

Individualized Education Program

Each year that a student receives special education services, the ARD Committee must meet with the parent/guardian (or adult student) and additional relevant staff to review and develop the student's Individualized Education Program (IEP).

Sections

- Create the IEP
- Cover Page
- 1. Review of Evaluation Data
- 2. Determination of Eligibility
- 3. Present Levels
- 4. Transition Planning
- 5. Graduation
- 6. Measurable Annual Goals
- 7. Individualized Services and Supports
 - 7a. Instructional Services and Supports
 - 7b. Services to Support Medical Needs
 - 7c. Additional Supports, Strategies and Arrangements
- 8. Transportation as a Related Service
- 9. State and Districtwide Assessments
- 10. Consideration of Least Restrictive Environment
- 11. Extended School Year (ESY) Services
- 12. Behavior Intervention Plan
- 13. Assurances
- 14. Deliberations
- 15. Signatures
- Completing the IEP

Start the IEP

There is often other documentation that must go along with the IEP. For complete workflows, see:

- Initial Referral to Special Education
- Annual IEP Review
- Triennial Reevaluation


Steps *Start the IEP:*

1. Create the **Individualized Education Program**.
 - If this is not an initial IEP, you may choose to copy from an existing IEP.
2. Share it with all document collaborators.
 - If you do not share the document with other collaborators, they may not be able to access the document due to their user role permissions.

Cover page

Steps *Fill out the cover page:*

1. Select a Meeting Type. Select "**Initial**" for the first year and "**Annual Review**" for all subsequent years.
2. Fill out the required date fields:
 - **Meeting Date:** the day the ARD Committee is meeting to develop/review the IEP.
 - **IEP Start Date:** this should be 5 days after the meeting date.
 - **IEP End Date:** this should be 1 year less 1 day after the meeting date.
 - **Next IEP Due By:** this should be 1 year less 1 day after the meeting date.
3. For an initial IEP, click to add the **Child Find information**.
4. Enter additional child/parent demographic information.

 **Tip** If you are making an amendment or revision, this information will also be documented on the cover page.

Section 1 - Review of Evaluation Data

This section helps educators document existing evaluation data that was reviewed to help determine the child's eligibility.

Steps *Review evaluation data:*

1. In **Report Date**, enter in the date of the FIE, or if there was no FIE, enter in the date of the REED.
2. Specify when the next triennial reevaluation is due.
 - This should be due 3 years less 1 day after the last FIE or the last REED if there was no FIE.
3. For each evaluation or assessment being used to determine the child's eligibility, click **add Evaluation/Assessment** and outline all relevant information.
4. Provide information regarding additional sources of information reviewed, parent concerns, and future planning.
5. Indicate whether or not there was a REED conducted and if there is a need for additional evaluation.

Section 2 - Determination of Eligibility

The ARD Committee must determine if the student is eligible for special education services based on their disability and educational need.

Steps *Determine eligibility:*

1. Answer questions regarding if there are other determinant factors for the disability determination.
 - All questions must be answered with **No** for the child to be considered eligible.
2. Indicate whether or not the child has a disability or disabilities.
3. State what disabilities the child has.
 - If the child does not have a secondary or tertiary disability, you may enter **"None"** in these fields.
 - If the child has more than 3 disabilities, you may click **add Additional Disability**.
4. Add an additional section to provide more detailed information about the child's:
 - Specific learning disability
 - Noncategorical early childhood disability
 - Speech impairment
 - Other health impairment
5. Determine whether or not the child needs special education and related services by reason of their disability.

Section 3 - Present Levels

The ARD Committee must provide a statement of the child's present levels and outline how the child's disability impacts the child's progress in the general education curriculum.

Steps *Document present academic levels:*

1. For each state or districtwide assessment the child has participated in, click **add Assessment** and enter assessment details and the most recent score for each assessment.
 2. For students in grades K, 1, and 2, specify whether the child needs accelerated reading instruction.
 3. Specify whether the child requires an accelerated plan of instruction.
 4. For students who have a previous IEP, outline any review of progress towards previous goals that was conducted.
 - If this is an initial IEP, answer **No**.
 5. Summarize the student's current academic achievement including grades and class performance.
 - If a student has failed a class for two consecutive grading period, include additional information about the failure by clicking **add Failure Review**.
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Steps *Document present functional performance:*

1. Summarize the student's how the student's functional performance is impacted by their disability or state that the student's disability does not impact their functional performance.
2. Outline any communication needs the child has if there are any.
3. If the child is deaf/hard of hearing or blind/visually impaired, click **add Deaf or Hard of Hearing Considerations** or **add Blind or Visually Impaired Considerations** to provide more detailed information.
4. Indicate whether the child has needs in the following areas and describe those needs.
 - **Language**
 - **Physical:** If the child requires personal care services or nursing, document this in Section 7b.

- **Physical education:** Provide information about whether the child needs restrictions/accommodations/modifications.
- **Behavioral:** If the child's behavior impedes their own learning or that of other students, document interventions in Section 7c. If the child needs a Behavior Intervention Plan (BIP), add one to Section 12.
- **Discipline**
- **Assistive technology:** If **Yes**, add this information to Section 7a.
- **Extracurricular/nonacademic**

Section 4 - Transition Planning

Transition planning helps students decide what their goals for the future are and helps develop a plan for them to achieve those goals.

Steps *Complete transition planning for children younger than 14:*

1. Click **add Transition (non-combined)**.
 2. Enter information about the discussion.
 3. Enter appropriate transition considerations.
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Steps *Complete transition planning for children who are 14 or older:*

1. Click **add Transition (combined ages 14+)**.
2. Enter information about the discussion.
3. Enter appropriate transition considerations.
4. Add measurable postsecondary goals by clicking **add Goal** for the following areas:
 - Postsecondary training and education
 - Employment
 - Independent Living Skills
5. If the child will need any transition services, outline what services they will receive.
6. If this child will turn 17 before the end of this IEP, provide information to the child regarding transfer of rights.

Section 5 - Graduation

This section is to be used for children with transition planning information to document any necessary transition services as students are no longer eligible for special education services after high school graduation.

Steps *Enter graduation information:*

1. Add the student's anticipated graduation year.
2. For high school students, click **add Graduation Information**.
 - Answer relevant questions.

Section 6 - Measurable Annual Goals

Measurable academic goals are set to help meet the child's needs resulting from their disability and enable the child to participate in the general education curriculum.

Steps *Set measurable annual goals:*

1. Click **add Goal** for each goal you wish to add.
2. Number the goal to make it easily referenceable.
3. Specify whether the goal is "**academic**", "**functional**", or "**transition-related**".
4. Indicate which goal area is being addressed.
5. State what the measurable annual goal is.
6. Click **add Benchmark/Objective** to add a benchmark or objective.
7. Number the benchmark/objective.
8. State what the benchmark/objective is.
9. Indicate how progress will be measured.
10. Specify how frequently parents/guardians will be updated on progress.

 **Tip** Goals in a completed IEP may be automatically pulled into an IEP Progress Report.

Section 7 - Individualized Services and Supports

These are services and supports to assist the child in meeting their academic and functional goals.

This section is divided into:

- 7a. Instructional Services and Supports
- 7b. Services to Support Medical Needs
- 7c. Additional Supports, Strategies and Arrangements

Section 7a - Instructional Services and Supports

Steps *Document instructional services and supports:*

1. Click **add Special Education** to add information about any specially designed instruction the child will receive.
2. Click **add Related Service** to add information about any developmental, corrective, or other supportive services the child will receive.
3. Click **add Assistive Technology Device/Service** to add information about any item, piece of equipment, or product system the child will use to improve their functional capability.
4. Click **add Accommodations** to add information about any accommodations intended to reduce the effects of the child's disability on academic tasks.
5. Click **Add Modifications** to add information about any course objectives that are modified to meet the needs of the student.
6. Click **add Support for School Personnel** to add information about any services or activities needed by school personnel to meet the needs of the student.
7. Answer additional **Placement of Services** questions.
8. Click **add Non-Public Day School/Residential Education Placement** to add information about any services the LEA is unable to provide.
9. Click **add TSBVI/TSD Placement** to add information about any services that will be provided by the TSBVI or the TSD.

Section 7b - Services to Support Medical Needs

This section is used to document if the student has any medical needs.

- The student requires personal care services if they need human assistance to accomplish tasks they are not able to accomplish alone due to their disability.
- The student requires nursing services if the school nurse needs to provide services on a regular basis.

Add a section for each item that applies and answer any subsequent questions to summarize which services are needed.

Section 7c - Additional Supports Strategies and Arrangements

This section is used to document if any of the following apply to the student:

- Behavioral needs
- Autism/developmental disorder
- Blind or visually impaired
- Deaf or hard of hearing
- Dyslexia or related disorder


Add a section for each item that applies and answer any subsequent questions.

Section 8 - Transportation as a Related Service

This section helps Document transportation arrangements if the child needs transportation as a related service in order to attend/participate in academic services, extracurricular programs, or other related services.

Steps *Plan transportation arrangements:*

1. Answer whether the child requires special transportation accommodations due to their disability.
2. If **Yes**, describe the child's needs and click **add Transportation Arrangement**.
3. Select which accommodations/modifications are needed for the bus, state whether the child requires a specially adapted vehicle, and explain any specific pickup/drop-off procedures.
4. Click **add Route** to include details about the specific route.
5. Select the appropriate service verification.

 **Tip** Transportation arrangements in a completed IEP may be automatically pulled into a **Transportation Request** document.

Section 9 - State and Districtwide Assessments

Steps *Plan state and districtwide assessment accommodations:*

1. Answer required questions.
2. Indicate if the student qualifies for alternate assessments and review the participation requirements by adding a section for each alternate assessment that applies.
3. If the student will participate in a district assessment with accommodations, will take an alternate assessment, or will be exempt, click **add District Assessment** to indicate the assessment, the student's participation status, and any accommodations they will have.
4. For each STAAR assessment, indicate how the child will participate.
5. For students grades 9-12, if they are excused from graduation requirements, click **add EOC Assessment** to include details about end-of-course assessments.
6. Indicate whether the student will participate in TELPAS assessments and if they are, click **add TELPAS Assessments** to provide assessment and accommodation information.
7. If the student is exempt from being screened and tested for dyslexia and related disorders, click **add Exception** and provide a reason.
8. Indicate whether the student will participate in the Early Reading Assessment.
9. Specify if/how the student will participate in the Physical Fitness Assessment Initiative and add any modifications/adaptations if applicable.

Section 10 - Consideration of Least Restrictive Environment

Steps *Document supplementary aids and services:*

1. Answer whether the child's disability prevents them from achieving a satisfactory education in a general education setting with the use of supplementary aids and services.
 - Answer **Yes** if the child requires time in a special education setting.
 - Answer **No** if they are able to participate entirely in a general education setting.
2. Answer whether the child's behavior significantly impairs the education of the other students in the class.
 - Answer **Yes** if they must be removed from the general education setting due to behavior.
 - Answer **No** if they are able to participate entirely in a general education setting.
3. Answer whether the child requires enough of the teacher's time that other students may be ignored.
 - Answer **Yes** if the student needs more support than what can be provided in a general education setting.
 - Answer **No** if they are able to participate entirely in a general education setting.
4. If the child requires time in a special education setting for any reason, click **add Supplementary Aid or Service** in the appropriate section(s) to list all aids and services provided/considered and explain why they are not sufficient.
5. Provide additional information about any removal decisions, potential effects, and any extracurricular or nonacademic opportunities available to the student.

Section 11 - Extended School Year Services

Steps *Plan ESY services:*

1. Indicate whether the student requires ESY services by selecting "**Yes**" or "**No**".
2. If the student requires ESY services, click **add Consideration/Justification** to provide information regarding why the student requires these services.
3. Additionally, if the student requires ESY services, click **add ESY Services** to provide details about which ESY services the child will receive and which of the student's goals will be addressed.
 - Outline special education and related services in this section.
 - If the student will require ESY transportation services, document this in Section 8.

Section 12 - Behavior Intervention Plan

Steps *Add a BIP:*

1. If the child needs a Behavior Intervention Plan, click **add BIP**.
2. Click **add Target Behavior** for each behavior being addressed.
3. Enter the target behavior that is being addressed and the behavior it should be replaced with.
4. Provide details about which instructional strategies will be used to teach the new behavior and who will be responsible for implementing them.
5. Provide details about which antecedent strategies will be used to prevent interfering behavior from occurring.
6. Add intervention details along with who will be responsible.
7. Outline which positive and negative consequences will be used.
8. Add which methods will be used to measure progress along with who will be responsible for monitoring.


 **Tip** This can also be documented in a standalone **Behavior Intervention Plan** document.

Section 13 - Assurances

Provide the parent/guardian with the key assurances included in Section 13.

Section 14 - Deliberations

Summarize any decisions made by the ARD Committee that are not included in another section of the IEP.

 **Tip** Deliberations may also optionally be logged at the end of each section.

Section 15 - Signatures

Steps *Add signatures:*

1. Click **add Signatures**.
2. Have all meeting participants sign the document.
 - You may add additional participant signature fields if there were team members in attendance not included in the signature table.
3. Provide the parent with a Notice of Procedural Safeguards.
4. If the parent/guardian agrees to waive the 5 school day waiting period to implement the IEP, click **add 5 School Day Waiver**.

Completing the IEP

Steps *Complete the IEP:*

1. Ensure all required fields have been filled out.
 - You are able to use the document validation tool to see which required fields have yet to be filled out.
2. Once you have satisfied all validation checks, mark the document complete.