

Check to make sure everything in this section is correct.

Date of Birth: Age: Current Grade: Gender:

Guardian Information

Check to make sure all information is correct and current. Make sure to correct information in the school's database system as well.

Relation: Name: Business Phone: Home Phone: Mobile Phone: Address: (repeated for two guardians)

Purposes of Case Conference

This is the purpose that would have been listed on the notice of case conference.

Case Conference Meeting Scheduled

Date: This is when the meeting is scheduled and happens. Time: Place:

Remember that meetings are scheduled for a mutually agreed upon time and place.

Evaluation Information and Student Data

Strengths of the student: This should include information about the student's strengths - from the evaluation, from what they do in school, or from what parents share from home.

Progress Monitoring Data: This is data that is collected throughout the year, as part of the intervention process, or to monitor existing goals. You might see data from testing such as DIBELS, NWEA, EasyCBM, or AIMSWEB. This varies from school to school. Include clarification about what the test measures and what the scores listed actually mean (does that mean the student is below, at, or above grade level expectations?). You also might see information about your child's ISTEP and/or IREAD performance or their scores from ACUITY. There also may be narrative information about how the student is performing toward different goals.

Present level of academic and functional performance: This section should include information that tells what the student is currently able to do related to both academic and functional skills. Academic skills should include performance in reading, math, and writing, but may also include other areas. Functional skills may include information about the student's physical skills, personal care skills, independent living skills, and social emotional adjustment. Other specific areas may include an update of how the student is currently performing when working with a speech language pathologist, occupational therapist, physical therapist, or social worker, and sometimes these service providers will write an entry in this section of the IEP if they are working with the student. The important part is that this section should give a good picture of what the student is currently able to do well, what they are working on, and what they are unable to do. This section must also include a statement of how the child's disability affects his or her involvement and progress in the general education curriculum (what is it about the student's disability that is a barrier to doing what other student's his/her age are doing?). *For early childhood education students (preschool) the statement should be about how the child's disability affects his or her participation in appropriate activities.

Concerns of the Parent

All parent concerns should be document, and the school's response if appropriate. Even when the school does not share the same concerns, it is important to document them.

Eligibility

Student is eligible for Special Education Services.

Primary Disability: Students can have only 1 primary disability. This is determined only after an evaluation has taken place and a team (which includes the parent) determines that the child is eligible for special education services. A child can only be found primarily eligible for services under one of the following categories: Autism Spectrum Disorder, Blind or Low Vision, Cognitive Disability, Deaf or Hard of Hearing, Deaf-blind, Developmental Delay, Emotional Disability, Language Impairment, Multiple Disabilities, Other Health Impairment, Orthopedic Impairment, Specific Learning Disability, Speech Impairment, or Traumatic Brain Injury. The student may have an outside diagnosis of something different, which may or may not qualify under one or more of these areas. It is important that if the student qualifies in several areas, the team reviews the impact of the different disabilities to determine what is most affecting the student's progress. The following resource provides more information about each eligibility area.

<https://www.indianaieprc.org/images/lcmats/Evaluations/prep/EligibilityCategoriesinSpecialEducation.pdf>

Secondary Disability: Some students also have one or more additional disabilities. These are listed here, but are not in any order of importance. Remember that services in the IEP are to be based on the student's needs, rather than disability category or the number of disabilities that are listed here.

Reasons of eligibility determination: The team should enter information that helps to describe why the student was found eligible for the specific disability(ies) listed. It should help to better describe the student's disability, rather than just put a label on it. This box is completed anytime that the disability area(s) are changed, which should only occur after an evaluation. At annual case review meetings, the box is locked and cannot be changed.

Special Considerations

This section of the IEP will only be completed when the student has areas of special consideration. This includes when the team answers yes to any of the following questions:

Does the student have needs related to Limited English Proficiency?

If this is answered yes, the team will complete a box that describes the language needs related to Limited English Proficiency.

Are there considerations regarding the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?

If this is answered yes, the team will complete a box that describes the student's language and communication needs.

Are there behavior concerns for the committee to discuss?

If this is answered yes, the team will complete a series of questions to help determine whether the behavior is impeding the learning of the student or of others, and factors related to the behavior to determine an appropriate course of action, which may include further evaluation, behavior goals, or a behavior plan. A behavior intervention plan should be based on a functional behavior assessment. Sometimes this has not already been completed. In this case, the plan may be a temporary plan to try and support the student while the needed information is being collected. Then the committee may meet again to revise the plan based on the new information.

Outcomes

If the student is fourteen or older (or will be turning fourteen during the time that the IEP will be in effect), this section will contain information about transition – focusing on what the student may want to do after high school is over and building the skills needed to get there.

Each year the student will participate in at least one transition assessment which may gather information about his/her interests, learning style, independent skill level, etc. The assessment(s) will be listed, along with the date completed.

There will be a summary of information gained from the transition assessment(s).

Post-secondary goals will be listed here. There will always be a goal for employment after high school and for education and training after high school. For some students, there will also be a goal for independent living after high school, unless the team documents information that the student has independent living skills similar to other students his/her age and that this is not needed. Examples of goals might be:

Regarding employment after high school, I will obtain: a full time job working in landscaping.

Regarding employment after high school, I will obtain: a job in the child care field.

Regarding education and training after high school, I will receive: on the job training working in farming.

Regarding education and training after high school, I will receive: a college education and study accounting.

Regarding independent living after high school, I will live: in a supported living setting and do my own shopping.

Post-secondary goals must reviewed and updated (if needed) at least annually.

The following guide is available to support transition planning. <http://insource.org/files/pages/0090-Transition%20Guide-Rev%2010-28-14.pdf>

This section also notes when the student is expected to graduate or exit from high school and what course the student is following. It will note whether your child is pursuing a diploma (and what type of diploma) or a certificate of completion. It is important to have discussion with the team about what this means for your child's program and for future opportunities.

Accommodations

The selected accommodations should be provided to the Student throughout the entire school day, as decided by the Case Conference Committee, and are intended to increase the student's access to and progress in the general education curriculum.

These accommodations constitute an integral part of this student's free appropriate public education (FAPE).

Daily Accommodations

- (Accommodations will be listed here).

Description of additional accommodations and/or guidance.

This is where the information will be where you typed in your rationale and other information about accommodations.

Participation in Testing Programs

This section will state what type of testing that the student will participate in, depending on his or her grade level and skill level. Most students who will be in grades 3 through 8 will participate in ILEARN (previously ISTEP). Students in grade 3 will also take the IREAD assessment and student in grade 10 will take assessments in math and English.

A very few students will instead participate in an Alternate Assessment. In order to participate in the Alternate Assessment, 1) a student must have a significant cognitive disability that prevents the student from achieving Indiana's academic standards necessary to obtain a high school diploma, 2) there are data to show that the student is unable to acquire, maintain, generalize, and apply academic skills across environments even with extensive, intensive, pervasive, frequent, and individualized instruction in multiple settings, and 3) The student's individualized education program includes goals and objectives that focus primarily on functional achievement indicators and demonstrates that the student's present level of performance significantly impedes the student's participation in and completion of the general education curriculum even with significant program modifications.

Before a CCC can determine that a student will participate in an alternate assessment in lieu of the general assessment, the public agency must provide the CCC with a clear explanation of the differences between the assessments, including any effects of state or district policies on the student's education resulting from participation in an alternate assessment. If the CCC determines that a student will participate in an alternate assessment, the public agency must ensure that the parent is informed that the student's performance will not be measured against grade-level academic achievement standards.

Assessment Accommodations

Plan for participation in district-wide, national or international assessments:

This section will indicate what other assessments the student will be taking. District, national, and international assessments vary by grade level and district. For example, some districts administer the NWEA, some use Acuity, some use DIBELS, etc. This section should indicate if the student's participation will be any different than his or her classmates.

Goals

All students who are eligible for special education must have one or more measurable IEP goals in their IEP. The present levels that are written and reviewed earlier in the IEP should indicate areas of need. Article 7 state that IEPs must have academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum and each of the other educational needs that result from the student's disability.

For each goal that is written, you will see the following:

Goal Title: This is the general area the goal addresses (e.g. reading comprehension, social language, fine motor skills).

Student's Name

Present Level: This is specific information about what the student is able and unable to do now in this area.

Specially Designed Instruction: Based on the present level, what is the need that the student has for instruction and support in this area that is different from the general education instruction provided? Remember, a student must require specially designed instruction in order to be eligible for special education.

Goal Statement: This is the actual goal, based on the need. The goal should include the condition under which a specific skill or behavior will be demonstrated, the specific skill or behavior, and the criterion for acceptable performance. For example, "When given a second grade reading passage, Johnny will read at a rate of at least 72 correct words per minute." Keep in mind that these are referred to as "annual goals" because they are written to set a goal for where we want the student to be in one year.

The goal has been written to support: For Transition IEPs (those for students who will be 14 or older during the effective dates of the IEP), this section will appear. This is to identify goals that will also help the student to reach their earlier identified transition goals (focused on Employment Skills, Education/Training Skills, and/or Independent Living Skills.)

Method/Instrumentation for Measuring Progress: This will state the type of progress monitoring that will be used for this goal. There are several methods that the IIEP system uses. Descriptive documentation requires the teacher or service provider to enter written information describing the student's progress in measurable terms. Single point requires entering a number to show the student's performance (such as number of instances, number of words read per minute, or percentage of problems correct). This will result in a graph. A single rubric uses criteria along a continuum to indicate the student's level of success. This might use terms such as emerging or applied to describe the student's progress. Those terms are then defined in the rubric. Finally, collection of indicators allows goals that have objectives or benchmarks to be monitored by creating rubrics for each objective or benchmark and then showing the student's progress toward the overall goal.

Standard(s)/Element(s) Aligned to Goal: This shows how the goal is related to the grade level standards the student is also working toward.

Objectives/Benchmarks are only required for students participating in ISTAR in lieu of ISTEP+: Most students will not have objectives/benchmarks. This is required for students taking alternate assessment, but some teachers/providers choose to add objectives/benchmarks for other students as well. Short-term objectives are the intermediate knowledge, skills and/or behaviors that must be learned for the student to reach the annual goal. Benchmarks are the major milestones that the student will demonstrate that lead to the annual goal.

Progress Monitoring Assessment: This is the actual tool that will be used to measure the student's progress (e.g., grade level passage, behavior chart, teacher recording sheet, language sample.)

Subject Area: This is the overall subject area for this goal.

Metric: This depends on the type of method/instrumentation for progress monitoring used. You may see a graph here or rubric information, or you may only see "Description".

Services and Other Provisions

Transition Services and Activities: This section will only appear for a Transition IEP. For those student, it will list at least one transition service or activity and provide details about the frequency, the people involve, the date of completion, and what transition areas the service or activity will support. Some examples might include researching 5 careers, participating in a college visit, attending a local transition fair, reviewing the driver's license exam book, or participating in reality store. This should be a specific activity for this student, not something that all students participate in. There is also a section for the school to document when they provide information to parents and the student about available adult services through state and local agencies and other organizations to facilitate student movement from school to adult life.

Special Education Services: This section will identify all of the special education services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student. This section will list the service, the proposed initiation date, the frequency (how often it will occur), the length (for how long), the duration (when the service will end for this IEP – usually the end of the IEP), and the location (special education setting or general education setting.) This does not mean the room the service will be provided in, but whether or not the service will occur in a setting that is made up mostly of students with disabilities (special education setting) or mostly with students without disabilities (general education setting.) If this is a Transition IEP, it will also have a column to indicate the areas the goal supports (Employment Skills, Education/Training Skills, and/or Independent Living Skills.)

Related Services: Similar to the special education services above, related services are documented if the student requires them. Related services is defined by Article 7 as transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education. Examples are audiological services, counseling services, interpreting services, medical services for the purpose of diagnosis and evaluation, occupational therapy, orientation and mobility services, parent counseling and training, physical therapy, psychological services, recreation, including therapeutic recreation, rehabilitation counseling, school health services, school nurse services, school social work services, transportation, and other supportive services.

Transportation: For most IEPs, the section will state “The transit time and the transportation needs are the same as that of non-disabled peers.” For a few student who require a different mode of transportation, this section would document those differences. For example, a student may be attending a different school than the home school and the bus transit time may be longer than that of typical peers. Some students require special transportation due to health or behavioral issues.

Accessible Materials: Some students, such as students who have blindness or low vision, may require instructional materials to be provided in an accessible format. If so, this section will document those specific needs.

Assistive Technology: For students who have a need for assistive technology (devices or services), these needs are documented here. Assistive technology service is any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device, which is an item, piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Examples might be a computer, a sound amplification device, or a communication device.

Extended School Year: This section for most students will state “It was determined that extended school year services are not necessary in order to provide a free and appropriate education.” Some student require services outside of the regular school year in order to receive a free and appropriate public education. This is not the same as summer school, but is special education and related services. The following links to a document that guides determining the need for services.

<http://insource.org/files/pages/0318-technical-assistance-document-determining-need-extended-school-year-services.pdf>

ESY Special Education Services: If appropriate, the services would be documented here.

ESY Related Services: If appropriate, the related services would be documented here.

Technical Assistance: For most IEPs, this section will state “Support is not necessary to provide school personnel with the knowledge and skills necessary to implement the student’s individualized education plan.” For some students, there are identified staff needs, such as de-escalation training, training in the administration of an emergency medicine such as Diastat or Epipen, or training on a student’s assistive technology.

Program Modifications: This section will document any program modifications. Most students will not have modification needs. Students with severe disabilities may have significant need for modifications in order to participate with other students with disabilities and students without disabilities in both education and extracurricular activities.

Periodic reports on the student’s progress toward goals will be provided: Parents must be provided with progress reports on each of the student’s IEP goals at least as often as report cards are provided.

Reasons for provisions and reasons for rejecting other options: This section provides a place for the committee to document the discussion around service provisions and to justify the choices made.

The student does not have an emergency evacuation plan. If the student has a specific plan, it will be noted here. It is important that the plan is uploaded to provide details or information is included in notes.

Least Restrictive Environment

If this is a Transition IEP, this section will again document the student’s high school course of student and the documentation that the parents were provided written information about the requirements for that pathway.

LRE Placement Category based on Federal Program Types: This descriptor is based on the services that the student is provided and the amount of time that the student is removed from general education peers to receive these services, as well as the physical location of the services (such as a separate school or in a homebound setting).

Additional descriptors: This is a place for additional information to be typed to describe the placement.

Any potentially harmful effects of the services on the student or on the quality of services needed: A student’s IEP is based on what the committee determines the student needs. However, there is always the potential for a harmful effect from these supports and services. The committee documents any potential harmful effect so that the committee makes an informed decision and can plan to lessen these effects whenever possible.

Reasons for placement determination including reasons for rejecting other options: The committee documents the reasons for the placement and justifies why other options were not chosen.

General Considerations

This section will include information about whether or not the student can participate in other programs available to nondisabled students (educational programs, activities, non-educational programs, extracurricular activities, physical education). This will also document whether the student is attending the school that he or she would attend if nondisabled, and whether the student's school day is the same length of time as nondisabled students.

Program Information

Corporation of Legal Settlement: The district where the student lives

School: The school where the student would attend based on where he/she lives

Educating School: Where the student actually will attend (most of the time this is the same as above)

Next Educating School: The school the student will attend next

Participants

The following individuals participated in the case conference committee meeting. Those individuals identified as Teacher of Record, General Education Teacher, Public Agency Rep and Instructional Strategist were in attendance for the entire meeting unless parental excusal was obtained before the meeting.

Position	Name	Title
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This section should list everyone who attended the IEP meeting (in person or by phone/skype, etc.) It should not include those who were invited but did not attend. The following link provides guidance on who must be present at the IEP meeting. http://insource.org/files/pages/0088-Who_Must_Be_Invited.pdf.

Does the Parent reject provision of FAPE and intend to unilaterally enroll child in a non-public school?

This should say "no" unless the parent chooses to turn down the offer in the IEP and enroll at a non-public school.

Written Notes and Other Relevant Factors

All of the notes that were taken throughout the IEP process should appear here. Notes do not have include everything that happened, because most of what happened is reflected in the IEP that was developed. It should give a general overview of what happened in the meeting and any specific points that were discussed. It might be helpful to read aloud the information in the notes section during the meeting in order to correct/add any needed information before the meeting ends.

Notice of Implementation

I have been presented with a copy of the Individualized Education Program (IEP) which contains:

- 1) A description of the action proposed by the school;
- 2) An explanation of why the school proposed to take the action;
- 3) A description of each evaluation, procedure, assessment, record, or report the school used as a basis for the proposed action;
- 4) A description of other options that the case conference committee considered and the reasons why those options were rejected; and
- 5) A description of other factors relevant to the school’s proposal.

I understand that the school is not required to get my written consent and can implement this IEP unless I take one of the following actions within ten (10) school days of receiving this notice:

- Requesting and participating in a meeting with a school official who has the authority to resolve the disagreement I have with the school regarding this IEP.
- Getting the school’s consent for mediation under 511 IAC 7-45-2.
- Requesting a due process hearing under 511 IAC 7-45-3.

I understand that if I challenge the proposed IEP prior to its implementation, the school must continue to implement the current IEP under 511 IAC 7-42-7 (b) (5).

PROCEDURAL SAFEGUARDS

I understand that a parent of a student with a disability has protection under the procedural safeguards and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.

You will be given a copy of your procedural safeguards at least once a year, as well as at a few other key times.

Sign **Date**

CONSENT TO IMPLEMENT IEP

I have been provided with the Notice of Implementation and a copy of the proposed IEP. I give my consent for the School to implement the IEP in accordance with the initiation date that is prior to the expiration of ten (10) instructional days from the date the Notice and proposed IEP were provided to me.

At your child’s initial IEP meeting, you will be asked to sign to give permission to implement the plan. The plan cannot be implemented without your signature. After that, you may or may not be asked for a signature each year. Some districts go ahead and have you sign with each new IEP, but this is not a legal requirement. By law, a new IEP (after the initial one) is implemented on the 11th school day after you are provided with the written notice (copy of the IEP), unless you 1) request a meeting with an official of the public agency who has the authority to facilitate the disagreement between the parent and public agency, 2) initiate mediation, or 3) request a due process hearing. Just stating that you don’t agree with the IEP or refusing to sign will not prevent a subsequent IEP from being put into place.

Sign **Date**