

PURPOSE: The IEP is designed to clearly communicate to the parents, the student, and providers the type and amount of special education and any necessary related services or supports that will be made available to the student. The most recent evaluation report is used to develop the IEP. The IEP is individualized to reflect the unique needs of the student and how these needs will be addressed to permit the student to be included and progress in the general education curriculum. A meeting to review and revise the IEP must occur, at a minimum, on an annual basis.

INDIVIDUALIZED EDUCATION PROGRAM

Student name: _____ Date of IEP meeting: _____
 Student ID: _____ IEP annual review date: _____
 Eligibility category: _____ Evaluation Date: _____
 Primary language: _____ Birthdate: _____ Age: _____ Grade: _____
 District: _____ Serving School: _____
 Parent(s) name(s): _____ Resident School: _____
 Primary language at home: _____ Interpreter needed? ☐ Yes ☐ No
 Surrogate parent: ☐ Yes ☐ No If yes, name: _____
 Primary staff contact name: _____ Title: _____

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(including the strengths of the student and the concerns of the parents for enhancing the education of their student)

Present levels of academic achievement:

Present levels of functional performance *(e.g., communication, motor, social, behavior, life/adaptive skills, etc.):*

POINTS THAT MUST BE CONSIDERED IN DEVELOPING THE IEP (refer to WAC 392-172A-03110):

- Strengths of the student.
- Concerns of the parents for enhancing the education of their student.
- Results of the most current evaluation, and the academic, developmental, and functional needs of the student.
- Other special factors, including the use of positive behavioral supports/interventions; language needs of students with limited English proficiency; supports for students with visual impairments; the communication needs of the student; assistive technology devices and services; and supplementary aids/services, program modifications, and support for school personnel.

Effect of the disability on the student's involvement and progress in the general education curriculum (or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities):

CONSIDERATION OF SPECIAL FACTORS:

1. Does this student require special transportation?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, describe (if not addressed on the service matrix):
2. Does this student require Extended School Year (ESY) services?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To be determined by: Date:	If ESY is determined by the IEP team to be necessary, complete and attach the ESY addendum.
3. Does the student's behavior negatively impact his/her learning or the learning of others?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, consider the student's need for positive behavioral supports/ interventions, a Functional Behavioral Assessment (FBA), and/or a Behavioral Intervention Plan (BIP). <input type="checkbox"/> A Behavioral Intervention Plan has been developed for this student (refer to the BIP addendum).
4. For a student with limited English proficiency, does the student have language needs?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, describe those needs as they relate to the student's IEP:
5. For a student with a visual impairment, is the student in need of Braille instruction and/or use of Braille?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, describe:
6. Does the student have communication needs? <i>(Consider the communication needs of the student, and in the case of a student that is deaf or hard of hearing, consider the language and communication needs, opportunities for direct communication with peers/ professional personnel in the child's language and communication mode.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, describe:
7. Does the student need assistive technology devices and/or services?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, describe:
8. Are there any other factors not already addressed (such as medical concerns or other issues), or other adaptations needed?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, describe:

☐ The parent and the school district have agreed that this student requires advanced educational planning that may involve the use of isolation, restraint, or a restraint device. Refer to the Emergency Response Protocol addendum to this IEP.

PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline, a target, and a unit of measure. For students using an alternate assessment aligned to alternate achievement standards, the IEP team should use the "Measurable Annual Goal(s) with Short-term Objectives/Benchmarks" page (see next page).

MEASURABLE ANNUAL GOAL(S)

Subject Area & Goal #	Measurable Annual Goal	Method/Criteria for Evaluating Progress <i>(if not addressed in a separate document)</i>	Progress Notes <i>(if not maintained separately)</i>				POINTS TO CONSIDER:
			Date	Date	Date	Date	
							<ul style="list-style-type: none"> • Measurable annual goals stem from the recommendations for specially designed instruction in the evaluation report. • Measurable annual goals must relate to the general education curriculum or, for preschool students, participation in appropriate activities. • Measurable annual goals must also address other educational needs that result from the student's disability. • The IEP must include a description of how the district will measure the student's progress and when progress will be reported to parents.

Copy additional pages as necessary

PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. For students using an alternate assessment aligned to alternate achievement standards, benchmarks or short-term objectives in the areas being assessed must also be included. In order to be measurable, the goal should include a baseline, a target, and a unit of measure.

MEASURABLE ANNUAL GOAL(S) WITH SHORT-TERM OBJECTIVES/BENCHMARKS

Subject Area & Goal #	Measurable Annual Goal	Method/Criteria for Evaluating Progress <i>(if not addressed in a separate document)</i>	Progress Notes <i>(if not maintained separately)</i>				POINTS TO CONSIDER:	
			<i>Date</i>	<i>Date</i>	<i>Date</i>	<i>Date</i>		
							<ul style="list-style-type: none"> Measurable annual goals stem from the recommendations for specially designed instruction in the evaluation report. Measurable annual goals must relate to the general education curriculum or, for preschool students, participation in appropriate activities. Measurable annual goals must also address other educational needs that result from the student's disability. The IEP must include a description of how the district will measure the student's progress and when progress will be reported to parents. 	
Benchmarks or Short-Term Objectives								

Copy additional pages as necessary

PURPOSE: The purpose of the report of student progress is to inform the parents and the student of the student's progress toward meeting the measurable annual goal(s) and to specify how and when parents will be informed (WAC 392-172A-03090(1)(c)).

POINTS TO CONSIDER: Parents should be provided periodic reports on the student's progress (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).

REPORT OF STUDENT PROGRESS:

State how the student's progress toward meeting the annual goal(s) will be measured (*if not already addressed on measurable annual goal page(s)*):

State how and when the parents will be periodically informed of the student's progress toward meeting the annual goal(s):

PARTICIPATION IN STATE AND DISTRICTWIDE ASSESSMENTS

State Assessments – The student will participate in the following state assessment(s) during this annual IEP:

English/ Lang Arts	Math	Science	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regular State Assessment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regular State Assessment with Accommodations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alternate Assessment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:

Other statewide assessments (e.g., Washington Kindergarten Inventory of Developing Skills (WaKIDS), English language proficiency assessment):

Districtwide Assessments – The student will participate in the following districtwide assessment(s) during this annual IEP:

Accommodations – List any individual accommodations in the administration of the state or districtwide assessments that are necessary for the student to participate:

If the student: (a) will not participate in the regular state assessment (with or without accommodations) or (b) is unable to participate in a regular districtwide assessment, explain why the student cannot participate in the regular assessment and why the selected assessment option is appropriate:

POINTS TO CONSIDER:

- The IEP team makes the determination of what type of assessment the student will take and what administrative modifications and individual accommodations are necessary.
- Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.
- For further information regarding the state assessment system, including WaKIDS, English language proficiency assessment, allowable accommodations, and graduation requirements, please refer to OSPI's website (www.k12.wa.us/assessment).

PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate.

ACCOMMODATIONS AND MODIFICATIONS

Subject	Accommodations/ Modifications Needed	Subject	Accommodations/ Modifications Needed	
	Presentation		Setting	POINTS TO CONSIDER: <ul style="list-style-type: none"> • The IEP team makes the determination of what modifications and individual accommodations are necessary for the student. • Copies of this page should be provided to the general education teacher(s) or other staff who will be responsible for making these accommodations. • Accommodations provided on state and districtwide assessments (as noted on the previous page) should be those that are provided as part of the regular instructional program.
	Use large print/Braille/audio books		Individualized/small group instruction	
	Audio Digital Books		Preferential seating	
	Alter format of materials (<i>highlight, type, spacing, color-code, etc.</i>)		Reduce environmental distractions (<i>test/study in separate location, noise buffers, etc.</i>)	
	Provide study outlines/guides/graphic organizers		Other:	
	Cloze Reading Strategy		Response	
	Read class materials orally		Speech to Text	
	Low-vision devices (<i>magnifiers, Closed Circuit TV, etc.</i>)		Text to Speech	
	Sign Language – ASL or SEE		Allow dictation to a scribe	
	Shortened assignments		Allow use of a calculator	
	Limited multiple choice		Allow use of digital recordings	
	Modify/repeat/model directions		Utilize oral responses to assignments/assessments	
	Rephrase test questions and/or directions		Spelling and grammar check	
	Provide test/assessment study guide		Hands-on assignments	
	Provide extra credit options		Other:	
	Simplify text wording/language		Other	
	Read class materials orally		Provide desktop list of tasks	
	Assign peer tutor/note taker		Provide homework lists	
	Other:		Behavior plan/contract	
			Provide daily assignment list/schedule	
	Timing/Scheduling		Modified grading (<i>describe below</i>):	
	Prior notice of assignments/assessments			
	Extra time to complete assignments			
	Modify student's schedule (<i>describe below</i>):		Other:	
			Other:	
			Other:	
	Extra time on assignments/assessments			
	Allow breaks (<i>during work, between tasks, during testing, etc.</i>)		Other:	
	Other:		Other:	
a. All subjects	e. Math	i. Health	m. Vocational	
b. Reading	f. Science	j. Economics	n. Lunch/Recess	q. Other:
c. English	g. Social Studies	k. Physical Education	o. Library	r. Other:
d. Spelling	h. History	l. Music/Art		

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

SUMMARY OF SERVICES MATRIX

Service	Initiation Date	Frequency (e.g., minutes per week)	Location (setting)	Duration (end date)	Staff Responsible for Delivering Service	POINTS TO CONSIDER: <ul style="list-style-type: none"> If the position responsible for delivering the specially designed instruction is anyone other than a certificated special education teacher or related service provider, then the certificated special education teacher/related service provider must design and supervise the instruction, and monitor and evaluate the student's progress. For definitions of special education, related services, and supplementary aids and services, refer to WAC 392-172A-01020 through -01200.
Special Education (<i>specially designed instruction</i>):						
Related Services (<i>i.e. – speech, motor, counseling, vision/hearing, transportation, interpreting services, orientation/mobility, parent training, etc.</i>):						
Supplementary Aids and Services (<i>allows student to be educated with non-disabled peers to the maximum extent in general education or other educational setting</i>):						
Program Modifications or Support for School Personnel (<i>i.e. – staff development/training, technical assistance, etc.</i>):						

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students.

LEAST RESTRICTIVE ENVIRONMENT:

Students ages 3 to 5		Choose one:		POINTS TO CONSIDER:
<p>A Regular Early Childhood (REC) program means a program outside the child's home that includes at least 50% children without disabilities.</p> <p>If the child attends a REC program, check the appropriate box from the first four choices. If the child does not attend a REC program, check the appropriate box from the five remaining options.</p>		<p><u>In a REC program:</u></p> <p>REC Program ≥ 10 hours per week &:</p> <p><input type="checkbox"/> Special education services with non-disabled peers</p> <p><input type="checkbox"/> Special education services elsewhere</p> <p>REC Program < 10 hours per week &:</p> <p><input type="checkbox"/> Special education services with non-disabled peers</p> <p><input type="checkbox"/> Special education services elsewhere</p>	<p><u>Not in a REC program:</u></p> <p><input type="checkbox"/> Separate class</p> <p><input type="checkbox"/> In separate day school (public or private)</p> <p><input type="checkbox"/> Residential facility (public or private)</p> <p><input type="checkbox"/> Home</p> <p><input type="checkbox"/> Service provider location</p>	
Students ages 6 and above		Choose one:		
A.		= Total minutes per week of building instructional time available for this student (excluding lunch)	<input type="checkbox"/> In general ed. setting 80 to 100% of the time <input type="checkbox"/> In general ed. setting 40 to 79% of the time <input type="checkbox"/> In general ed. setting 0 to 39% of the time <input type="checkbox"/> In separate day school (public or private) <input type="checkbox"/> Residential facility (public or private) <input type="checkbox"/> Correctional facility <input type="checkbox"/> Homebound/hospital <input type="checkbox"/> Home-school/parentally-placed private school	
B.		= Total of those minutes in A. above in which this student is in a special education setting (excluding lunch)		
		= Percent of time spent in a general education setting (A minus B divided by A)		
<p>An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education classroom, and in nonacademic and extracurricular activities:</p>				

PARTICIPANTS IN IEP MEETING (Signatures are used to document participation in the meeting and do not constitute agreement or disagreement):

		POINTS TO CONSIDER: <ul style="list-style-type: none"> • IEP team membership is described in WAC 392-172A-03095. • School district must give prior written notice when proposing or refusing to initiate or change the identification, evaluation, educational placement, or provision of FAPE. • A required team member may be excused from attending an IEP meeting with the agreement/ consent of the parent(s) and the district, depending upon whether that member's area is being discussed or modified at the meeting. See WAC 392-172A-03095 (5) for additional related requirements. • The IEP must include the district's procedures for notifying parents regarding the use of restraint or isolation. Districts must also provide parents with a copy of the district's policy on the use of isolation and restraint.
<i>Parent/Guardian</i>	<i>Name/Title</i>	
<i>Parent/Guardian</i>	<i>Name/Title</i>	
<i>Student</i>	<i>Name/Title</i>	
<i>Special Education Teacher</i>	<i>Name/Title</i>	
<i>General Education Teacher</i>	<i>Name/Title</i>	
<i>District Representative</i>	<i>Name/Title</i>	
<i>Name/Title</i>	<i>Name/Title</i>	
<i>Name/Title</i>	<i>Name/Title</i>	

Other individuals who should be informed of his/her responsibilities in implementing the IEP (bus driver, librarian, etc.):

☐ The district has procedures for notifying parents regarding the use of restraint or isolation. A copy of those procedures is attached to this IEP.

The parent was provided a copy of the special education procedural safeguards in his/her native language or other mode of communication. ☐ Offered and accepted ☐ Offered and declined

***Note: Before providing initial special education services to a student, the district must obtain informed written parental consent. (See model form 3)**



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