ILLINOIS STATE BOARD OF EDUCATION

RECOMMENDED

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
FORMS AND INSTRUCTIONS

July 2007

GENERAL PURPOSE OF AN
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

An Individualized Education Program (IEP) is required:

♦ Upon the completion of an initial evaluation or reevaluation of a student suspected of having a disability;
♦ When reviewing the results of an independent or outside evaluation;
♦ Following the recommended termination of special education for one or more disabilities *(This would include students who complete special education programs and return full time to general education and students who complete programs for a disability, but continue to receive special education for other disabilities.)*
♦ When reviewing or revising the IEP, including placement;
♦ To determine if a student's behavior was a manifestation of his/her disability;
♦ When considering transition services for a student;
♦ When developing a Behavioral Intervention Plan;
♦ When terminating the special education placement of a student

Eligibility Determination

I.   *All Disabilities Other Than Specific Learning Disability*

The eligibility determination must be made by the IEP team. Based upon an analysis of information from a variety of sources, (i.e. academic achievement tests, functional performance, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior) the IEP team would determine if:

♦ the student has a disability(s);
♦ the disability(s) adversely affects the student's educational performance; and
♦ the disability(s) requires special education and related services to address educational needs.

Upon completion of the IEP meeting, the district must provide a copy of the IEP that documents the determination of eligibility to the parent(s). A copy of that IEP shall be kept on file by the local district.

II.   *Specific Learning Disability*

The eligibility determination must be made by the IEP team. Based upon an analysis of information from a variety of sources, (i.e. academic achievement tests, functional performance, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior) the IEP team would determine if:

♦ the student is progressing at a significantly slower rate than is expected in any area(s) of concern;
♦ the student's performance is significantly below performance of peers or expected standards in any area(s) of concern; and
♦ the student's needs in any area(s) of concern are significantly different from the needs of typical peers and of an intensity that exceeds general education resources.

After completing the process that determines how a child responds to scientific, research-based interventions, the team may also consider if a severe discrepancy exists between achievement and ability that is not correctable without special education and related services.

Based upon the determinations noted above, the team would determine if the child has a specific learning disability that adversely affects educational performance and requires special education services.

Development of the Individualized Education Program (IEP)

An Individualized Education Program (IEP) must be completed for each student who is eligible to receive special education and related services under the Individuals with Disabilities Education Act (IDEA) 2004. The IEP is a management tool that is developed by the parent(s) and school personnel to ensure that each student with a disability is provided special education and related services that are appropriate to his/her special needs. (For preschool students ages three through five who have been determined to be eligible for special education and related services, an Individualized Family Service Plan may be used in place of an IEP, if the IFSP meets all the requirements of an IEP and the parent(s) agree and provide consent for the use of the IFSP.)

While it is not required, it is recommended that the IEP be developed immediately following the eligibility determination, since some of the persons required to develop the IEP are also the participants required to determine eligibility. (If the district chooses to hold two separate meetings, the IEP meeting must be conducted within 30 days of the determination of eligibility. Both meetings must occur within 60 days of the date parents signed consent.)

Upon completion of the IEP meeting, the district must provide a copy of the IEP to the parent(s). A copy of the IEP shall be kept on file by the local district.

INDIVIDUALIZED EDUCATION PROGRAM
(CONFERENCE SUMMARY REPORT)

<u>Conference Data Information</u>

Student's Name Use the student's legal name. Do not use nicknames or shortened versions of the name.   If the student has recently changed his/her name, indicate both names and which name should be used for all files.

Date of Conference Use a six-digit number (month, day, year - 02/07/06) to indicate.

Date of Most Recent Evaluation Use a six-digit number (month, day, year – 02/07/06) to indicate the date of the student's most recent evaluation.

Date of Next Reevaluation Use a six-digit number (month, day, year – 02/07/06) to indicate the date of the student's next reevaluation.

<u>Purpose of the Conference</u>

Purpose of the Conference Check all boxes that apply to indicate the purpose of the meeting.

<u>Student Identification Information</u>

Most of this information can be completed before the IEP meeting. However, it should always be checked for accuracy at the time of the meeting.

Student's Address Record the student's current address.

Student's Date of Birth Use a six-digit number (month, day, year – 07/22/06)

SIS ID Number If the student has a student identification system number, record this number.

Student's Gender Indicate male or female.

Ethnicity Indicate the student's ethnicity.

Language/Mode of Communication used by the Student Indicate the language(s) and modes(s) of communication used by the student. This may include a statement of the student's level of English proficiency.

Current Grade Level Indicate the student's current grade level.

Anticipated Date of HS Graduation Indicate the student's anticipated date of high school graduation.

Placement This section must be completed <u>following the placement determination</u>.

Disability(s) When determining eligibility, complete this section after the student's eligibility has been determined.   For all other IEP meetings, this section may be completed prior to or at the meeting.

Student's Medicaid Number	If the student has a Medicaid number, record the number.
Resident District	List the name and number of the district where the student resides.
Resident School	List the name of the school the student would attend if not disabled.
Serving District	List the name and number of the district providing the special education services.
Serving School	List the name of the school in which the student is receiving special education services.

Parent/Guardian Information

Most of this information can be completed before the IEP meeting. However, it should always be checked for accuracy at the time of the meeting.

Parent/Guardian(s) Identification	Record the parent/guardian/surrogate parent(s) : • name, • address, and • phone number.
Surrogate Parent	Indicate if an educational surrogate parent is required by checking the box provided.
Language/Mode of Communication used by the Student	Indicate the language(s) and mode(s) of communication used by the parent(s).
Interpreter	Use the yes/no box to indicate if an interpreter is required for the meeting.

Participants

Participants	This section only indicates attendance at the meeting. The participants should sign in during the meeting and check the appropriate box(es) to indicate the type of meeting(s) he/she attended. Anyone serving in a dual role should indicate so on the form.
Parental Participation	If the parent(s) did not attend the meeting, indicate what attempts were made to arrange a mutually agreed upon time and place (e.g., telephone calls, written correspondence).

<u>Procedural Safeguards</u>

Explanation of Procedural Safeguards Indicate when the Explanation of Procedural Safeguards were provided to/reviewed with the parent(s).

Transfer of Rights Check the boxes to indicate if the student was informed of his/her rights that will transfer to the student upon reaching the age of majority.

Reports/Policies/Procedures Use the boxes to indicate if the parent(s) received:

- copy of the evaluation report and eligibility determination;
- a copy of the IEP;
- a copy of the district's behavioral interventions policies; and
- for initial IEPs, a copy of the district's behavioral intervention procedures.

If a parent did not attend the meeting, the district should mail any required document(s) to the parents. Although not required, it is recommended that the IEP Conference Summary Report indicate that the document(s) were mailed to the parent(s).

DOCUMENTATION OF EVALUATION RESULTS

Complete this page after an initial evaluation, reevaluation, or review of an independent or outside evaluation. If prior to the meeting the parent(s) obtained an independent or outside evaluation, the team must document consideration of the evaluation.

For all assessments, describe how procedures were modified to be <u>culturally and linguistically nondiscriminatory</u>, or adapted because of <u>sensory and/or physical disabilities</u>, if needed.

Academic Achievement This section provides a narrative summary of baseline data of the student's academic achievement in the current general education curriculum and indicates the student's instructional level based on the assessment results. Information related to the current assessment results are to be reported in clear, concise and understandable terms.

Information should be provided that includes the possible presence or absence of a disability. This section should also address the needs of the student and method of learning as well as recommendations that are educationally relevant. Incorporate information and/or observations by the parent(s) and others who have regular contact with the student. The narrative summary must be sufficient to provide a foundation for educational planning.

Functional Performance This section provides a narrative summary of baseline data of the student's functional performance in the educational setting. Information related to the current assessment results should be reported in clear, concrete terms. Functional performance should describe how the student is managing daily activities to participate in the general education setting. Incorporate information and/or observations by the parent(s) and others who have regular contact with the student.

Cognitive Functioning This section provides a narrative summary of baseline data of the student's general cognitive ability. Information provided here should address the student's assessment results overall as well as sub-test results. Tests/Procedures and dates of assessments should be included in this section. The narrative summary must be sufficient to provide an understanding of the student's general intelligence.

Communicative Status This section provides a narrative summary of baseline data of the student's communication needs. Consideration should be given to the modes of communication used by the student to receive and provide information to others. This section should be used to indicate if a student has limited English proficiency and current status in English language acquisition. Information should be provided on how the student's communication affects participation in the general education setting.

Health This section provides the results of the student's most recent health update. If the student has an existing condition, medical information and the source(s) from where the information was obtained should be included. Documentation of existing health issues discussed in this section should include any effect the current health status has on the student's participation in the general education curriculum

and school setting.

Hearing/Vision	This section provides the results and date of the most recent hearing screening and most recent vision screening. Indicate who performed hearing/vision screening. For students with a visual and/or hearing disability, provide a narrative summary of evaluation results.
Motor Abilities	This section provides a narrative summary of baseline data of the student's motor abilities in the educational setting. The narrative should include a statement of how the student's mobility impacts progress in the general education curriculum.
Social/Emotional Status/Social Functioning	This section provides a narrative summary of baseline data of the student's social/emotional status and/or social functioning. The narrative should include information about the student's interpersonal relationships (development and maintenance, behavior toward others, compliance with rules, etc.) and/or personal adjustment (self-concept, attitudes, coping, etc.).

ELIGIBILITY DETERMINATION
(ALL DISABILITIES OTHER THAN SPECIFIC LEARNING DISABILITY)

Complete after an initial evaluation, reevaluation, or review of an independent or outside evaluation. After reviewing and analyzing the evaluation data, the team must determine if the student is eligible for special education services under the IDEA.

Determinant Factor Check the yes/no boxes to indicate if the team has determined that the reason (determinant factor) that the student is experiencing difficulty in school is the result of (a) lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction, (b) lack of instruction in math, or (c) limited English proficiency.

Attach evidence to support the team's decision whether the box was marked "yes" or "no". The following are examples of evidence that could be used to support the team's decision.

(a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction
  ➢ Examples of Evidence – exclusive use of a whole language approach or a phonics approach; lack of explicit, teacher-led instruction in any of the 5 essential components of reading; use of a program/methodology that is not research based, when multiple research-based programs are available; instructional program not implemented with integrity; lack of a scientifically research-based curriculum (e.g., all teacher-made materials).
(b) Lack of instruction in math
  ➢ Examples of Evidence – exclusive use of a computational approach or "word problem solving" approach; use of a program/methodology that is not research-based, when multiple research-based programs are available; instructional program not implemented with integrity; lack of a scientifically research-based curriculum (e.g., all teacher-made materials).
(c) Limited English proficiency
  ➢ Examples of Evidence – Lack of or limited access to Limited English proficiency programs in academic settings.

If the student is not succeeding due to any one of the three reasons listed above, the student is not eligible for services under IDEA and the team must complete steps 1 and 4.

While the student is not eligible under the IDEA, he/she may be eligible for a 504 plan. The team may choose to convene a 504 meeting to address 504 options. If all boxes are checked "no," the team should complete the appropriate sections of this page.

Disability If no disability is found, the student is not eligible for special education
(Step 1) services. In such a case, the team should document that no disability was identified and write "not eligible" in the disability section of the Conference Summary Report.

Based on the team's analysis of the evaluation data, identify the disability(s). If a disability is determined, the team should identify the primary disability and any secondary disability, if appropriate. (*If the student has more than two disabilities, the team may use additional Eligibility Determination pages.*)

Adverse Effects (Step 2)

If the disability <u>does not have</u> an adverse effect on the student's educational performance, he/she is not eligible for special education services. In such a case, the team should document "No adverse effect identified", complete Step 4, and write "Not Eligible for Special Education Services" in the Disability section of the Conference Summary Report page.

For each disability identified, describe how the disability adversely effects the student's educational performance. If the disability <u>does have</u> an adverse effect on the student's educational performance, complete the next step.

Educational Needs (Step 3)

After identifying a disability and documenting the adverse effects on the student's educational performance, state the extent the student requires special education and related services to address the educational needs. If the disability(s) requires special education and related services, complete the next step.

If the disability can be accommodated in the general education environment, the team should document that the disability does not require special education.

Eligibility (Step 4)

Identify whether or not the student is entitled to special education and related services.

After determining that the student is eligible for services under the IDEA, complete the "Disability" section on the Conference Summary Report page.

DOCUMENTATION OF INTERVENTION/EVALUATION RESULTS
(SPECIFIC LEARNING DISABILITY)
(Required as of the 2010-2011 School Year)

Complete after an initial evaluation, reevaluation, or review of an independent or outside evaluation when a specific learning disability is suspected. As part of the evaluation process, relevant behavior noted during observation in the child's age-appropriate learning environment, including the general education classroom setting for school-age children, the relationship of that behavior to the child's academic functioning, and educationally relevant medical findings (if any) must be documented.

Problem Identification/Statement of Problem

Using baseline data, please provide an initial performance discrepancy statement for all identified areas of concern in the relevant domains (i.e., academic performance, functional skills, cognitive functioning, communicative status *(which for ELL students includes an explanation of ELL status and any change in linguistic status),* social/emotional status/functioning, motor abilities, health, hearing and vision).

Statements of the problem should be specific, observable, measurable, and within control of the educational setting and must include information about the student's performance discrepancy **prior** to intervention.

Discrepancy is the difference between the individual's level of performance compared to **peers'** level of performance, or other scientifically-based standards, at a single point in time. Discrepancy data help the team determine the significance of concerns about a student.

Evidence to include (please report for each identified area of concern):

➢ Standard of comparison. The standard of comparison is selected and used to evaluate the individual's performance as compared to peers' performance on the same standard. The standard chosen must be relevant to the targeted area of concern. It is not limited to, but may include:
  • Local district norms or national norms;
  • District measure of peer performance;
  • Scientifically-based standards and benchmarks (e.g., DIBELS);
  • Developmental norms.
➢ Expected level of performance. This should be based on the standard of comparison.
➢ Current level of performance. This is the student's performance prior to intervention (baseline data).
➢ Statement of discrepancy. This is the difference between the student's current level of performance and the expected level of performance. *(Expected level of performance – Current level of performance = Discrepancy).*
➢ Date the discrepancy was noted.

**Problem Analysis/
Strengths and
Weaknesses**

Describe student's skill strengths and weaknesses in the identified area(s) of concern within the relevant domains and include evidence of skills deficit versus performance deficit, (e.g., low decoding skills vs. work completion difficulties). For students 14 ½ and older, describe student strengths and weakness within the context of his/her post-school goals.

Identification of skill strengths and weaknesses in the area(s) of concern assist the team in planning for the student's educational needs, including what interventions and resources will result in student progress. All information reported should be from multiple sources and directly support student instructional and intervention planning.

Examples of Evidence:

➢ Interviews of students, parents, teachers, etc.
➢ Observations including setting analyses, systematic observations, anecdotal recordings or checklists.
➢ Tests, or direct assessments of student skills, such as Curriculum-Based Measurement, Curriculum-Based Evaluation, criterion-referenced assessments, classroom tests, functional analysis, etc.
➢ Reviews of records, permanent products, etc.

**Plan Development/
Intervention(s)**

Describe the previous and current intervention plans (core/Tier 1, supplemental programming/Tier 2, and intensive/Tier 3) including evidence that the intervention is/was scientifically-based and was implemented with integrity. Evidence of the Intervention Plan should include:

➢ Description of the intervention or instruction
➢ The frequency and length of time it was provided
➢ The materials that were used
➢ The person responsible for implementation
➢ Description of how progress was monitored
➢ The goal stated in observable and measurable terms

Please include evidence that the intervention is/was scientifically-based. Examples of evidence include:

➢ A reliable source has identified the intervention as scientifically-based.
➢ Objective research that has found the intervention to have positive effects on student outcomes.

Please include evidence that the intervention was implemented with integrity (i.e., that the plan was implemented as it was intended). Examples of evidence include:

➢ Direct observations using integrity checklists or intervention scripts
➢ Self-report/Implementation logs
➢ Evaluation of permanent products

Plan Evaluation/
Educational Progress

Provide documentation of student progress over time as a result of the intervention(s). Progress is improved performance over time. In addressing progress, the team considers data that have been collected about the student's performance over time in relationship to the assistance that has been provided.

To be determined eligible for special education, students must exhibit significant deficiencies in their rate of learning based on progress monitoring data. The student's progress is compared to his or her performance during baseline data collection, to the normative rate of progress displayed by peers and to the rate of learning required to close his or her performance gap with typical peers.

Evidence to include:

➤ Identification of the progress monitoring methods used.
➤ Actual rate of skill acquisition compared to the expected rate of skill acquisition displayed on a progress-monitoring graph.
➤ Description of the frequency, intensity, and duration of the behavior. *(This may not apply to some concerns, but would apply for a behavioral concern).*
➤ Identification of the conditions that enabled the most growth for the student.
➤ Multiple sources of data to substantiate conclusions.

Plan Evaluation /
Discrepancy

Report the current performance discrepancy (i.e., the discrepancy that exists after intervention).

Discrepancy is the difference between the individual's level of performance compared to peers' level of performance, or other scientifically-based standards of expected performance for individuals of the same age or grade, at a single point in time. Discrepancy data help the team determine the significance of concerns about a student.

Evidence to include (please report for each identified area of concern):

➤ Standard of comparison. The standard of comparison is selected and used to evaluate the individual's performance as compared to peers' performance on the same standard. The standard chosen must be relevant to the targeted area of concern. It is not limited to, but may include:
  • Local district norms or national norms,
  • District measure of peer performance,
  • Scientifically-based standards and benchmarks (e.g., DIBELS), and
  • Developmental norms.
➤ Expected level of performance. This should be based on the standard of comparison.
➤ Current level of performance. This is the student's current performance, or performance after an intervention has been applied.
➤ Statement of discrepancy. This is the difference between the student's current level of performance and the expected level of

performance. *(Expected level of performance – Current level of performance = Discrepancy).*

➢ Date the discrepancy was noted.
➢ Multiple sources of data to substantiate conclusions.

LEA procedures will then be applied in determining if the existing discrepancy after intervention is significant. The following are examples that an LEA may use when determining magnitude of discrepancy:

➢ When a measure is utilized that provides the opportunity to identify a percentile rank, a score near or below the 10th percentile may be considered to be significantly discrepant.
➢ When standard scores are available, at least one standard deviation may represent a significant discrepancy.
➢ When using a classroom-based measure (e.g., CBM, systematic observations, record reviews, work samples, etc.), a score that is two-times discrepant from peers, at/below 1/2 the normative median, or two or more years behind grade-level peers (Survey Level Assessment) may be considered significantly discrepant.
➢ Quantifiable standards set by respectable sources within a specific discipline.

Plan Evaluation/ Instructional Needs

Summarize the student's needs in the areas of curriculum, instruction, and environment. Needs are the services, activities, supports, accommodations, and modifications required in order for a student to make curricular or developmental progress, to advance toward meeting goals set in an individualized plan (intervention plan, individualized family service plan, or individualized education program), and to participate in activities appropriate to the student's age or grade.

Conclusions regarding student needs and how the student best learns are to be based on an integration of information including an analysis of the student's skill strengths and weaknesses and the student's response to various instructional strategies and intervention.

Evidence to include:

➢ A statement of the student's needs in the areas of curriculum (what the student is taught).
➢ A statement of the student's needs in the area of instruction (how the student should be taught).
➢ A statement of the student's needs in the area of changes to the learning environment. This section includes recommendations for accommodations and modifications.
➢ A statement of what the student needs to be successful (i.e., materials, planning, and personnel) is significantly different from general education peers.

Additional Information Necessary for Decision-Making

Include any educationally relevant information necessary for decision-making, including information regarding eligibility exclusionary and inclusionary criteria. It is acceptable that no additional information be added here if all relevant criteria have been addressed.

Examples of evidence:

➢ Evidence of absence of educational opportunity, lack of instruction
➢ Results of screening measures
➢ Results of standardized, norm-referenced tests of intelligence
➢ Assessments of adaptive behavior

ELIGIBILITY DETERMINATION
(SPECIFIC LEARNING DISABILITY)
(Required as of the 2007-2008 School Year)

Complete after an initial evaluation, reevaluation, or review of an independent or outside evaluation. After reviewing and analyzing the evaluation data, the team must determine if the student is eligible for special education services under the IDEA.

Determinant Factors   Check the yes/no boxes to indicate if the team has determined that the reason (determinant factor) that the student is experiencing difficulty in school is the result of (a) lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction, (b) lack of instruction in math, or (c) limited English proficiency.

Attach evidence to support the team's decision whether the box was marked "yes" or "no". The following are examples of evidence that could be used to support the team's decision.

(a)   Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction
  - ➢ Examples of Evidence – exclusive use of a whole language approach or a phonics approach; lack of <u>explicit</u>, teacher-led instruction in any of the 5 essential components of reading; use of a program/methodology that is not research based, when multiple research-based programs are available; instructional program not implemented with integrity; lack of a scientifically research-based curriculum (e.g., all teacher-made materials).

(b)   Lack of instruction in math
  - ➢ Examples of Evidence – exclusive use of a computational approach or "word problem solving" approach; use of a program/methodology that is not research-based, when multiple research-based programs are available; instructional program not implemented with integrity; lack of a scientifically research-based curriculum (e.g., all teacher-made materials).

(c)   Limited English proficiency
  - ➢ Examples of Evidence – Lack of or limited access to Limited English proficiency programs in academic settings.

If the student is not succeeding due only to any one of the three reasons listed above, the student is <u>not eligible</u> for services under IDEA and the team must stop completing the form.

While the student is not eligible under the IDEA, he/she may be eligible for a 504 plan. The team may choose to convene a 504 meeting to address 504 options. If all boxes are checked "no," the team should complete the appropriate sections of this page.

Exclusionary Criteria   Check the yes/no boxes to indicate if the team has determined that the student's instructional need is the primarily the result of a) a visual, hearing or motor disability, b) cognitive disability, c) emotional disability, d) cultural factors, or e) environmental or economic disadvantage. Attach evidence to support the team's decision. If the information is already addressed in another area, the team may

indicate such.

If any box is checked "yes" the student <u>cannot</u> have a primary eligibility of specific learning disability and the team must complete the Eligibility Determination section accordingly.

Inclusionary Criteria   Educational Progress (over time): Check the yes/no boxes based on the evidence contained in the "Educational Progress" section of the Documentation of Evaluation Results. If the answer is "yes," list all areas for which there is evidence of insufficient progress.

Discrepancy (at one point in time): Check the yes/no box based on the evidence contained in the "Discrepancy" section of the Documentation of Evaluation Results. List all areas for which there is evidence of a discrepancy.

Instructional Need: Check the yes/no box based on the evidence contained in the "Instructional Needs" section of the Documentation of Evaluation Results.
➢ If the answer is "no," the student <u>does not have</u> a specific learning disability and is not eligible for special education and related services. The team must complete the Eligibility Determination section accordingly.
        ➢   If the answer is "yes,":
      • List all areas for which there is evidence of instructional need.
      • Complete the Eligibility Determination section.

Optional Criteria   After completing the preceding section documenting a process that determines how a child responds to scientific, research-based interventions, complete this optional section **only** if also using an IQ-achievement discrepancy model.

**Eligibility
Determination**   Step 1: Based on the answers to the questions in the preceding sections, check the yes/no box to indicate whether the student has a specific learning disability that adversely affects his/her educational performance. Note: If using IQ-achievement discrepancy in addition to a process that determines how a child responds to scientific research-based interventions, in order to find that the child has a specific learning disability, the team must answer "yes" to the Instructional Need question under Inclusionary Criteria. A "yes" response to the IQ-achievement discrepancy question alone is not sufficient.

Step 2: If the student is determined to have a specific learning disability that adversely affects his/her educational performance, mark eligible.

In order to be eligible for special education services, a student must:
    (a) Exhibit significant deficiencies in his or her rate of learning based on progress monitoring data (Educational Progress),
    (b) Demonstrate performance that is significantly below the performance of peers or expected standards (Discrepancy), and
    (c) Demonstrate that his or her needs in the areas of curriculum, instruction, and environment are significantly different than that of his or her general education peers (Instructional Needs) and,

in order to make educational progress, require interventions of an intensity or type that exceeds general education resources.

However, a student may also be found eligible for special education if he or she is demonstrating adequate Educational Progress and is reducing the Discrepancy between his or her performance and the performance of his or her peers or expected standard, if the team has been able to demonstrate that this progress in only possible when the student has been provided and continues to need curriculum, instruction, and environmental interventions (Instructional Needs) that are:

(a) Significantly different from general education peers and
(b) Of an intensity or type that exceed general education resources.

After determining that the student is eligible for services under the IDEA, complete the "Disability" section on the Conference Summary Report page.

If the team finds that the student has a specific learning disability, each team member must check yes/no and sign her/his name at the bottom of the page to certify that the report reflects her/his conclusions. Any team member who disagrees with the team's decision must submit a separate statement that presents her/his conclusions.

If a participant wishes to be on record as disagreeing with the conclusions expressed in the team's report, he/she must submit a separate written statement, which must be attached to the report.

DATA CHART (OPTIONAL)

Student Identification Information

Student's Name   Use the student's legal name. Do not use nicknames or shortened versions of the name.   If the student has recently changed his/her name, indicate both names and which name should be used for all files.

Date   Use a six-digit number (month, day, year - 02/07/06) to indicate.

Chart of Performance (Reading, Writing, Math)

Report of Performance (Chart)   Insert a data chart that displays the student's progress of reading, writing, or math progress relative to his/her peer group. This will enable all team members to obtain a visual representation of the student's growth.

See example:

Phase II: Michael's Letter Sound Fluency Progress Monitoring compared to his peers
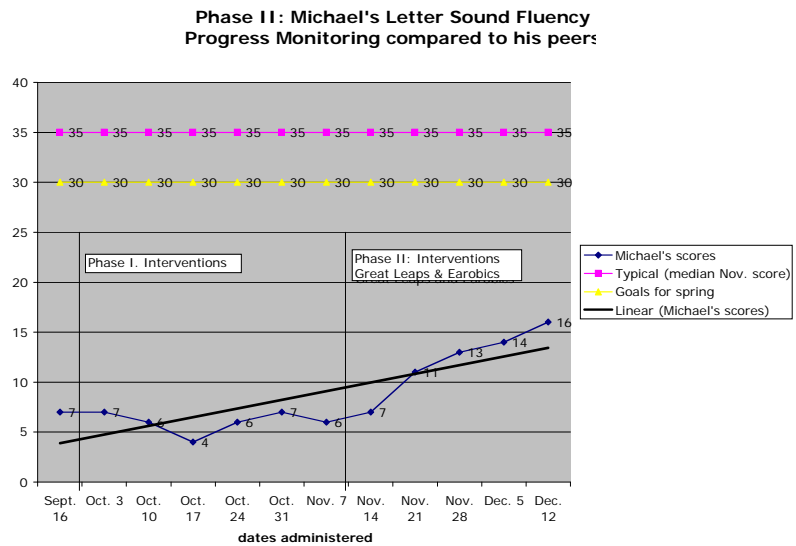
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Complete this page for all initial IEPs and annual reviews. When completing this page include all areas that are impacted by the student's disability(s). The present levels of academic achievement and functional performance should be descriptive statements addressing both areas and showing a relationship to the Illinois Learning Standards. There must be a direct correlation between the:

- academic achievement and functional performance,
- development of the goals and objectives benchmarks, and
- provision of specific special education and related services.

Student Strengths

Describe the student's academic and functional strengths.

Parental Educational Concerns

Document any parental concerns/input regarding their child's education expressed during the meeting.

Student's Present Level of Academic Achievement

Present levels of academic achievement refer to how a student is performing within the general education curriculum (e.g., completes assignments on time; adds and subtracts two-digit numbers; able to complete general curriculum requirements in the general education English, History, and Social Studies classes with supplementary aids of books on tape and oral tests). For preschoolers, performance levels may include pre-academic readiness skills and developmentally appropriate cognitive skills. Documentation should reflect the results of the most recent evaluation, but should not be a restatement of the evaluation results documented in the eligibility report.

Student's Present Level of Functional Performance

Functional performance is related to activities associated with daily living (e.g. social/emotional, behavioral deficits, independent functioning, vocational, motor skills). This information should be stated in clear, concrete terms understandable to all IEP team participants. Documentation should reflect the results of the most recent evaluation, but should not be a restatement of the evaluation results documented in the eligibility report. For students 14 ½ and older, describe student strengths and weakness within the context of his/her post-school goals.

Involvement and Progress in General Curriculum

Document the determination of how the child's disability affects the child's involvement and progress in the general education curriculum. This directly corresponds with the provision that requires the IEP to include measurable annual goals designed to meet the child's needs that result from the child's disability.

SECONDARY TRANSITION

The IEP team must address transition services for the IEP that will be in effect when the student is $14^1/2$. Transition services should include appropriate, measurable post-secondary goals that are based on age-appropriate transition assessments. The IEP team may address a particular section(s) before the age listed, if the team has determined that transition assessments, goals, supports, or services should be addressed. Any area addressed should be based on the student's needs, taking into account the student's strengths, preferences and interests.

Transition Assessments Identify as appropriate the type of assessment(s) with the responsible person, date conducted, and whether or not the report is or will be attached and a cross-reference to relevant post-secondary outcomes and annual IEP goals.

Post-secondary Outcomes/Goals Identify the student's post-secondary goals in the areas of:

> ➢ employment (e.g. competitive, supported, after finishing post-secondary education, military),
> ➢ education/training (e.g. four-year university, community college, technical/trade school, apprenticeship/on-the-job training, adult education, developmental training), and,
> ➢ adult living, when appropriate (e.g. living arrangements including own residence, with family, CILA or group home; health/safety; self-advocacy/future planning; financial/income needs; transportation/mobility; social relationships; recreation/leisure). If none, indicate "none."

Course of Study Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests. Course of study includes required, elective, advanced placement or specially designed instruction and could include educational experiences in the community. Therefore, this planning includes courses leading to graduation or completion of a secondary school program with the addition of courses and other educational experiences that move the student toward his/her post-school goals, i.e., post-secondary education or training, employment or adult living.

Transition Services Identify any supports and/or services needed in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate acquisition of daily living skills and provision of a functional vocational evaluation. This section should also indicate the agency and position responsible for providing the supports/services and, if appropriate, the corresponding annual IEP goal number.

Also indicate linkages to after graduation supports/services. If none, indicate "none." Examples for this section include counseling and guidance, vocational and other training services, transportation, services to family members, deaf/hard of hearing services, assistive technology, etc.

(Examples are from the ISBE Funding and Child Tracking System (FACTS). See the FACTS procedures and codes document for a complete listing and instructions regarding the Transition Services Needed upon High School Graduation section.)

Home-Based Support Services

Complete this section only for students who may fall under the category of developmentally disabled and who may become eligible for the Home-Based Support Services Program after they reach age 18 and no longer receive special education services.

The **Home-based Support Services Program** allows adults (age 18 and older) to purchase goods and services related to their disability. The cost of these goods and services may total up to 300 percent of the individual's federal Supplemental Security Income (SSI) payment level. Participants are linked to a local community agency that helps them select the goods and services they need. To participate, the individual must be eligible for federal Supplemental Security Income (SSI) or Social Security Disability Income (SSDI).

Because the money for these programs is limited, only some of the eligible persons who apply will be selected to participate when funds become available. **To become eligible**, families or individuals must work with their local "Pre-Admission Screening (PAS)" Agency to first complete the "PUNS" Survey and then submit an admissions "packet" to the Division of Developmental Disabilities for review. You can identify your local PAS agency on line at http://www.dd.illinois.gov/LocalAgency.cfm. You may also call 1-888-DD-PLANS or 1-866-376-8446 (TTY).

DHS 24-Hour Telephone Hotline
1 800 843-6154 English or Español
1 800 447-6404 TTY for callers who are deaf or hard of hearing
TTY: (312) 793-2354
http://www.dhs.state.il.us/mhdd/dd/homebasedsupportservices.asp

FUNCTIONAL BEHAVIORAL ASSESSMENT
(AS APPROPRIATE)

Complete when the team has determined a behavioral intervention plan is needed. The functional behavioral assessment must include data collected through direct observation of the target behavior.

Participant/Title Identify each individual involved in gathering documentation and completing the functional behavioral assessment.

Student Strengths Identify the student's appropriate behaviors and strengths.

Operational Definition of Target Behavior Identify the behavior(s) of concern. The targeted behavior should be defined in observable and measurable terms. If descriptions of behaviors are vague, such as "has a poor attitude," it will be difficult for the team to identify the function the behavior serves, decide on an appropriate intervention, or devise an appropriate way to evaluate its success. The definition of the behavior should include the frequency, duration and intensity of the behavior.

Setting Include a description of the setting in which the behavior occurs.

Once the target behavior has been identified, staff members can begin to observe the student and the school environment to determine the exact nature of the problem. The team generally collects information on the times, conditions, and individuals involved/present when the target behavior occurs most often and least often.

Antecedents During the observations and gathering of data, the documentation should include the events that precipitate the target behavior.

Consequences During the observations and gathering of data, the documentation should include the specific results of the target behavior.

Environmental Variables Describe any environmental variables that may affect the behavior (e.g. medication, weather, diet, sleep, social factors).

Depending on the behavior of concern, teams may use indirect as well as a direct means to identify the likely reasons behind the target behavior. Indirect methods may include a review of the student's cumulative records, such as health, medical, and educational records; direct methods may include structured interviews with teachers, other school personnel (e.g., bus driver, cafeteria workers), or the student of concern.

Hypothesis of Behavioral Function Identify the team's hypothesis or the reason they believe the behavior is occurring. Two very common functions of behavior are to: (1) gain attention *(e.g. peers or adults)* and (2) to avoid or escape an unpleasant task or situation (*e.g. difficult assignment, interaction with a particular adult or peer)*. Interventions will differ significantly depending on the team's hypothesis or presumed function.

BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)

Complete this page when the team has determined a behavioral intervention plan is needed. When an IEP team has determined that a behavioral intervention plan is necessary, the team members should use information about the targeted behavior's function, gathered from the functional behavioral assessment. The IEP team should include strategies to:

      (a) Teach the student more acceptable ways to get what he or she wants;
      (b) Decrease future occurrences of the target behavior; and
      (c) Address any repeated episodes of the target behavior.

Typically, the behavioral intervention plan will not consist of simply one intervention; rather it will be a plan with a number of interventions designed to address the target behavior.

Student's Strengths   Identify the student's appropriate behaviors and strengths.

Target Behavior   Identify the behavior(s) of concern. The targeted behavior(s) should be in a clear and specific written format. Each targeted behavior should identify whether or not the behavior is a skill or performance deficit.

        A skill deficit means that the student does not know how to perform the desired behavior. If the student does not know how to perform the expected behavior, the intervention plan should include instruction to teach the needed skills. Sometimes, it may require teaching both behavioral and cognitive skills and may call for a task analysis to be conducted (i.e., break down the skill into its component parts).

        Sometimes, a student knows the skills necessary to perform the behavior, but does not consistently use them. In that case, the intervention plan should include techniques, strategies, and supports designed to increase the student's use of the behavior.

Hypothesis of Behavioral Function   Identify the team's hypothesis or the reason they believe the behavior is occurring. Two very common functions of behavior are to: (1) gain attention *(e.g. peers or adults)* and (2) to avoid or escape an unpleasant task or situation (*e.g. difficult assignment, interaction with a particular adult or peer)*. Interventions will differ significantly depending on the team's hypothesis or presumed function.

Summary of Previous Interventions Attempted   Summarize previous interventions that were attempted and indicate whether or not they were successful. Previous interventions could include environmental changes, changes to curriculum, and any replacement behaviors taught to the child.

Replacement Behaviors   List the behaviors that will be taught to replace the targeted behavior. Strategies for teaching acceptable replacement behaviors include modeling, teaching, practicing, feedback, and reinforcement. Also, include a description of how these behaviors will be taught.

        ➢ A critical component of the intervention plan is the pattern of reinforcement for using the appropriate replacement behavior that the IEP team devises.
        ➢ The team can use information that was collected during the functional behavioral assessment (i.e., baseline data) to determine the frequency with which the problem behavior occurred and was

reinforced. Using this information, the IEP team can develop a plan so that the student is reinforced more often for the replacement behavior than he or she was for the problem behavior. As a general rule, school personnel should reinforce appropriate behavior at least twice as often as the problem behavior was reinforced.

Behavioral Intervention Strategies and Supports

Document the strategies and supports that will be implemented in order to reduce and replace each target behavior. For example:

Environment
Documentation should include any adjustments that may be made to the environment to modify the behavior(s) (e.g. physical arrangement of the classroom).

Instruction and/or Curriculum
Documentation should include any adjustments to instructional and or curriculum (e.g. multi-level instruction, encouraging oral rather than written responses).

Positive Supports
Documentation should include any positive supports or services to be provided to the child to address the targeted behavior(s) (e.g. student performance contract or group motivational strategies).

Motivators and/or Rewards

This section should include a description of the motivators and rewards that will be implemented in order to replace the target behavior with a more appropriate behavior. A student interest survey can help identify motivators and rewards that are meaningful to the student in order to effect change.

Restrictive Disciplinary Measure

Identify the restrictive disciplinary measures that will be implemented for use with a particular child and the conditions which such measures may be used.

➤ Restrictive measures such as suspension should only be considered after all possible positive interventions are implemented (for an appropriate length of time, remembering that behavior may get worse before it gets better).
➤ It is usually ineffective to use aversive techniques to control student behavior. Additionally, it is unethical to use corporal punishment.

Crisis Plan

Provide a description of how an emergency situation or behavior crisis will be handled.

➤ A crisis can be defined as a situation that requires an immediate intervention. The plan should include conditions under which a crisis/emergency plan will be used. Additionally, it should be reviewed to make sure it is in compliance with any district policies or procedures regarding the use of behavior intervention strategies.
➤ Steps should be taken to minimize and control the amount of time necessary to manage the behavior. The crisis/emergency interventions should be replaced with less intrusive and intensive intervention options as soon as possible.
➤ The crisis plan should be carefully monitored.

Data Collections Procedures and Methods	Describe the expected outcomes of the interventions, how data will be collected and measured, timelines, and the criteria for determining success or lack of success of the interventions.
	It is good practice for the IEP team to identify the evaluation procedures needed to ensure that: (a) the behavioral intervention plan is implemented and (b) to determine whether or not the interventions are successful. Examples include a:
	➤ Plan to monitor the consistency and accuracy with which the intervention plan is implemented. This will be easier if the team precisely spells out the various components of the intervention plan, along with the individuals responsible for implementing each component.
	➤ Plan designed to accurately measure changes in the target behavior. For example, measuring the behavior (baseline) prior to starting the intervention (done through the direct observation stage of conducting a functional behavioral assessment). Then continuing to measure the behavior (e.g., direct classroom observation of the targeted behavior) once the intervention has been implemented. These progress checks should be detailed enough to yield information that the IEP team can then use to begin to evaluate the impact of the intervention plan. The team does this by using the baseline information as a standard against which to judge subsequent changes in student behavior, measured through progress checks. Team members may see positive changes, negative changes, or no changes at all.
Provisions for Coordination with Caregivers	Identify how the school will work with the caregivers to: ➤ share information, and how often the communication should take place, and ➤ provide training to the caregivers, if needed.

Additional Information

The following are possible obstacles to the development and use of effective behavioral intervention plans and supports. One or more of these obstacles may sometimes require the attention of school personnel to enable the implementation of a positive behavioral intervention plan and supports.

1. Too vague a definition of the behavior(s) of concern.
2. Incomplete measurement/data collection regarding the behavior(s) of concern and the interventions selected.
3. Inappropriate intervention (e.g., too weak to deal with the complexity or magnitude of the behavior problem; not aligned with the assessment data).
4. Inconsistent or incorrect application of one or more parts of the intervention plan.
5. Failure to adequately monitor the implementation of the intervention plan or to adjust the intervention plan over time, as needed, based on on-going monitoring and evaluation, and to adequately evaluate the impact of the intervention plan.
6. School personnel lack skills and support necessary to teach behavioral skills.
7. Failure to consider environmental issues, cultural norms, or psychiatric issues/mental illness outside of the school/classroom environment that are impacting on the student's behavior.

GOALS AND OBJECTIVES/BENCHMARKS

Complete page for initial IEPs, annual reviews, or if the team changes or adds to the annual goals and objectives/benchmarks. In a situation where the student is already eligible and has been receiving special education services, such as an annual review, the team may bring proposed annual goals and objective/benchmarks to the meeting. The team must review and determine the appropriateness of the proposed annual goals and objectives/benchmarks and make any necessary changes or additions.

Reporting on Goals
This box is included to fulfill the requirements that the IEP must state 1) how the annual goals will be measured, and 2) how the parents of students with disabilities will be informed of their child's progress on annual goals at least as often as parents of nondisabled students receive reports of progress. Use the box to indicate how the parents will receive reports of progress on their child's annual goals.

Current Academic Achievement and Functional Performance
Referencing the previous Present Levels of Academic Achievement and Functional Performance section of the IEP, include a brief statement of the academic or functional performance deficit that is to be addressed by the annual goal and objectives/benchmarks. For students 14 ½ and older, describe student strengths and weakness within the context of his/her post-school goals.

Goals and Objectives/Benchmarks

➢ Goal Statement - Provide a statement written in objective and measurable terms that describes what the student should be able to accomplish in the next 12 months. The annual goal should be based on the team's determination of the student's needs that result from his/her disability to enable the student to be involved in the general curriculum, or for preschool students, age-appropriate activities and must reflect consideration of the State Goals for Learning and the Illinois Learning Standards.

➢ Goal Area – Use the box to indicate whether the goal is an academic or functional goal and/or a goal related to the student's transition needs. The team should also indicate which Illinois Learning Standard is addressed by the goal.

➢ Title(s) of Implementors – Provide the titles of any staff members who will be implementing the annual goal and objectives/benchmarks. This does not require the names of particular staff members, just the titles, (e.g., general education 7th grade teacher, speech and language pathologist/assistant, L.D. resource teacher). Anyone responsible for implementing the annual goals and objectives/benchmarks must be informed of his/her specific responsibilities.

➢ Short Term Objectives/Benchmarks - Provide statements written in measurable terms that identify the intermediate steps between the student's present levels of performance and his/her annual goals. A sufficient number of objectives/benchmarks should be identified to guide the instructional process.

➢ Evaluation of Objective/Benchmark - For each objective and benchmark identified, include: (a) evaluation criteria, (b) evaluation procedures, and (c) schedule for determining achievement of the objective/benchmark.

➢ Dates Reviewed/Extent of Progress - The dates reviewed/extent of progress box is included as an optional tracking device for the implementer(s) to note when the objectives are reviewed and the student's progress at the time of review.

EDUCATIONAL ACCOMMODATIONS AND SUPPORTS

Complete this page for initial IEPs and annual reviews. (Anyone responsible for implementing the educational accommodations must be informed of his/her specific responsibilities.)

Transition

Check the boxes to indicate if the team must consider transition services including assessment, post-secondary goals, course of study, services/supports and/or Home-Based Support Services Program for Mentally Disabled Adults. For any box checked "Yes," complete the appropriate section(s) of the "Transition Services" pages of the IEP.

Consideration of Special Factors

Use the boxes to indicate which, if any, special factors apply to the student and must be addressed in the IEP. If any box is checked "Yes," the team must document in the "Supplementary Aids, Accommodations, and Modifications" sections what aids and/or services will be provided.

Linguistic and Cultural Accommodations

Use the boxes to indicate if the student has any special accommodations due to his/her linguistic and/or cultural needs or requires the provision of special education and related services in a language or mode of communication other than or in addition to English. Indicate any accommodations or other languages/modes of communication that are required.

Supplementary Aids, Accommodations, and Modifications

Indicate what aids, accommodations and/or modifications that are needed in general education classes and other education-related settings to enable the student to be educated with nondisabled peers to the maximum extent appropriate. Any supplementary aids should be based on the individual needs of the student (e.g., shortened assignments in specific classes, preferential seating). Supplementary aids should also apply to non-academic and extra-curricular activities.

Supports for School Personnel

Check the boxes to indicate if program modifications or supports for school personnel are needed for the student to:

> ➢ Advance appropriately toward the annual goals,
> ➢ Participate in the general curriculum, and
> ➢ Be educated and participate with other students in educational activities.

If the box checked was "Yes," specify what modifications and/or supports are needed. The supports should be based on the student's needs and should include, when appropriate, information that clarifies when the supports will be provided, by whom, in what location, etc.

ASSESSMENT

Classroom-Based Assessments

Check the appropriate boxes to indicate if the student requires any accommodations or alternate assessments/methods to participate in classroom-based assessments. If a box is checked "Yes," identify the accommodations in the "Assessment Accommodations" section.

District-Wide Assessments

Check the boxes to indicate whether or not the district administers a district-wide assessment and/or if the district administers a district-wide assessment at the student's particular grade level. If the district administers an assessment, the team should indicate whether or not the child requires accommodations to participate. If accommodations are needed, they should be identified in the "Assessment Accommodations" section. The accommodations should be appropriate for that particular assessment and be reflective of those already identified for the student in the Supplementary Aids, Accommodations, and Modifications section.

If the student will not participate in the district-wide assessment(s), document the alternate assessment that will be used to assess the student.

State Academic Assessments

If appropriate, check the box to indicate that the State-assessment is not provided at the student's particular grade level and indicate the grade level.

Check the appropriate boxes to indicate the extent to which the student will participate in the State Academic assessments. Accommodations needed for the State Academic assessment should be reflective of those needed during the child's school day and provided for classroom-based assessments. Accommodations should:
- allow the test score to reflect the student's proficiency in the area tested without the interference of his/her disability,
- not compromise the purpose of the test. For example, the reading test can not be read to the student because it destroys the purpose of the test. However, all or part of the science test can be read to the student whose IEP specifies a reading disability and lists this as an accommodation.
- not compromise test security or confidentiality. All conditions that pertain to test security and return of test materials after the test is administered still apply.

Students receiving special education services whose IEP identify the Prairie State Achievement Examination as inappropriate for them nevertheless shall have the option of taking the exam. The test shall be administered in accordance with standards adopted by the State Board of Education to accommodate the respective disabilities of those students.

If the student will not participate in the state assessment(s), document the alternate assessment that will be used to assess the student. The Illinois State Board of Education provides an alternate assessment for the State assessment.

State Assessment of Language Proficiency

Check the boxes to indicate whether or not the student is an English Language Learner. If the student is an English Language Learner, and will be participating in the ACCESS, check the appropriate box. If accommodations are needed, they should be identified in the "Assessment Accommodations" section

Assessment Accommodations

If the student will participate with accommodations, document any needed accommodations. All accommodations should fall within the guidelines established by the Illinois State Board of Education: Accommodations should be appropriate for that particular assessment and be reflective of those already identified for the student in the Supplementary Aids, Accommodations, and Modifications section.

Additional information regarding the state assessments is available on the ISBE website at:
www.isbe.state.il.us/accountability/isatlassessment.htm

EDUCATIONAL SERVICES AND PLACEMENT

Complete this page for initial IEPs, annual reviews, or if the team changes the student's special education services or placement. This section must include all content areas, classes, and specify if the student will participate in <u>general physical education or specially designed physical education.</u> *(Anyone responsible for implementing special education services, must be informed of his/her specific responsibilities).*

INITIATION AND DURATION DATES

Initiation Date   Use a six-digit date to indicate the projected date for services to begin. The IEP services should be implemented as soon as possible following the meeting.

Duration Date   Use a six-digit date to indicate the date by which the services are expected to be completed. This should not exceed one calendar year from the initiation date of services.

PARTICIPATION IN GENERAL EDUCATION

General Education - no Supplementary Aids   Indicate any general education classes and activities that the student is able to participate in without supplementary aids. This may be a list of classes and activities or a statement of the extent of participation in general education (e.g., "Math, Social Studies, P.E., lunch and all school related activities" or "With the exception of English, the student is able to participate in all general education classes and activities without the use of supplementary aids").

Documentation of the number of minutes per week in this setting is optional.

General Education - with Supplementary Aids   Indicate any general education classes and activities that the student is able to participate in with supplementary aids. This may be a list of classes and activities or a statement of the extent of participation in general education.

Documentation of the number of minutes per week in this setting is optional.

Special Education and Related Services within the General Education Setting   Indicate any general education classes and activities that the student is able to participate in with the provision of special education and related services. List each special education and related service that will be provided during each class or activity listed.

➢ <u>Minutes Per Week in Setting</u> - Document the minutes for <u>each</u> special education and related services identified. Indicate the amount of services that will be provided to the student in a way that is clear to the parents and other IEP team members (e.g., 60 minutes per week, 90 minutes per month).

It would be inappropriate to identify the number of minutes per year or to use vague terms such as "as needed" or "when available." Unless the IEP stipulates otherwise (i.e., extended school year services, home/hospital services), the services would only be provided on days when school is in session

PARTICIPATION IN SPECIAL EDUCATION CLASSES/SERVICES

Special Education Services – Outside General Education

Indicate each special education service that will be provided to the student in a location outside of general education.

➤ <u>Minutes Per Week in Setting</u> - Document the minutes for <u>each</u> special education services identified. Indicate the amount of services that will be provided to the student in a way that is clear to the parents and other IEP team members (e.g., 60 minutes per week, 90 minutes per month).

It would be inappropriate to identify the number of minutes per year or to use vague terms such as "as needed" or "when available." Unless the IEP stipulates otherwise (i.e., extended school year services, home/hospital services), the services would only be provided on days when school is in session

Related Services – Outside General Education

Indicate each related service that will be provided to the student in a location outside of general education.

➤ Minutes Per Week in Setting - Document the minutes for each related services identified. Indicate the amount of services that will be provided to the student in a way that is clear to the parents and other IEP team members (e.g., 60 minutes per week).

It would be inappropriate to identify the number of minutes per year or to use vague terms such as "as needed" or "when available." Unless the IEP stipulates otherwise (i.e., extended school year services, home/hospital services), the services would only be provided on days when school is in session

Educational Environment (EE) Calculation

This area is to identify the total amount of time spent outside the general education setting.

<u>Ages 3-5</u>

Identify the number of minutes spent in a regular early childhood program and the number of minutes spent receiving special education and related services outside regular early childhood.

<u>Ages 6-21</u>

➤ Bell to Bell Minutes - The total amount of time a child spends during his school day from the beginning to the end, including lunch, recess, passing time, etc.

For example, if the first bell rings at 8:10 a.m. to start the first period of instruction and the last bell rings at 3:20 p.m. to end the last period of instruction, there would be 430 bell to bell minutes per day. This calculation includes eight 45 minute class periods, eight 5 minute passing periods, and one 30 minute lunch period each day. Bell to bell minutes should be reported in minutes per week so, therefore, 430 minutes per day times five days per week equals 2150 bell to bell minutes per week.

➤ Minutes Outside General Education – The total number of special education and related services per week provided outside general education as indicated on the form.

EDUCATIONAL SERVICES AND PLACEMENT (page 2)

Educational Environment Considerations

When determining placement, the team should consider the least restrictive environment requirements stated on this page. An explanation should be provided whenever a child will not participate in general education.

- ➢ Removal - Provide an explanation whenever a removal from general education is required.
- ➢ Activities - Provide an explanation whenever a child will not be provided with an opportunity to participate in a nonacademic or extracurricular activity due to a disability.
- ➢ Home School – Provide an explanation whenever a child will not attend the school he/she would attend if nondisabled.

Placement Considerations

When completing this section, the team must the team must document the reasons why placements considered were rejected. Additionally, the team must consider and document any potentially harmful effect of the proposed placement on the student or the quality of services he/she needs.

The team must document, but is not limited to, at least three options considered. Although an option may have a potential harmful effect, the team may still determine that it is the most appropriate placement for the student. It is recommended that the team begin with the least restrictive setting when considering placement options. Each public agency must ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.

Check the yes/no boxes to indicate if the team accepts the placement. After determining the special education placement, complete the "Placement" section on the Conference Summary Report page of the IEP.

Transportation

Check the boxes to indicate if the student requires special transportation. For any box checked "yes," specify how the transportation will be provided.

Extended School Year Services

Check the boxes to indicate the team's determination of the eligibility for extended school year services. Whether the child is eligible or not eligible for ESY, a statement detailing the basis for the determination must be included. If the box checked was "Yes," the IEP must indicate the type and amount of services to be provided. If additional goals and objectives/benchmarks are needed, the IEP must also include those.

MANIFESTATION DETERMINATION (AS APPROPRIATE)

Complete this page when determining whether a student's behavior that resulted in disciplinary action was a manifestation of his/her disability. The manifestation determination review is to be a careful and thorough consideration of any rare or extraordinary circumstances. It is required within ten (10) school days of any decision to change the placement of an eligible child because of a violation of a code of student conduct.

Disability	Identify the student's disability.
Incidents That Resulted in Disciplinary Action	This section should include a description of the student's behavior that resulted in the need for a manifestation determination.
Student's IEP and Placement	Documentation should include a review of all relevant information in the child's file, including the child's IEP. If the IEP was not implemented, the team should document why it was not implemented and whether the failure to implement impacted the student's behavior.
Observations of the Student	Documentation should include a review of staff observations regarding the student's behavior. This should include an analysis of the child's behavior across settings and times throughout the school day.
Information Provided by the Parents	Documentation should include a review of any relevant information provided by the parents.
Determination of Manifestation	This determination should be based upon two inquiries:

This determination should be based upon two inquiries:

(1) was the conduct caused by, or did it have a direct and substantial relationship to the child's disability? OR
(2) was the conduct the direct result of the LEA's failure to implement the child's IEP?

If the team determines that the behavior WAS NOT a manifestation of the student's disability, relevant disciplinary procedures may be applied in the same manner in which they are applied to students without disabilities. However, the student still retains the right to a free, appropriate public education.

If the team determines that the behavior WAS a manifestation of the student's disability, it must take immediate steps to ensure that all services in the child's IEP are provided. In addition, the following actions must be implemented:
➢ The IEP team must conduct a functional behavioral assessment, unless the LEA has already completed one, and implement a behavioral intervention plan;
➢ If a behavioral intervention plan was already developed, review it and modify it, as necessary to address the behavior;
➢ Return the child to the placement from which the child was removed, unless the LEA and parent agree to a change in placement.

ADDITIONAL NOTES/INFORMATION

Use this page to document any additional notes or information provided at the IEP meeting and not addressed elsewhere in the document.

REPORT OF PROGRESS ON ANNUAL GOALS (OPTION 1)

Complete this page to fulfill the requirement on reporting how the student is progressing toward meeting his/her annual goals. Progress toward each annual measurable goal will be measured through the identified criteria as stipulated on the Goals and Objectives/Benchmarks section of the IEP. When completed, this page is to be sent to the student's parent(s). *Districts may use this page to report on student progress OR may use the option two page which includes charts that indicate a student's progress.*

Student's Name	Enter the student's complete name.
Date	Enter the date the report of progress is completed.
Staff Name and Title	Enter the name and title of position of the person completing the report of progress.
Type of Report	Indicate, by marking the appropriate boxes, the type of progress report and the quarter in which the report of progress is being made.
Annual Goal Information	Indicate the goal number and the written goal. Mark the appropriate column to show the student's progress at the time of the report. Use the additional comments section to inform parent(s) of information pertaining to the student's progress.

REPORT OF PROGRESS ON ANNUAL GOALS (OPTION 2)

Complete this page to fulfill the requirement on reporting how the student is progressing toward meeting his/her annual goals. Progress toward each annual measurable goal will be measured through the identified criteria as stipulated on the Goals and Objectives/Benchmarks section of the IEP. When completed, this page is to be sent to the student's parent(s). *Districts may use this page to report on student progress OR may use the option one page.*

Student's Name	Enter the student's complete name.
Date	Enter the date the report of progress is completed.
Staff Name and Title	Enter the name and title of position of the person completing the report of progress.
Type of Report	Indicate, by marking the appropriate boxes, the type of progress report and the quarter in which the report of progress is being made.
Annual Goal Information	Indicate the goal number and the written goal. Insert a chart that shows the student's progress of his/her annual goal(s) as it relates to the standard benchmark and the progress of his/her peer group. This will enable all team members to obtain a visual representation of the student's progress toward goals.

SUMMARY OF PERFORMANCE

Complete the *Summary of Performance* (SOP) to comply with the new requirement in IDEA 2004. Subsequent to the termination of the student's eligibility due to graduation or aging out, the Summary of Performance must be provided to the student. This form must be completed in the final year prior to the student exiting high school.

Please note that although IDEA 2004 does not explicitly require a Summary of Performance for students who are leaving school before the end of their entitlement period due to graduation with a modified diploma or certificate, ISBE strongly recommends that the school districts provide a Summary of Performance for these students, as well.

When completed, this form is to be given to the student or parent/guardian as appropriate.

Student Information

Student's Name	Use the student's legal name. Do not use nicknames or shortened versions of the name. If the student has recently changed his/her name, indicate both names and which name should be used for all files.
Student's Date of Birth	Use a six-digit number (month, day, year – 07/22/06)
Year of High School Graduation or Exit	Indicate the student's anticipated year of high school graduation or exiting from high school.
Student's Address	Record the student's current address.
Student's Phone Number	Indicate student's current home telephone number.
Current School Address	Enter the school address.
School Telephone	Enter the school's telephone number.
Person Completing Form Contact Information	Enter the name and title of the person completing this form. Indicate the contact information such as address and phone number.
Date of Most Recent IEP	Enter the date of the most recent IEP for the student.
Date Summary Completed	Enter the date this Summary of Performance was completed.
Student's Primary and Secondary Disability	Enter the student's primary disability and, if appropriate, the secondary disability. *(These two sections are optional).*

Attach copies of the most recent assessment reports that were completed to indicate the student's academic achievement, functional performance and transition information.

Student's Desired Post-Secondary Goals(s)

Complete this section to identify the student's desired post-secondary goals upon completion of high school.

Post-secondary Education and Training Outcomes(s)	Indicate the desired outcome expressed by the student for post-secondary education and/or vocational training. Include the student's post-secondary goals from the student's most current IEP.
Employment Outcome	Indicate the desired outcome expressed by the student for post-secondary employment. Include the student's post-secondary goals from the student's most current IEP.
Independent Living Outcome, if appropriate	Indicate the desired outcome expressed by the student for independent living arrangements upon graduation. Include the student's post-secondary goals from the student's most current IEP.

Summary of Student's Academic Achievement and Functional Performance

Academic Reading and Math	Summarize the student's academic achievement for reading and math. The statement may include how the student's disability has affected the student's academic achievement, the student's academic strengths, and/or current level of academic ability. The results of the student's most recent academic achievement assessments should be included. Assessments may be from psychological testing, state/district testing, and/or college entrance examinations.
Functional Performance	Summarize the student's current functional performance. The statement may include how the student's disability has affected the student's functional performance and participation in daily living. The results of the student's most recent functional performance assessments should be included. Assessments are to be from the most recent functional assessment administered by school personnel or other sources.
Independent Living	Summarize the student's ability to maintain independent living status. Include the results of any assessments utilized to evaluate independent living.
Communication Status (Written and Oral)	Summarize the student's ability to communicate needs to others. The statement may include mode of communication, how the student's disability has affected the student's capacity to communicate and the nature of any communicative impairment. Include the results of the most recent assessments utilized to evaluate communication status.
Vocational & Career	Summarize the student's vocational training and career exploration. The statement may include how the student's disability has affected the student's vocational and career expectations, the student's vocational strengths, current or past vocational training, or level of vocational ability. The results of the student's most recent vocational and career assessments should be included. Assessments may be from vocational evaluations completed by the classroom teacher, district personnel or other sources.

Recommendations for Post-School

Complete this section for recommendations of modifications and accommodations to assist the student in meeting post-secondary goals.

Post-secondary Education or Vocational Training

Write any recommended accommodations or modifications necessary for the student to be successful in the post-secondary educational setting or vocational training. *Indicate the appropriate agency contact information.*

Employment

Write recommendations for accommodating the student's disability in the workplace and any modifications necessary for successful employment. *Indicate the appropriate agency contact information.*

Independent Living

Write any recommendations for accommodating the student's disability for independent living situations and any modifications essential to be successful in an independent living environment. *Indicate the appropriate agency contact information.*

Community Participation

Write any recommendations for accommodations or modifications the student needs to be a successful participant in the community. *Indicate the appropriate agency contact information.*

Student Perspective

Complete this section to provide student's input. This section may be completed independently by the student or with assistance.

Questions 1-3

Answer the questions thoroughly so outside agencies, post-secondary schools and/or employers understand a student's perspective of their needs.

Question 4

Identify the accommodations and supports that were effective in assisting the student to participate in the educational environment and accommodating the student's disability.

Completed By

Indicate who completed the Student Perspective and whether the student completed independently or with assistance.

POST-SCHOOL DATA COLLECTION SURVEY

When completed, this form allows the school district to contact the student and/or the parent/guardian to ask questions regarding the student's employment, education/training, etc. on year after they leave high school. This post-school outcome information will be reported to the Federal government.

Student Demographic Profile

Student's Name
Use the student's legal name. Do not use nicknames or shortened versions of the name. If the student has recently changed his/her name, indicate both names and which name should be used for all files.

Student's Gender
Indicate male or female.

Student's Date of Birth
Use a six-digit number (month, day, year – 07/22/06)

Student Contact Information
Record the student's current address and telephone number.

Parent(s) Contact Information
Record the parent(s) name, current address and telephone number(s).

School Graduated
Enter the name of the school in which the student graduated.

School District
Enter the name of the school district in which the student graduated.

Student's SIS Number
Enter the student's SIS number.

Date Student Graduated or Exited School
Enter the date on which the student graduated or exited from high school.

Student's Primary and/or Secondary Disability
Enter the student's primary and, if applicable, secondary disability (optional).

Student Exited School
Identify how the student exited school.

Ethnicity
Indicate the student's ethnicity.

Post-School Goals
Identify the post-school goals that are included in the student's IEP.

Student Permission

Signature of Student or Legal Guardian
Obtain student or legal guardian signature

Date of Signature
Provide the date of signature.

INDIVIDUALIZED EDUCATION PROGRAM
FORMS CONTENT

The Individualized Education Program forms provide an outline of the information that is required are not mandated forms. Districts may use these forms, their own forms or a combination of both. If using ISBE's forms, identified with a "form number", the content on the form cannot be altered.

The forms and procedures incorporate various requirements of the Individuals with Disabilities Education Act and 23 Illinois Administrative Code 226. When completed according to the instructions, these forms provide consistency and assist school districts in providing parent(s)/guardian(s) proper notification and required explanations of proposed actions including written explanation of parent rights.

FORM USE:
The required Notice and Consent forms are to be used to:
♦ Notify parent/guardian when a school district receives a request for an evaluation.

Conference Summary Report – *(page 1)*	*37-44*	Required Information
Documentation of Evaluation Results		Required Information for documenting evaluation data
Eligibility Determination (All disabilities other than SLD)		Required Information when documenting the eligibility determination for all disabilities other than SLD
Documentation of Intervention/Evaluation Results (SLD)		Required information as of the 2010-2011 school year. Districts may begin using the form prior to that year.
Eligibility Determination (SLD)		Required information as of the 2007-2008 school year.
Data Chart		Optional form if wanting to provide progress in a chart format
Present Levels of Academic Achievement and Functional Performance		Required information
Secondary Transition		Required information for students 14 ½ years and older.
Functional Behavioral Assessment		Required information. Use only when applicable.
Behavioral Intervention Program		Required information. Use only when applicable.
Goals and Objectives		Required information, except as otherwise noted.
Educational Accommodations and Supports		Required information
Assessment		Required information
Educational Services and Placement		Required information
Manifestation Determination Review		Required information. Use only when applicable
Additional Notes/Information		Optional form
Report of Progress on Annual Goals (Option 1 and 2)		Optional form
Summary of Performance		Required information.