

Instructions to Special Education Forms



Form 5 – Individualized Education Program (IEP)

Cover Page: The first page of the IEP asks for the identification of the School District, the IEP Meeting Date, the IEP Case Manager, the **Effective Date of Revision** (when either a formal meeting is held or not held to revise the IEP), the Next Triennial Review date and the Next Annual Review date. As the new IEP form has been designed to include prior written notice information to parents (previously documented through the use of **Form 7**), it is necessary to give parents enough lead time to review the IEP prior to its effective date of implementation. It is recommended that the **IEP Meeting Date** be at least 10 days prior to the initiation date of the IEP. As shown in Example One below, the **IEP Meeting Date** would be October 5, 2007 and the **Next Annual Review Date** for the IEP would be October 5, 2008, at least 10 days before the duration of the current IEP ends. The **Next 3-year Re-evaluation Date** would be three years from the last completed Evaluation Plan Report date or three years from the date of the parent signature on **Form 8** (the parent and district agreement not to conduct a three-year re-evaluation.)

The second section of the cover page is for identifying information on the student, including their name, disability category, date of birth, LEA name, grade level, the parent's name and address, and the Child Count ID number, when available, are all required.

The third section of the cover page identifies the **effective initiation and duration dates of the IEP**. It is very important to pay attention to the individual date lines under initiation and duration. These should reflect the actual school year. **In both examples, the IEP Meeting Date should be October 7, 2016.**

Example One: If a student's IEP is initiated on October 17, 2016 and the school year ends on June 15, 2017 with the next school year beginning on August 28, 2017, the IEP dates should look like this:

Initiation and Duration of School Year Services: 10/17/16 to 06/14/17
08/28/17 to 10/15/17

Example Two: If a student's IEP is initiated on October 17, 2016 and the school year ends on June 15, 2017 with the next school year beginning on August 27, 2017, and the student is scheduled to receive extended school year services from July 5th to August 8th, the initiation and duration dates should look like this:

Initiation and Duration of School Year Services: 10/17/16 to 06/14/17
08/28/17 to 10/15/17

Initiation and Duration of Extended Year Services: 07/05/17 to 08/08/17

The final section of the Cover Page identifies the IEP team members, identifies their role on the team and provides an area to print the person's name, and position or agency affiliation. As well, there are boxes at the end of each line to check if the individual listed was in attendance at the IEP meeting.

Present Levels of Educational/Functional Performance (Page 2): IEP Teams are required, briefly, to describe the student/child's current disability affects their educational and functional performance levels,

Instructions to Special Education Forms



Form 5 – Individualized Education Program (IEP)

including the student/child’s medical issues, strengths and needs. For preschool children the IEP Team should identify how the disability affects the child’s participation in appropriate childhood activities. Other considerations, such as health/safety concerns, mobility, transportation, disability awareness, self-advocacy needs and family concerns or input should also be addressed in this section of the IEP.

Annual Goals, Short-Term Objectives, Benchmarks: This section begins with an identification of the educational or functional performance area being addressed. It is expected that a separate page will be utilized for each educational or functional goal covered in the IEP. Where appropriate, the form asks to identify the standardized test results, the current classroom educational and functional levels related to this area, and the grade expectation for this particular educational or functional skill area. This section then identifies the goals (the estimated outcome one expects to see within an academic year) and the short-term objectives or benchmarks (the intermediate and measurable outcomes between the student/child’s current performance level and the annual goal). Each goal should reflect a skill area in need of specialized instruction that was identified in the Evaluation Report, in the Present Levels of Educational Performance, or on the Services page of the IEP. Short-term objectives are listed when an annual goal is divided into discrete skill components. Benchmarks describe the amount of progress the student/child is expected to make within a specified period. Within the goals or objectives the IEP Team must identify the evaluation procedures used and personnel responsible to assess student progress on the goals and objectives. Progress review dates are listed here and IEP Teams are reminded that progress reports on the goals and objectives must be provided to parents at least as often as other students within the LEA receive progress reports.

Post-Secondary Transition Plan: These pages are required for students beginning with their first IEP in effect at age 16, or younger if deemed appropriate by the IEP Team. The first section of the Post-Secondary Transition Plan asks for documentation of the expected date of graduation, and current grade level. It next asks for documentation as to the method used for involving the student and, when appropriate, those outside agencies involved in supporting the student’s Transition Plan. The first page of the Post-Secondary Transition Plan goes on further to ask for documentation of the Transition/Vocational Assessments used in developing the transition outcomes and goals. This includes the date the assessments were administered and a summary of the results of those age-appropriate assessments.

The subsequent sections, beginning on page one and following on page two of the Post-Secondary Transition Plan, requires the IEP Team to identify postsecondary goals in the areas of Employment and Education/Training and, where deemed appropriate, Independent Living. Post-secondary goals are the expectations for the student after graduation and must be written as such. Each section also includes a section to write annual goals that the LEA will work on with the student to assist them in reaching their post-secondary goal. These goals must include dates of review where progress information will be sent to the parent or adult student. Each section for the three areas concludes with a list of the transition services being provided to the student. (If the IEP Team determines that the student does not have an Independent Living goal that needs to be addressed it must be indicated with an N/A as a means to document that the IEP Team has discussed, and agreed, that it currently does not apply to this student’s needs.)

Instructions to Special Education Forms



Form 5 – Individualized Education Program (IEP)

The IEP Team **must** then provide a description of the course(s) of study (i.e. a listing of courses, curriculum, vocational or tutorial programs) needed to assist the student in meeting their transition goals. It is followed by a description of any the linkages to other agencies that will assist the student in postsecondary planning. The final section of the Post-Secondary Transition Plan includes an area to document that a student who will be reaching age 17, and their parents, have been informed in writing about the transfer of parental rights to the student upon reaching age 18. If not informed by written notice, it asks for documentation how the student and parents were informed.

Special Education Services, Related Services, Transition Services, Parental Consent to Bill Medicaid:

This page has separate sections to describe the special education services, related services, transition services and extended school year services to be provided to the student, as well as its location, frequency, duration, personnel or provider, and group size. This page concludes with the Parental Consent to Bill Medicaid section. The Case Manager or LEA must review this provision with the parent and place a checkmark immediately following the appropriate statement regarding consent or refusal for the district to bill Medicaid for eligible special education services.

Least Restrictive Environment (LRE) Statement, Description of the Child’s Placement, General

Characteristics of the Placement, Accommodations/Modifications for Assessments: This page begins with a section to describe, if applicable, why full participation is not possible in the regular classroom, extracurricular or other non-academic activities. The next section is a statement describing the student/child’s educational environment (i.e. therapeutic, behavioral settings, etc.). This page also identifies the Child Count categories regarding the general characteristics of the student’s educational environment along the continuum of general education and alternative placements. There are separate sections for ages 6-21 and ages 3-5. The final section on this page documents the accommodations, modifications and supplementary aids and supports needed for the student to participate in national, state, district-wide and LEA assessments or the alternative evaluation technique to be used if a student will not be participating in those assessments.

NOTE: The Documentation of Eligibility for Alternate Assessment for Science should be forwarded to Linda Moreno, Alternate Assessment Coordinator, Vermont Agency of Education, 219 North Main Street, Suite 402, Barre, VT 05641 by October 15th of each school year.

Program Modifications/Supports for the Student and LEA Personnel/Parents and Additional

Student/Program Information: This section of the IEP first identifies the accommodations, modifications, and supplementary aids and supports necessary for the student/child to have access to the general education curriculum. This includes the unique supplies or equipment required specifically for this student. A check box is also made available to identify if the student is eligible for supports of Accessible Instructional Materials.

Next, the page identifies the program modifications or supports that will be provided for LEA personnel and parents to implement the IEP.

Instructions to Special Education Forms

Form 5 – Individualized Education Program (IEP)



The final section of the IEP identifies the other options considered by the IEP team that were not included as part of this current IEP. It should include the reasons why the other considerations were not made part of this IEP or may refer to the Present Levels of Performance page to justify the decrease, elimination or decision not to include, particular services, accommodations, modifications, or supplementary aids as part of this IEP.

IEP Form - Definitions and Comments

Continuum of Alternative Placements: Each LEA shall ensure that a continuum of alternative placements is available to meet the needs of children who are receiving IEP services. The continuum includes instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and residential facilities.

Duration of Services: Special education and related services will be delivered during the school calendar year or on a schedule set forth in the IEP.

Annual Goals: A statement of the measurable annual goals including benchmarks or short-term objectives, related to meeting the student's needs that result from the student's disability which enable the student to be engaged and progress within the general curriculum.

Individualized Education Program (IEP): An IEP is the written document that is developed for a student/child who has been found eligible for special education services.

Individualized Education Program-Accountability: Each public agency must provide special education and related services to a student with a disability in accordance with an IEP. However, State and Federal regulations do not require that any agency, teacher, or other person be held accountable if a student does not achieve the growth projected in the annual goals and objectives.

Least Restrictive Environment: A student eligible for special education services shall be educated with his or her non-disabled chronological age peers, to the maximum extent appropriate, in the LEA he or she would attend if he or she did not have a disability.

Local Education Agency (LEA) Representative: The LEA Representative is a representative of the public agency who is knowledgeable about general curriculum, qualified to provide or supervise the provision of special education services and is knowledgeable about the availability of resources. A public agency may designate a current member of the IEP team to serve also as the LEA Representative, but only if the individual meets the criteria stated above.

General Education Teacher: Not less than one general education teacher must participate in the development of the IEP if the student is, or may be, participating in the general education environment.

Related Services: "Related Services" means transportation and such developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from special education (for example: occupational therapy, physical therapy, speech, student counseling, parent counseling and training, etc.).

Instructions to Special Education Forms



Form 5 – Individualized Education Program (IEP)

Skill Areas: Skill areas include Basic Skill Areas (e.g. reading, oral expression), Fundamental Skills (e.g. cognitive, social), or any other curriculum areas needed by the student (e.g. vocational, recreational, etc.). The student’s needs for socialization, language and behavior development must be considered.

Special Education Teacher or Service Provider: Not less than one licensed special education teacher or related service personnel, (e.g. Essential Early Educator, Resource Room Teacher, Consulting Teacher/Learning Specialist, Speech-Language Pathologist, Occupational Therapist, Physical Therapist, etc.) is required to attend an IEP meeting.

Special Education: Special Education means specially designed instruction that cannot be provided within the LEA’s standard instructional conditions or provided through the LEA’s educational support system, at no cost to the parent, to meet the unique needs of an eligible student with a disability.

Special Education Teacher or Service Provider: Not less than one licensed special education teacher or related service personnel, (e.g. Essential Early Educator, Resource Room Teacher, Consulting Teacher/Learning Specialist, Speech-Language Pathologist, Occupational Therapist, Physical Therapist, etc.) is required to attend an IEP meeting.

Student: The student with the disability is encouraged to participate in the development of the IEP whenever appropriate. Starting at the age of 16, the student is required to be invited when transition service needs or transition services will be discussed.

Post-Secondary Transition Services: These are the services, including courses of study, needed to assist the child in reaching age appropriate measurable postsecondary transition goals in Education/Training, Employment training, and, where appropriate, Independent Living skills. These must be in the IEP of a child who is going to turn age 16 while the IEP is in effect.

As you complete the IEP document, remember to:

- Discuss the applicable section of the Parental Rights in Special Education.
- Document how parent participation was obtained, if parents were not in attendance.
- Consider the communication needs of the student. These needs may be different than the needs of deaf and hard of hearing students.
- Record the date of initiation and duration of services on the cover page.
- Plan an adaptive physical education program for those students who cannot participate in the regular physical education program. (Not applicable for essential early education).
- Consider the related services necessary to assist a student with a disability to benefit from special education and related services. Include consideration of services such as audiology services, counseling, orientation and mobility services, parent counseling and training, physical and occupational therapy, psychological services, recreation, LEA health and nursing services, social work services, and transportation, etc.

Instructions to Special Education Forms



Form 5 – Individualized Education Program (IEP)

- Include strategies, positive behavioral interventions, supports, other than or in addition to a behavior plan to address behavioral issues when the behavior interferes with the student’s or other students’ learning. Such strategies include conflict resolution, social skills, etc.
- Consider and include language needs of students with limited English proficiency as they relate to the student’s IEP.
- Describe how parents will be regularly informed of their student/child’s progress toward the goals outlined in this IEP. This must occur at least as often as parents are informed of their non-disabled children’s progress.
- Discuss and plan, if appropriate, an extended school year program and document on the service page.