

Sample Individualized Education Plan (IEP)

The following IEP sample reflects but one way to present an IEP and contains components that have worked well for some systems. It is critical to remember that each IEP must be individualized and based on the needs of the particular student. For a complete description of IEP content required by IDEA '97, please refer to the Final Regulations §300.347. In addition, be sure to check with your district and/or state for recommended or required IEP forms or processes.

Individualized Education Program

A. Student Name (Last, First, MI) <i>Schooler, Maureen H.</i>		Birthdate (month/day/year) <i>12/27/83</i>		Sex <input type="checkbox"/> M <input checked="" type="checkbox"/> F	
Current Grade <i>9</i>	Student's Primary Language or Communication Mode <i>English</i>				
Current Address <i>1234 West Here Street</i>		City <i>Nice Town</i>	State <i>ND</i>	Zip <i>12345</i>	Phone Number <i>555-222-3333</i>
Serving School <i>Desert Valley Senior High</i>		City <i>Nice Town</i>	State <i>ND</i>	Zip <i>12345</i>	Phone Number <i>555-123-4567</i>
Resident School (If different from serving school) <i>Same</i>		Student Social Security Number (Optional) <i>123-45-6789</i>			
School District of Residence (If different from serving district) <i>Same</i>		Check items that apply. <input checked="" type="checkbox"/> Open Enrolled in same district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Open Enrolled in another district <input type="checkbox"/> Home Education			

B. Name of Parent(s) <i>Teddy and Matilda Schooler</i>		Home Telephone Number <i>555-222-3333</i>		Other Telephone Number <i>None</i>	
Address (if other than Student's Current Address) <i>Same</i>				Primary Language at Home <i>English</i>	
Is there a Guardian/Educational Surrogate/Foster Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Educational Surrogate		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Foster Parent		Name:	
Address <i>N/A</i>		City <i>N/A</i>	State <i>N/A</i>	Zip <i>N/A</i>	

C. IEP Case Manager <i>Henrietta Harvey</i>		Telephone Number <i>555-999-8888</i>	
IEP Type <input type="checkbox"/> Initial <input checked="" type="checkbox"/> Annual	Date of Last Comprehensive Individual Assessment Report (month/day/year) <i>5/23/98</i>		

D. Date of IEP Meeting (month/day/year)	List Names of All Team Members	Check Attendance
<u>5/16/99</u>		
*Parent	<i>Teddy Schooler</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parent	<i>Matilda Schooler</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student	<i>Maureen Schooler</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Administrator/Designee	<i>Joe Smith</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Special Ed Teacher	<i>Jane Lakeman</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
General Ed Teacher	<i>Ellie Math</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Representative of district of residence	<i>Carol Burkett, Special Education</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Vocational Rehabilitation Counselor	<i>Christine Fullerton</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

* If the parent did not attend the IEP meeting, describe effort to arrange a mutually agreed upon time and place. Include date, contact, and outcome of each effort.

Adapted and used with permission of the North Dakota Department of Public Instruction, Office of Special Education.

E. Students Desired Post School Outcomes, ages 14-21 (or younger, if appropriate)

Employment:	<i>I would like to work with or teach children who have disabilities; no job supports are anticipated.</i>
Community Participation:	<i>I intend to remain independently involved in church and may volunteer with various community activities of interest.</i>
Recreation & Leisure:	<i>I will stay active in group activities (bowling, music, sport events) and independent activities (sewing, reading, roller-blading) with no need for supports.</i>
Post Secondary Training & Learning Opportunities:	<i>I will attend a liberal arts college program to work with children; funding & academic supports may be appropriate.</i>
Independent Living:	<i>I will be capable of living independently in a dorm, apartment or alone.</i>

F. Present Levels of Educational Performance

The statement of present levels of educational performance is an integrated summary of information from all sources including the student's family. Summarize and discuss parent information and student progress toward previous goals and objectives. Include the parents' perspectives and insights about their child's learning strategies, social skills, interests, and any existing medical diagnoses that are important contributions to creating a description of the whole child. The statement should include current information about the student's specific strengths and weaknesses, progress in the general education curriculum, unique patterns of functioning, and implications of the problem areas on the student's total functioning. Performance areas to be considered include the following:

- | | |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------|
| ✓ Cognitive functioning | ✓ Academic performance |
| ✓ Communicative status | ✓ Motor ability |
| ✓ Sensory status | ✓ Health/physical status |
| ✓ Emotional and social development, behavior skills (including adaptive behavior, if applicable), and ecological factors | |

Maureen is currently functioning in the average range of intelligence according to the WISC III administered on 5-23-98. Her strengths are in the area of short and long-term memory and problem solving. Her learning disability in the areas of reading comprehension and written expression require accommodations in her general education classes described in Section G. Maureen's oral expression skills are a strength for her as are her interpersonal skills. Academically, she has maintained Bs with a C in Biology for the second semester of her 9th grade year. She met her IEP goals for the 98-99 academic year.

Address the present levels of performance in each of the following domains with documentation of student needs, preferences and interests and identified by what method this information was obtained.

Jobs and Job Training

Maureen volunteered at the Busy Bee Child Development Center during her 9th grade year. She worked primarily with the three-year-olds. Her supervisor reported that she was dependable and reliable and related very well with the students. Based on the California Occupational Preference Survey (COPS), her goal of working in child care appears to be an appropriate choice.

By what method was this obtained: Interview with job supervisor

Recreation and Leisure

Maureen is athletic; she is on a junior bowling league and enjoys rollerblading.

By what method was this obtained: Interview with Maureen and her parents

Home/Independent Living

Maureen is independent at home now and intends to pursue living on her own after graduation.

By what method was this obtained: Interview with Maureen and her parents
Woodcock-Johnson Scale of Independent Behavior

Community Participation

Maureen is quite active in church activities at this time.

By what method was this obtained: Interview with Maureen

Post-Secondary Training and Learning Opportunities

Maureen wishes to attend a post-secondary liberal arts college, majoring in Child Development. She is exploring both 2-year and 4-year institutions at this time and considering earning an AA + certificate first.

By what method was this obtained: Interview with Maureen

Related Services

Maureen has not received related services since the elementary grades (K-3) when she received Speech and Language therapy for 2x/week for 30 minutes. She was discharged at the end of third grade.

By what method was this obtained: Review of school records

(F. Present Levels of Educational Performance, continued)

Considerations the IEP team must address

A. Does the student exhibit behaviors that impede his or her learning or that of others?

No

Yes - Consider strategies including positive behavior interventions, strategies, and supports in the IEP.
If yes, what are recommendations to address these needs?

B. Does the student have limited English proficiency?

No

Yes

If yes, what are recommendations to address these needs?

C. Is the student blind or visually impaired?

No

Yes - but the student *does not* need Braille/Braille instruction based on the student's current and future reading and writing skills and needs.

Yes - and the student needs Braille/Braille instruction based on the student's current and future reading and writing skills and needs.

If yes, what are recommendations to address these needs?

D. Is the student deaf or hearing impaired?

No

Yes - Consider the child's language and communication needs, opportunities for direct communication with peers and professionals 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.

If yes, what are recommendations to address these needs?

E. Does the student have other communication needs?

No

Yes - Consider the strategies to address communication needs of the student.

If yes, what are recommendations to address these needs?

F. Does the student require assistive technology devices and services?

No

Yes - Consider the assistive technology needs of the student.

If yes, what are recommendations to address these needs?

Algebra: calculator for completion of assignments, quizzes and tests.

Child Development, English, Advanced Biology: tape recorder to record class lectures and demonstrations.

G. Statement of Transition Service Needs (ages 14-21, or younger if appropriate)

School Year	Grade Level	List Courses to be taken each year	Credits Earned
	Grade 8		
	Grade 9		6
99-00	Grade 10	Child Development (1/2), English 10 (1), Band (1), Phy Ed (1/2), Spanish I (1), Algebra (1), Adv. Biology (1), Resource Room (1)	7 (13)
00-01	Grade 11	English 11 (1), Spanish II (1), Geometry (1), Band (1), Phy Ed (1/2), Family & Consumer Science I (1/2), Chemistry (1), Resource Room (1)	7 (19)
01-02	Grade 12	Psychology (1/2), English 12 (1), Algebra II (1), Band (1), Cooperative Work Experience (11/2), Phy Ed (1/2), US History (1/2), Resource Room (1)	6 (24)
Ages 18-21			

Total number of credits required by this district for graduation: 21 Anticipated month and year of graduation: May 2002

Will this student graduate with fewer credits than required of all students by the district? Yes No

If yes, identify graduation adaptations _____

H. Statement of Needed Transition Services (ages 16-21, or younger if appropriate)

Transition Services	Needs & Activities	Agency(ies) & Responsibilities	Provider & Payer
Instruction:	<ul style="list-style-type: none"> Sp Ed supports in identified classes Modified ACT testing Post secondary supports (academic) 	<ul style="list-style-type: none"> School district School district College of choice & Maureen 	<ul style="list-style-type: none"> School district will provide identified supports School district College of choice
Community Experiences:	<ul style="list-style-type: none"> Three job shadow experiences with children Visit three colleges which offer program of interest Open a checking/saving account at bank 	<ul style="list-style-type: none"> Coordinated by Case Manager and Maureen Maureen & parents Maureen & parents 	<ul style="list-style-type: none"> School District will provide services Maureen and her parents will be responsible for any expenses incurred to visit colleges Maureen and her parents will be responsible for any expenses incurred.
Employment:	<ul style="list-style-type: none"> Job preparation skills & review Part time employment by personal job search and/or with assistance from Job Service if necessary 	<ul style="list-style-type: none"> Coordinated by case manager and Maureen Maureen & Job Service Counselor 	<ul style="list-style-type: none"> School district will provide services Maureen will incur any expenses to locate and find part time employment
Related Services: Maureen's IEP team identified no long-term needs in related services at this time.			
Adult Living & Post School:	<ul style="list-style-type: none"> Apply for all possible college financial aid Vocational Rehabilitation referral to determine eligibility for tuition assistance for college Participate in home skills (make clothing & misc. purchases, cook 1 meal/week, help with laundry & misc. household chores) Apply for college/DSS no later than 12/01. 	<ul style="list-style-type: none"> Maureen, parents, school guidance office Maureen, parents and VR staff Maureen and parents Maureen and parents 	<ul style="list-style-type: none"> School will provide services within limits of building, and Maureen/parents will incur expenses for mailings, etc. There is no expense to apply for VR services Maureen and her parents will be responsible for any expense of this activity Maureen and parents
Daily Living: (if appropriate)			
Functional Vocational Assessment: (if appropriate)	<ul style="list-style-type: none"> Review CHOICES to reaffirm vocational goal and review college information Complete community & Independent living assessment 	<ul style="list-style-type: none"> Maureen, Guidance office, Case Manager 	<ul style="list-style-type: none"> School district will provide this service there is no expense There is no expense for this activity for the district.



Agency Collaboration & Responsibilities* (ages 16-21, or younger if appropriate)

School Year	Grade Level	Needed Service(s)	Agency & Contact Person	Who will contact & when	Timeline for delivery of service(s)	Results & Outcomes
99-00	10	Job seeking / placement assistance	Job service Counselor John Olson	Maureen, June 99	Summer 1999 to Spring 2000	Part time employment for summer 1999 & possibly to continue through school year
00-02	11-12	Eligibility determination	Vocational Rehabilitation Counselor Sue Smith	Maureen & parents	December 2000	Possible eligibility for services (tuition for college)
00-01	11	Referral to Independent Living Center	ILC Counselor Mary Jones	Case Manager, Maureen	May 2001	Independent Living and Community assessment to determine strengths and prepare for college/advocacy
01-02	12	Post-secondary academic supports	College Disability Support Services Staff	Maureen & parents	March 2002	Classroom & testing accommodations in college

* If any agency identified by the IEP team fails to provide services, the IEP team must reconvene as soon as possible to identify alternate strategies and amend the IEP as necessary. Document date of reconvened IEP meeting and results.

I. Annual Goals, Short-Term Objectives, and Characteristics of Services

Use one page for each annual goal. Thoroughly state the annual goal. Annual goals should be reasonably achieved in one year and should be unique to the student. Related Services should appear ONLY as objectives that are integrated into the student's instructional program.

Annual Goal (behavior or skill, desired ending level of achievement, intent or purpose of the behavior):	Goal # <u> 1 </u> of <u> </u> goals
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Maureen will fully participate in her Child Development course during her sophomore year, attaining the prescribed competencies with 80% accuracy or better.

Short-Term Instructional Objectives and Characteristics of Services:

List *objectives* for each goal including conditions under which the behavior is performed, the specific behavior, measurable criteria, evaluation procedures, and schedules for determining if objectives are being achieved (initiation date, dates for progress checks). The person responsible for monitoring progress will be added upon completion of Section J.

For each objective, consider and document the following *characteristics of services* information:

Does the performance specified in the objective(s) promote the child's involvement and progress in the general education curriculum?

How might services be modified to enable greater involvement and progress in the curriculum? Describe the needed modifications or adaptations.

If the child will not participate in the general education curriculum, provide a justification for the alternative selected. Describe the specially designed instruction (e.g., specially designed driver education) or supportive training related to the disability (e.g., braille instruction/occupational therapy).

Who will provide the modifications/adaptations OR the specially designed instruction/supportive training related to the disability described above?

Given each district-prescribed competency, Maureen will complete the competency with 80% accuracy or better. Data will be collected via classroom observation work samples, teacher and practicum supervisor, anecdotal records, portfolio, and teacher-made tests. Biweekly progress checks will be conducted and written reports sent to Maureen's parents based on the district's competency list for child development.

Progress reporting to parents will occur at least as often as reporting in general education (report cards). Written reports will be provided every:

6 weeks 9 weeks Other schedule (specify: Biweekly)



J. Adaptation of Educational Services

Describe changes in educational services that will be made to permit successful accommodation and education of this student (e.g. credits, staff, transportation, facilities, materials, braille, equipment, technology, adaptive devices, curriculum, methods and other services). Include procedures for monitoring equipment, if applicable.

Maureen will be provided with extended time on tests in her Child Development, Algebra and Advanced Biology classes. She will be provided with preferential seating in Spanish I. She will be provided with taped texts for English 10 and multiple choice or short answer tests rather than essay. She may tape record lectures in Child Development, English 10, and Advanced Biology and use a calculator for Algebra. She may also have syllabi in advance and guided notes if desired.

Assistive Technology MUST be considered for each student with a disability.

Does the student need assistive technology devices and services to access the general education curriculum (or FAPE)?

No Yes If "Yes" is checked, explain.

Algebra: calculator for completion of assignments, quizzes and tests.

Child Development, English, Advanced Biology: tape recorder to record class lectures and demonstrations.

Describe the student's participation in district-wide and statewide assessment.

Student will participate without accommodations.

Student will participate with accommodations specified below: [Note: Some students may participate in portions of district/statewide assessments.]

Scheduling: extended time only

Student will participate in alternate assessment. Justification for not participating in district or statewide assessments and the description of alternate assessment **must be provided**.

Positive Behavior Interventions and Strategies.

Do the Present Levels of Educational Performance include a description of problem behavior that impedes the student's learning or the learning of others? Yes No

Does the student's disability limit his/her understanding of school rules and consequences? Yes No

Does the student's disability limit or influence his/her ability to follow school rules? Yes No

If "Yes" is checked for any of the above questions, then the components of a Behavior Intervention Plan must be documented.

Documentation of Behavior Intervention Plan can be found:

in goals and objectives in adaptations section in an attachment.

K. Description of Activities with Students Who Are Not Disabled

Physical Education. Indicate type of physical education program that the student receives:

regular P.E. adaptive/specially designed P.E. (include specific goals and objectives in Section I)

Participation in Academic and Nonacademic Activities:

Check any program options in the boxes below in which the student will be participating with students who do not have disabilities.

Program Options.

Art.

Industrial Arts

Music (*Band*)

Vocational Education (*Child Development*)

Home Economics

Other (*English 10, Algebra, Advanced Biology, Spanish I*)

Comments:

Nonacademic and Extracurricular Services and Activities.

Counseling

Meals

Employment Referrals

Recess

Athletics (*Tennis Team*)

Recreation

School Sponsored Clubs

Special Interest Groups

Transportation

Other _____

Comments:

L. Least Restrictive Environment Justification

This page is intended as a SUMMARY for all Goals, Objectives, Characteristics of Services, Adaptations, and Special Education and Related Services information included in sections I, J & L. Check all settings in which the special education and related services will be provided.

SETTING:	Percent of time / week
<input checked="" type="checkbox"/> A. Regular Education Classroom	6 periods 86%
<input type="checkbox"/> B. Limited special services in Regular Education classroom	
<input checked="" type="checkbox"/> C. Resource Room	1 period 14%
<input type="checkbox"/> D. Separate Class	
<input type="checkbox"/> E. Public separate school (day) facilities	
<input type="checkbox"/> F. Private separate school (day) facilities	
<input type="checkbox"/> G. Public residential facilities	
<input type="checkbox"/> H. Private residential facilities	
<input type="checkbox"/> I. Correction facilities	
<input type="checkbox"/> J. Homebound/hospital environments	
TOTAL: 100%	

Before a disabled child can be placed outside of the regular educational environment, the full range of supplementary aids and services that if provided would facilitate the students placement in the regular classroom setting must be considered. In all cases, placement decisions must be individually determined on the basis of each child's abilities and needs, and not solely on factors such as category of disability, significance of disability, availability of special education and related services, configuration of the service delivery system, availability of space or administrative convenience. Explain why options selected above are the most appropriate and the least restrictive. Describe other options considered and provide reasons those options were rejected.

Maureen will participate in one period per day of Special Education Services in the resource room for the purpose of academic support in her regular education classes. Given her current course load this period of support is necessary. Removal from the regular education setting during this time will not be harmful.

Is there a potential harmful effect to the student with this placement? Yes No

Is there a potential harmful effect to the student's peers with this placement? Yes No

If yes to either question, make sure the explanation for the selection of the placement option documents this concern for potential harmful effect.

M. Special Education and Related Services

*Services	Min./ Week	Starting Date Ending Date	Service Provider and Telephone	Location of Services Building Name AND Room (if another school district, provide district name)
Resource Room	45 Minutes	5/16/99-5/16/00	Jane Lakeman	Desert Valley High School Room C 25
Rehabilitation Counseling	1 x/mo 45 Minutes	9/16/99-5/16/00	Christine Fullerton	ND Rehabilitation Services

* The duration of these services may not exceed one year (12 months) from the date of this IEP.

Length of school day:

The student will attend for the full school day.

The student will attend for a shorter or longer school day than peers. (Explain why this is necessary.)

Extended school year MUST be considered for each student with a disability. Justification for the decision made MUST BE STATED BELOW.

The review of each goal indicates that an extended school year is needed.

The review of each goal indicates that services will be in effect for the normal school year.

The team needs to collect further data before making this determination and will meet again by _____.

Justification for the above decision:

