THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN SECTION 4 EXTENDED SCHOOL YEAR SERVICES

**DISTRICT:**

# CHILD’S INFORMATION

NAME:       ID NUMBER:

STREET:       GENDER:       GRADE:

CITY:       STATE: OH ZIP:

DATE OF BIRTH:

DISTRICT OF RESIDENCE: COUNTY OF RESIDENCE: DISTRICT OF SERVICE:

           

Is the child in preschool? YES  NO

Will the child be 14 years old before the end of this IEP? YES  NO

Is the child younger than 14 years of age but has transition

and postsecondary goal information? YES  NO

Is the child a ward of the state? YES  NO

If yes, provide the name of the surrogate parent:

IEP by third birthday? (If transitioning from Part C services) YES  NO

# PARENT/GUARDIAN INFORMATION

NAME:

STREET:

CITY:       STATE: OH ZIP:

HOME PHONE:       WORK PHONE:

CELL PHONE:       EMAIL:

NAME:

STREET:

CITY:       STATE: OH ZIP:

HOME PHONE:       WORK PHONE:

CELL PHONE:       EMAIL:

# OTHER INFORMATION

|  |
| --- |
|  |

**MEETING INFORMATION**

MEETING DATE:

MEETING TYPE:

INITIAL IEP

ANNUAL REVIEW

REVIEW OTHER THAN ANNUAL REVIEW

AMENDMENT

OTHER:

**IEP TIMELINES**

ETR COMPLETION DATE:

NEXT ETR DUE DATE:

IEP EFFECTIVE DATES:

START:

END:

NEXT IEP REVIEW:

**IEP FORM STATUS**

(Check when complete)

1. FUTURE PLANNING

2. SPECIAL INSTRUCTIONAL FACTORS

3. PROFILE

4. EXTENDED SCHOOL YEAR SERVICES

5. POSTSECONDARY TRANSITION SERVICES

6. MEASURABLE ANNUAL GOALS

7. SPECIALLY DESIGNED SERVICES

8. TRANSPORTATION AS A RELATED SERVICE

9. NONACADEMIC AND EXTRA CURRICULAR

10. GENERAL FACTORS

11. LEAST RESTRICTIVE ENVIRONMENT

12. STATEWIDE AND DISTRICT TESTING

13. EXEMPTIONS

14. MEETING PARTICIPANTS

15. SIGNATURES

# AMENDMENTS: (Complete only if amending the IEP)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| IEP SECTION AMENDED | THE SCHOOL DISTRICT AND PARENTS HAVE AGREED TO MAKE THE FOLLOWING CHANGES TO THE IEP | DATE OF AMENDMENT | PARTICIPANT & ROLE | INITIALS |
|  |  |  |  |  |

1

# FUTURE PLANNING

|  |
| --- |
|  |

2

# SPECIAL INSTRUCTIONAL FACTORS

**Items checked “YES” will be addressed in this IEP:**

Does the child have behavior which impedes his/her learning or the learning of others? YES  NO

Does the child have limited English proficiency? YES  NO

Is the child blind or visually impaired? YES  NO

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

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

Does the child require specially designed physical education? YES  NO

3

# PROFILE

Child’s profile to include Reading Improvement and Monitoring Plan (if applicable):

|  |
| --- |
|  |

4

# EXTENDED SCHOOL YEAR SERVICES

Has the team determined that ESY services are necessary? YES  NO

If yes, what goals determined the need?

|  |
| --- |
|  |

Will the team need to collect further data and reconvene to make a determination? YES  NO

Date to Reconvene: Enter Date

5

# POSTSECONDARY TRANSITION

**POSTSECONDARY TRAINING AND EDUCATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MEASURABLE POSTSECONDARY GOAL:** | | | | |
| **AGE-APPROPRIATE TRANSITION ASSESSMENT REGARDING POST SECONDARY TRAINING AND EDUCATION**  (indicating student’s needs, strengths, preferences and interests) | | | | |
| **COURSES OF STUDY:** | | | **NUMBERS OF THE ANNUAL GOAL(S)** Related to Transition Needs | |
| **TRANSITION SERVICE/ACTIVITY** | **PROJECTED BEGINNING DATE** | **PROJECTED END DATE** | **FREQUENCY** | **PERSON/AGENCY RESPONSIBLE** |
|  |  |  |  |  |

**Click Icon showing what to click to add another activity to add another activity**

**TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED**

A. Anecdotal Record  D. Rubric

B. Checklist  E. Other (list)

C. Work Sample

**COMPETITIVE INTEGRATED EMPLOYMENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MEASURABLE POSTSECONDARY GOAL:** | | | | |
| **AGE-APPROPRIATE TRANSITION ASSESSMENT REGARDING COMPETITIVE INTEGRATED EMPLOYMENT**  (indicating student’s needs, strengths, preferences and interests) | | | | |
| **COURSES OF STUDY:** | | | **NUMBERS OF THE ANNUAL GOAL(S)** Related to Transition Needs | |
| **TRANSITION SERVICE/ACTIVITY** | **PROJECTED BEGINNING DATE** | **PROJECTED END DATE** | **FREQUENCY** | **PERSON/AGENCY RESPONSIBLE** |
|  |  |  |  |  |

**Click Picture of a plus sign that you need to click to add another activity. to add another activity**

**TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED**

A. Anecdotal Record  D. Rubric

B. Checklist  E. Other (list)

C. Work Sample

**INDEPENDENT LIVING (as appropriate)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MEASURABLE POSTSECONDARY GOAL:** | | | | |
| **AGE-APPROPRIATE TRANSITION ASSESSMENT REGARDING INDEPENDENT LIVING**  (indicating student’s needs, strengths, preferences and interests) | | | | |
| **COURSES OF STUDY:** | | | **NUMBERS OF THE ANNUAL GOAL(S)** Related to Transition Needs | |
| **TRANSITION SERVICE/ACTIVITY** | **PROJECTED BEGINNING DATE** | **PROJECTED END DATE** | **FREQUENCY** | **PERSON/AGENCY RESPONSIBLE** |
|  |  |  |  |  |

**Click Picture of a plus sign that you need to click to add another activity. to add another activity**

**TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED**

A. Anecdotal Record  D. Rubric

B. Checklist  E. Other (list)

C. Work Sample

**FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD COMPLETION OF TRANSITION SERVICES/ACTIVITIES TO THE CHILD’S PARENTS**

*Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6B Transition Progress Report form.*

**TARGET DATE FOR CHILD TO GRADUATE:**

6

# MEASURABLE ANNUAL GOALS

**NUMBER:** **AREA:**

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

|  |
| --- |
|  |

**MEASURABLE ANNUAL GOALS**

|  |
| --- |
|  |

**METHOD(S) FOR MEASURING THE CHILD’S PROGRESS TOWARDS ANNUAL GOAL**

**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**

**MEASURABLE OBJECTIVES**

|  |  |
| --- | --- |
| NUM | OBJECTIVE |
|  |  |

**FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD’S PARENTS**

*Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.*

**Reported every****weeks**

**Click + to add new goal**

7

# DESCRIPTION(S) OF SPECIALLY DESIGNED SERVICES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TYPE OF SERVICE** | | **GOAL ADDRESSED** | **PROVIDER TITLE** | **LOCATION OF SERVICE** |
| **SPECIALLY DESIGNED INSTRUCTION** | | | | |
|  | |  |  |  |
| BEGIN: | END: | AMOUNT OF TIME: | | FREQUENCY: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RELATED SERVICES** | | | | |
|  | |  |  |  |
| BEGIN: | END: | AMOUNT OF TIME: | | FREQUENCY: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ASSISTIVE TECHNOLOGY** | | | | |
|  | |  |  |  |
| BEGIN: | END: | AMOUNT OF TIME: | | FREQUENCY: |

|  |  |  |
| --- | --- | --- |
| **ACCOMMODATIONS** | | |
|  | | |
| BEGIN: | END: |

|  |  |  |
| --- | --- | --- |
| **MODIFICATIONS** | | |
|  | | |
| BEGIN: | END: |

|  |  |  |
| --- | --- | --- |
| **SUPPORT FOR SCHOOL PERSONNEL** | | |
|  | | |
| BEGIN: | END: |

|  |  |  |
| --- | --- | --- |
| **SERVICE(S) TO SUPPORT MEDICAL NEEDS** | | |
|  | | |
| BEGIN: | END: |

8

# TRANSPORTATION AS A RELATED SERVICE

Does the child require special transportation? YES  NO

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

Does the child need accommodations or modifications for transportation YES  NO

If yes, check any transportation accommodations/modifications below that the child needs:

The bus driver will be notified of the child’s behavioral and/or medical concerns  Aide (for transportation only)

Specially Adapted Vehicle  Wheelchair lift  Safety Vest  Car Seat  Securement Systems

Other – Specify:

9

# NONACADEMIC AND EXTRACURRICULAR ACTIVITIES

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

Describe:

|  |
| --- |
|  |

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

|  |
| --- |
|  |

10

# GENERAL FACTORS

HAS THE IEP TEAM CONSIDERED:

The strengths of the child? YES  NO

The concerns of the parents for the education of the child? YES  NO

The results of the initial or most recent evaluation of the child? YES  NO

As appropriate, the results of performance on any state or district-wide assessments? YES  NO

The academic, developmental and functional needs of the child? YES  NO

Regarding the Third Grade Reading Guarantee, is the child on-track for reading? YES  NO  NA

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# LEAST RESTRICTIVE ENVIRONMENT

**For School Age:**

Does the child attend the school they would attend if not disabled? YES  NO

If no, justify:

|  |
| --- |
|  |

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

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

|  |
| --- |
|  |

**For Preschool:**

Does the child attend a general education setting? YES  NO

Does the child receive all of his/her special education and related services embedded

within regular classroom routines and activities? YES  NO

What prevents the child from receiving special education and/or related services embedded with the regular classroom routines and activities?

|  |
| --- |
|  |

What prevents the child from being able to attend a general education setting?

|  |
| --- |
|  |

Who provides the child with instruction in the general education curriculum?

|  |
| --- |
|  |

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# STATEWIDE AND DISTRICT WIDE TESTING

Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)? YES  NO

Click below for guidance in considering AASCD:

[Ohio’s Alternate Assessment Participation Decision-Making Tool](https://education.ohio.gov/Topics/Testing/Ohios-Alternate-Assessment-for-Students-with-Sign)

If yes, justify the choice of alternate assessment and address why it is appropriate below:

|  |
| --- |
|  |

**Accessibility on district and statewide tests**

Will the child participate in district wide and statewide assessments with accommodations? YES  NO

|  |  |  |
| --- | --- | --- |
| 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. | | |
| **1. DISTRICT TESTING** (Note specific test or tests that student will be taking and any differences in allowable accommodations that may be test specific within the classroom across the district) | | |
| **AREA** | **ASSESSMENT TITLE** | **DETAIL OF ACCOMMODATIONS** |
| ELA |  |  |
| Mathematics |  |  |
| Science |  |  |
| Social Students |  |  |
| Other: |  |  |
| **2. STATEWIDE TESTING** (Note specific test or tests that student will be taking and any differences in allowable accommodations that may be test specific) | | |
| **AREA** | **ASSESSMENT TITLE** | **DETAIL OF ACCOMMODATIONS** |
| ELA |  |  |
| Mathematics |  |  |
| Science |  |  |
| Social Students |  |  |
| Other: |  |  |

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# EXEMPTIONS

**Third Grade Reading Guarantee** (See [**The Ohio Third Grade Reading Guarantee Guidance Manual**](https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-District-Resources) for details)

Applicable  NA

Does the child have a significant cognitive disability? YES  NO

**If yes,** the child is not required to take the reading diagnostic assessment and is, therefore, removed

from all the provisions of the Third Grade Reading Guarantee (including retention).

**If no**, the team considered all data and made the following decision (check one):

Not to exempt the child from the retention provision of the Third Grade Reading Guarantee

To exempt the child from the retention provision of the Third Grade Reading Guarantee

**Graduation Tests**

Applicable  NA

Is the child excused from the consequences of not passing required graduation tests? YES  NO

The child is excused from the consequences of not passing the required graduation tests in the following subjects:

|  |  |  |
| --- | --- | --- |
| **Category** | **Course Title** | **Justification** |
|  |  |  |

**Other Assessments**

Applicable  NA

|  |  |
| --- | --- |
| **Assessment** | **Justification** |
|  |  |

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# MEETING PARTICIPANTS

**THIS IEP MEETING WAS:**

Face-to-Face Meeting

Video Conference

Telephone Conference/Conference Call

Other

**IEP EFFECTIVE DATES:**

START:

END:

DATE OF NEXT

IEP REVIEW:

**IEP MEETING PARTICIPANTS**

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP:

|  |  |  |  |
| --- | --- | --- | --- |
| **NAME (Print)** | **POSITION** | **SIGNATURE** | **DATE** |
|  |  |  |  |
|  |  |  |  |
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**PEOPLE NOT IN ATTENDANCE WHO PROVIDED INFORMATION AND RECOMMENDATIONS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **NAME (Print)** | **POSITION** | **SIGNATURE** | **DATE** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

\*IF THE GENERAL EDUCATION TEACHER, INTERVENTION SPECIALIST, DISTRICT REPRESENTATIVE OR PERSON KNOWLEDGEABLE ABOUT THE INSTRUCTIONAL IMPLICATIONS OF THE EVALUATION DATA HAVE SIGNED AS NOT IN ATTENDANCE AT THE IEP MEETING, THERE MUST BE A WRITTEN EXCUSE ON FILE.

\*\*THE STUDENT IS A PREFERRED MEMBER UP TO AGE 18 WHEN THEY BECOME A REQUIRED MEMBER UNLESS THERE IS NO TRANSFER OF GUARDIANSHIP.

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# 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/GUARDIAN SIGNATURE:** **DATE:**

**IEP 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. \*\*

AREA:

*Note: Not a Change of Placement does NOT require a parent’s signature to implement the IEP.*

**PARENT/GUARDIAN SIGNATURE:** **DATE:**

**IEP 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/GUARDIAN SIGNATURE:**  **DATE:**

**PROCEDURAL SAFEGUARDS NOTICE**

The parent received a copy of the Procedural Safeguards Notice at the IEP Meeting in the following form:

      YES  NO  **IF NO, DATE SENT TO PARENTS:**

**Transfer of Rights at Age of 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 informing them that the transfer of procedural safeguard rights under IDEA will take place on the child’s 18th birthday.

YES  NO

**CHILD’S SIGNATURE:**  **DATE:**

**PARENT/GUARDIAN SIGNATURE:**  **DATE**:

**COPY OF THE IEP**

The parents received a copy of the IEP at the IEP meeting. YES  NO  IF NO, DATE SENT TO PARENTS:

\* The district must provide prior written notice to the parents summarizing the outcome of the IEP meeting before implementing the IEP.

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

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# CHILDREN WITH VISUAL IMPAIRMENTS

This form shall be completed during the IEP meeting for each child who has a visual impairment, as defined by Ohio's Amended Substitute House Bill Number 164, which requires a statement specifying one or more reading and writing media in which instruction is appropriate to meet the child's educational needs. **A copy of this completed form is part of, and must be attached to, the child's IEP form.**

|  |  |
| --- | --- |
| 1. Annual assessment of reading and writing skills was conducted with each child in all media considered appropriate. The results of these assessments are included in “Present Levels of Academic Achievement and Functional Performance” on the IEP and indicate both strengths and weaknesses. | YES  NO |
| 2. The IEP contains a requirement for instruction in Braille reading and writing when that medium is appropriate and is indicated by adding “Unified English Braille” as a special service in Section 7. | YES  NO |
| 3. Instruction in Braille reading and writing was carefully considered for this child and pertinent literature describing the educational benefits of instruction in Braille reading and writing was reviewed by the persons developing this child’s IEP. | YES  NO |
| 4. The following visual condition(s) was taken into account and discussed in making the above decision:   * Condition is degenerative and progressive loss is expected. * Condition is currently unpredictable in nature and will be reviewed if change in visual condition is noted. * Condition is temporary and expected to improve. * Condition is stable and will be monitored. | YES  NO |
| 5. Indicate the appropriate instructional media  Unified English Braille  Large Print  Regular Print  Tape/auditory  Pre-reader |  |
| 6. Complete if Braille reading and writing ARE appropriate at this time  Annual goals provided  Short-term objectives provided  Date of initiation indicated  Frequency and duration of instructional sessions indicated  Level of competency to be achieved annually indicated  Objective determinants used to measure achievement provided |  |
| 7. Reasons Braille reading and writing ARE NOT appropriate this time  Documented visual acuity allowing the choice of larger type/regular type  Child is considered a pre-reader  Other: |  |