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 Section 7, Description of Specially Designed Services.

**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.

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

**The 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 3 or Section 6, Measurable Annual Goals, under the "Present Levels of Academic Achievement and Functional Performance" box and add evaluation information to that box as it pertains to the goal. If the team has checked "Yes," the team moves to the next question.

**As appropriate, the results of performance on any state or districtwide 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. If the child is too young to take districtwide assessments and no test data

is available to review, the team should check "No" and move on.

**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 as appropriate for each goal. If the IEP team has checked "Yes," the team moves to the next question.

**The need for extended school year (ESY) services?:** At the 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, that the services are necessary for the provision of FAPE, and the basis for the determination. This determination is made on an individual basis and must be made even if the child's parents have not specifically requested that their child be evaluated for ESY programming.

For preschool, ESY must be considered for children transitioning from Part C in late spring and summer and eligible for special education and related services. Determination of ESY for children transitioning is not dependent upon enrollment in a preschool program. Data from Part C is a required piece of information for the IEP team and on the basis of that data and the ETR, the team must determine if a child will regress if there is a lack of continuity in services.

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

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

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

ESY services must be provided if necessary to prevent significant regression of skills or knowledge retained by the child so as to seriously impede the child's progress towards educational goals or if extended school year services are necessary to avoid something more than adequately recoupable regression.

The determination of eligibility must be based upon the above factors, as well as reliable data 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 due to interruption of services;
- Medical or other agency reports indicating degenerative-type difficulties that become exacerbated

- during breaks in educational services;
- Observations 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; **or**
- The desire for summer school; or
- 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 the child's progress and are based on current performance at the time the IEP is created or reviewed.

**When ESY services are determined necessary for the provision of FAPE, the IEP must identify:**

- The goals and objectives to be addressed;
- The type of ESY service (e.g., instruction by the special education teacher or related service provider);
- 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., 7-05-09); AND
- Anticipated duration of service (when the service will end) (e.g., 8-15-09).

**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 (**e.g., assemblies, field trips and community services**). **The general education curriculum may be**

**used in many different settings, including classrooms where only children with disabilities are taught.**

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 or the Early Learning 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.

<b>11 LEAST RESTRICTIVE ENVIRONMENT</b>	
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	

**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 the regular education class.
- Can the child receive FAPE if placed in the regular education class? Why?/Why not?
- What potentially beneficial effects and/or harmful effects might be expected for the child with disabilities and other children in the regular education class if the child with disabilities is placed in the class 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 provide guidance for the discussion 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 a preschool setting) 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. If the decision is to remove the child from the regular education classroom based on potential harmful effects to the child or others, these should be described. If the decision is to remove the child from the

regular education classroom 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 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.

For preschool, the question would be "Does the child participate in an early childhood setting he or she would attend if not disabled?" The setting may be a public preschool designed for children who are not disabled and operated by an educational agency, a community child care, a community preschool, or a Head Start. The child may already be in one of these settings, and, if so, this would be the setting the child would attend if not disabled. If the child is not already enrolled in an early childhood program, then consideration should be given as to what school building the child would attend if in kindergarten.

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 or preschool activities, as it states in IDEA. 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 **receive** 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) reported **is** based upon the class composition and falls into two categories: (1) an Early Childhood Education (ECE) setting in which at least 50% of the enrollment is nondisabled or (2) a setting that does not meet the definition of an ECE setting. Those that do not meet the definition of an ECE setting include a special education setting (classroom with less than 50% nondisabled peers or a residential setting or separate facility), home or a service provider location (child comes to where the service is provided). If a child is enrolled in a child care full time, the district would report an ECE setting.

**If** the child is removed for any specialized instruction and/or related service, this amount of time the child is not in the ECE setting is deducted from the amount of time spent with nondisabled peers. Every reasonable effort should be made for services to be provided in the setting with nondisabled peers to ensure modeling approaches and progress in the general curriculum and to support generalization of skills across settings and conditions.

Note that the setting is reported to ODE as of December 1. If the ratio of children with disabilities to children without disabilities changes after December 1, this is not a change of placement IF the IEP team only referenced a setting with nondisabled peers. If the IEP specifically stated that the classroom was a 50/50 enrollment, the

change should be reviewed by the IEP team.

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 no longer in a setting with nondisabled peers, justification should be provided.

The LRE discussion should address two service delivery options: center-based or itinerant services. One of the center-based options discussed by the IEP team must meet the ECE definition. Districts should plan for how this ECE center-based option is available. There are several strategies to address this and it is not limited to only itinerant services in a community or public preschool setting. Districts can plan for ECE opportunities by:

- Locating preschool special education classrooms in community early childhood settings that serve children in the district's geographical area; or
- Team teaching with a preschool special education teacher and an early childhood general education teacher in the same class.

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 setting and does not receive services in the child care setting. If, at the time the IEP is developed, a child is served in a preschool special education classroom part of the time and also spends part time in a child care or Head Start setting without special education and related services, the team must determine the appropriate LRE. This does not prohibit the family from determining additional settings and services after the IEP has been implemented. If the family chooses to add other services, LRE should be considered at the next IEP meeting using information regarding the child's performance in the general preschool setting.

***Considerations when discussing LRE for preschool*** and consideration given to any potential harmful effect on the child or on the quality of services he or she needs.

As part of the LRE discussion, consideration should be given to the curriculum's alignment to the Early Learning Content Standards to ensure access, participation, and progress in the general curriculum. Part of curricular implementation includes ongoing assessment for child progress which is closely related to where services are delivered. (The IEP team should also consider if early childhood personnel are capable of generalizing the IEP and be very clear as to why or why not.)

- 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 the child's progress **is summarized using** the *Early Childhood Outcomes Summary Form*.
- This works best in situations where the general education curriculum is aligned to the Early Learning Content Standards, and if the early childhood personnel can support implementation of the IEP. The teacher of record is responsible for completion of the required assessments and this may require involvement of the early childhood staff from the general preschool. Special education personnel are responsible if they are the teacher of record. 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. These assessments and summary forms are directly related to the child outcomes measure reported annually to the Office for Special Education Programs (OSEP).

## 12 State and Districtwide Testing

**Use** information in the Ohio Statewide Testing Program Rule Book and the list of common assessment accommodations — posted on the ODE Web site—[www.education.ohio.gov](http://www.education.ohio.gov); keyword search: assessment accommodations — when completing this section.

**Will the child participate in classroom, districtwide and statewide 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, districtwide and statewide 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 districtwide testing without accommodations, with accommodations 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 districtwide 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, districtwide 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.

IEP Individualized Education Program		CHILD'S NAME:	
<b>12 STATEWIDE AND DISTRICT WIDE TESTING</b>			
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			
TEST PROGRAM REVISIONS BY ODE FEBRUARY 2011		PAGE 17 OF 17	

**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 significantly different curriculum that is based on functional skills, i.e., hygiene, feeding, toileting, mobility, or a curriculum that is **below** 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 significantly modified, simplified on a **lower** 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 in the classroom 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 statewide 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 child. For example, if a child taking the OGT test is unable to 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. See the *Ohio Statewide Testing Program Rules Book* for information on allowable accommodations and the list of common assessment accommodations posted on the ODE Web site.

**Met Testing Participation Requirement? Yes No: After** 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 the *Ohio Statewide Testing Program Rules Book* found at [www.education.ohio.gov](http://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 **1)** why the child will not participate in regular statewide assessments and **2)** why the selected alternate assessment is appropriate for the child.

Note: For preschool. While there are no statewide or districtwide testing requirements for all preschoolers, the following are required to be assessed: preschool children with disabilities, peers who are not disabled in a preschool special education classroom operated by a district (not an ESC or county board of DD), and children funded through an ECE entitlement program.

## 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 (i.e., 2/1/10 to 1/31/11) but may be less than twelve months, depending on the IEP team decision. 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 IEP team decision. 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 do not attend the entire meeting, they can sign in the attended box and each participant must record the exact time or number of minutes or hours 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 parents of the child; not less than one regular education teacher of the child if the child is or may be participating in the regular education environment; not less than one special education teacher of the child, or where appropriate not

IEP Individualized Education Program		CHILD'S NAME: Frank Smith	
<b>13 MEETING PARTICIPANTS</b>			
THIS IEP MEETING WAS:		IEP EFFECTIVE DATES	
<input type="checkbox"/> Face-to-Face Meeting		START:	<input type="text"/>
<input type="checkbox"/> Video Conference		END:	<input type="text"/>
<input type="checkbox"/> Telephone Conference/Conference Call		DATE OF NEXT IEP REVIEW:	<input type="text"/>
<input type="checkbox"/> Other			
<b>IEP MEETING PARTICIPANTS</b> <span style="float:right">+</span>			
THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP			
<b>POSITION</b>	<b>NAME</b>	<b>SIGNATURE</b>	
Student*			
Parent*			
Parent			
District Representative*			
Intervention Specialist*			
General Education Teacher*			
Other Agency Representative			
<b>PEOPLE NOT IN ATTENDANCE WHO PROVIDED INFORMATION AND RECOMMENDATIONS</b> <span style="float:right">+</span>			
<b>POSITION</b>	<b>NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<small>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.</small>			
<input type="checkbox"/> Check when complete			
<small>Form IEP FORM REVISED BY OCE FEBRUARY, 2009</small>		<small>Thomas Jefferson Local Schools</small>	
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less than one special education provider of the child, a representative of the district; and an individual who can interpret the instructional implications of evaluation results who may be a member of the team already. 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 **inform the parents prior to the IEP meeting that the required member cannot participate and** 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 or Head Start) this teacher can fulfill this requirement. If the district has an early childhood education (ECE) grant (public preschool), a teacher from this program could be involved (however, it is recommended that this occur ONLY if the ECE teachers have some connection to the preschool special education program or preschool children with disabilities). The intent of a general preschool teacher is to provide input on developmentally appropriate practices and typical development. If the district has two preschool staff with both ECE and Pre-K special needs on the teacher license, the teacher may fulfill the role of the general preschool teacher or the special educator; one person cannot fulfill both roles. If none of the above situations exist, then a kindergarten teacher can fulfill the role. (It is important to note that in some preschool settings, the minimum requirement for a teacher is to have early childhood training and experience so all preschool teachers may not hold an ODE teacher license.)

**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.

**School Personnel not in Attendance who provided Information and Recommendations:**

If any required IEP team members, i.e., the parents of the child; not less than one regular education teacher of the child if the child is or may be participating in the regular education environment; not less than one special education teacher of the child, or where appropriate not less than one special education provider of the child; a representative of the district; and an individual who can interpret the instructional implications of evaluation results who may be a member of the team already 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 either 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 either 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 Ohio Required Forms on [www.edresourcesohio.org/](http://www.edresourcesohio.org/) or for complete information on the Medicaid School Program, go to [www.education.ohio.gov/](http://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** (To determine if this is an initial IEP, see the explanation about an initial IEP in the “Meeting Information” section.)

First Option:

**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.

**Parents sign here if they give consent to initiate special education and related services in this IEP.**

Second Option:

I give consent to initiate special education and related services specified in the IEP except for\*\* AREA: Check this box if this is an initial IEP for a child and the parents consent to parts of the IEP and do NOT consent to some other parts. The parts with NO consent must be specified and a Prior Written Notice form (PR-01) should be sent to the parents documenting areas of disagreement and agreement.

Parents’ sign here if they give consent to initiate special education and related services specified in the IEP except for\*\* AR-EA.”

Third Option:

**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. The district must provide a PR-01 to the parents.

CHILD'S NAME: Frank Smith

**14 SIGNATURES**

**INITIAL IEP**

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

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

AREA: \_\_\_\_\_

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

PARENT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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

I agree with the implementation of this IEP\*

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

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

PARENT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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

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

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

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

PARENT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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

**TRANSFER OF RIGHTS AT MAJORITY**

By the child's 17th birthday, the child and the child's parents or surrogate parent received a copy of their procedural safeguards notice and notice of the transfer of procedural safeguard rights under IDEA will take place on the child's 18th birthday.

CHILD'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PARENT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**PROCEDURAL SAFEGUARDS NOTICE**

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

IF NO, DATE SENT TO PARENTS: \_\_\_\_\_

**COPY OF THE IEP**

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

IF NO, DATE SENT TO PARENTS: \_\_\_\_\_

Check when complete

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**Parents sign here when they do not give consent for special education and related services at this time.**

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

## ANNUAL REVIEW/REVIEW OTHER THAN ANNUAL REVIEW

**(NOT A CHANGE OF PLACEMENT)** See *Procedures and Guidance for Ohio’s Educational Agencies Serving Children with Disabilities* for an explanation of the “change of placement” term.

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.

**I am signing to show my attendance/participation at the IEP team meeting but I do not agree with the fol-**

**lowing 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. Even though the parents disagree with parts, the revised IEP will be implemented as written and a PR-01 will be sent to the parents. 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 may follow conflict resolution procedures to resolve the disagreement.

**Parents' Signature:** The parents sign in this space when there is no change of placement and the parents agree with all parts of the IEP.

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

## ANNUAL REVIEW/REVIEW OTHER THAN ANNUAL REVIEW

**(CHANGE OF PLACEMENT)** See *Procedures and Guidance for Ohio's Educational Agencies Serving Children with Disabilities* for an explanation of the "change of placement" term.

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 includes 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.

**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 **current** 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.

**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. The parents may not revoke consent for part of an IEP. If the parents disagree with only part of an IEP, they may follow conflict resolution procedures; i.e., administrative review, mediation, IEP facilitation, complaint, or due process hearing. Checking this box **exits** the child from **all** special education supports and services when the parents want all special education and related services stopped for the child. The district must continue to implement the child's individualized education program (IEP) as written until the district provides the parents with prior written notice. The Prior Written Notice to Parents PR-01 form will include 1) a summary of the educational needs of the child; 2) a summary of all of the supports and services the child will no longer receive and 3) the fact that none of the rights and protections provided to children with disabilities will be provided to the child once the child is exited from special education. Once prior written notice is provided to the parents, the district will no longer implement the child's IEP and will treat that child as any child without a disability. The district is no longer required to provide the child a free appro-

priate public education (FAPE). The district may not request mediation or a due process hearing to address the parents' revocation of consent.

The district will continue to conduct child find activities on a regular basis and will include all children whose parents have revoked consent for special education and related services. This means the district will continue to periodically ask the parents if they would like the district to evaluate their child for a suspected disability. If the parents agree to the evaluation and the child is found eligible for services, the district will create an IEP and serve the child.

**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 change of placement term.

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

### **TRANSFER OF PARENTAL 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 17<sup>th</sup> birthday**, the IEP team must have notified the child and the child's parents that on the child reaching his or her 18<sup>th</sup> birthday, all rights under the Individuals with Disabilities Education Act (IDEA) and under Ohio statute will transfer to the child.

This explanation will include: 1) 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*, and 2) 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 1) notification from the district of the transfer of parental rights upon the child's 18th birthday and 2) 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 parental rights under IDEA and 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 18<sup>th</sup> 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 17<sup>th</sup> 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 the appropriate 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 a 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.

### **COPY OF IEP**

The parents may receive a copy of the IEP at the conclusion of the IEP meeting. **The parents must receive a copy of the IEP** 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.