

STUDENT INFORMATION

Student's Name:	Initials:	Birth Date:	Age:	Gender:	Meeting Date:	Grade:
District / School:	Last Re-Evaluation:					
	IEP Manager and Phone Number:					
Federal Designation:	Disability Category:					
Race(s):						

GUARDIAN INFORMATION

STRENGTHS, EDUCATIONAL CONCERNS AND PREFERENCES/INTERESTS

Strengths, Preferences and Interests - Student's Perspective:

Student Strengths

Parents:

School Staff:

Educational Concerns

Parents:

School Staff:

CONSIDERATION OF SPECIAL FACTORS

	Yes	No
Does the student's behavior impede his/her learning or that of others?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student have communication needs?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student require assistive technology devices or services?	<input type="checkbox"/>	<input type="checkbox"/>
Has the student been determined to be "Limited English Proficient"?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Any item above checked "Yes" must be addressed in the IEP</u>		
For a student with blindness or visual impairment <input type="checkbox"/> N/A		
Does the student need training in orientation and mobility?	<input type="checkbox"/>	<input type="checkbox"/>
<u>If "Yes" is checked,</u> training must be addressed in the IEP.		
Does the student need instruction in Braille or the use of Braille?	<input type="checkbox"/>	<input type="checkbox"/>
<u>If "No" is checked,</u> describe below why instruction in Braille or the use of Braille is not appropriate. This decision must be based on evaluation results.		

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE AND MEASURABLE ANNUAL GOALS

Student Name: Acker, Emmett

IEP Date: 10/17/2019

PROGRESS REPORT FREQUENCY

When will progress reports on the measurable annual goal(s) be provided to the parents?

quarterly semester other:

LEAST RESTRICTIVE ENVIRONMENT

A student with a disability shall not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the regular education curriculum.

The educational placement is based on the student's IEP. YES NO

The educational placement is as close as possible to the student's home. YES NO

The educational placement is in the school that the student would attend if he or she did not have a disability. YES NO

The IEP team considered any potential harmful effect of the educational placement on the student or on the quality of needed services. YES NO

If "No" is checked, explain why.

If the student's school day or week is shorter or longer than peers without disabilities, explain why.

STATEWIDE ASSESSMENTS

Assessment	Content Area	Reason for Support/Accommodation	Support/Accommodation

Without Accommodations With Accommodations Alternate

Accommodation/support specifics and notes

Assessment	Content Area	Reason for Support/Accommodation	Support/Accommodation

Without Accommodations With Accommodations Alternate

Accommodation/support specifics and notes

DISTRICTWIDE ASSESSMENTS

SUPPLEMENTARY AIDS AND SERVICES

Necessary Accommodations/Modifications

This section includes the accommodations, modifications, supplemental aids and services, assistive technology devices, staff and parent training, etc. that the student will need to be successful in the general education classroom.

EXTENDED SCHOOL YEAR (ESY)

- Extended School Year services are not necessary for the student.
- Extended School Year services are necessary for the student.
- Determination of need for Extended School Year services will be made by:

Describe in Detail the Extended School Year Services:

NEED FOR REEVALUATION TO DETERMINE ELIGIBILITY

- A reevaluation **is necessary** at this time to determine:
 - whether the child continues to have a disability and needs special education;
 - whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals, and to participate, as appropriate, in the general education curriculum: **or**
 - the parent has requested a reevaluation.
- The parent and the school district agree that a reevaluation **is unnecessary** at this time.

Reevaluations must occur at least once every three years, unless the parent and the school district agree that a reevaluation is unnecessary.

IEP ACCESSIBILITY AND RESPONSIBILITIES

How will each teacher, related service provider, transportation provider and others working with this student be informed of his or her specific responsibilities for implementing this IEP and the accommodations, modifications, and supports that must be provided for this student?

- Copy of Accommodations/Modifications Email Verbal communication
- Other:

IEP MEETING PARTICIPANTS

IEP APPROVAL

I have read and understand my rights as provided to me in the pamphlet PROCEDURAL SAFEGUARDS IN SPECIAL EDUCATION UNDER IDEA, which I received this school year. The parent shall be given a copy of this IEP at no cost to the parent

- I approve of this Individualized Education Program.
- I approve of this Individualized Education Program with the following exceptions*:

Parent/Adult Student _____

Date _____

*The IEP team agrees to meet again on _____ to resolve differences regarding the exceptions below.

Exceptions:

Prior Written Notice (34 CFR 300.503)

Action(s) Proposed or Refused

- Initiation or change in the educational placement of the student.
- Initiation or change in the provision of the FAPE to the student.

Description of the specific proposed or refused action(s):

Additional Documentation attached

Explanation of why the district proposed or refused to take the action(s):

Additional Documentation attached

Description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposal or refusal:

Additional Documentation attached

Description of any other options the district considered and the reasons why those options were rejected:

Additional Documentation attached

Description of other factors relevant to the district's proposal or refusal to take the action:

Additional Documentation attached

Student Name: Acker, Emmett

IEP Date: 10/17/2019

Prior Written Notice (34 CFR 300.503)

As a parent of a child with a disability you have certain protections under the Procedural Safeguards of the Individuals with Disabilities Education Act (IDEA). You may obtain a copy of the pamphlet "Procedural Safeguards in Special Education" from the school district.

For assistance in understanding the provisions of the Individuals with Disabilities Education Act (IDEA) you may contact your child's school, the Office of Public Instruction at (406) 444-5661, or Parents, Let's Unite for Kids at (800) 222-7585.

IEP NOTES

For Informational Purposes Only