

OREGON STANDARD INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Part A: GUIDELINES FOR COMPLETION

FOR STUDENTS AGE 15 OR YOUNGER WHEN IEP IS IN EFFECT

Complete all demographic information:

- Enter student’s name, gender, date of birth, grade, and student ID number.
- Enter name of school district, name of home school, name of attending school and school district, and name of the special education case manager.
- Enter student’s Disability Code:_____

10 Intellectual Disability	43 Deafblindness	70 Orthopedic Impairment	82 Autism Spectrum Disorder
20 Hearing Impairment	50 Communication Disorder	74 Traumatic Brain Injury	90 Specific Learning Disability
40 Visual Impairment	60 Emotional Disturbance	80 Other Health Impairment	

- Enter the date of the “annual” IEP meeting. The IDEA requires that, at least annually, the IEP team review the student’s IEP to determine whether the student’s annual goals are being achieved, and to revise the IEP as appropriate to address:
 - Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate;
 - The results of any special education evaluation;
 - Information about the student provided to, or by, the parents about the student’s academic, developmental, and functional needs;
 - The student’s anticipated needs, or
 - Other matters. IDEA 2004, Sec. 614(d) (4) (A).
- Enter any revision date(s) to the annual IEP (if needed). IDEA 2004 permits changes to an IEP between annual IEP meetings without an IEP meeting if the parent and an authorized school district representative agree. Instead, the parent and authorized district representative may develop a written document to amend or modify the IEP. IDEA 2004, Sec. 614(d) (3) (D). See ODE Sample Form: *Written Agreements between the Parent and the District* or refer to district forms and procedures.
- Enter reevaluation due date. A reevaluation must be conducted at least every three years unless the parent and district agree that a reevaluation is unnecessary. IDEA 2004, Sec. 614(a) (3) (B) (ii). See ODE Sample Form: *Written Agreements between the Parent and the District* or refer to district forms and procedures.

□ Identify meeting participants:

- List all members participating in the development of the IEP. This can be accomplished by gathering signatures of participants, or by simply listing the names of individuals that participated. Signatures are not required on an IEP.

IEP Team membership must include:

- The parent(s) of the student;
- At least one regular education teacher of the student (if the student is, or may be, participating in the regular education environment);
- At least one special education teacher of the child, or if appropriate, one special education provider of the child;
- A representative of the school district who:
 - Is qualified to provide, or supervise special education;
 - Is knowledgeable about the general education curriculum;
 - Is knowledgeable about the availability of resources, and has the authority to commit agency resources.
 - The school district may designate another IEP Team member as the district representative, as long as this individual meets the criteria for this role;
- An individual who can interpret instructional implications of evaluation results (may also serve in another role on the IEP Team);
- The student, if appropriate. The student is a required IEP Team member beginning at age 16. The student must be invited when the purpose of the meeting is consideration of the postsecondary goals and transition services needed to assist the student in reaching those goals and have the opportunity to indicate his/her preferences and interests during the IEP meeting. If the student doesn't attend the IEP meetings when transition services are being discussed, the district must take steps to ensure the student's interests and preferences are considered;
- For students of transition age: With the consent of the parents or adult student, the district must invite a representative of other agency (ies) that is likely to be responsible for providing or paying for transition services. If an agency does not send a representative to the meeting, the district must take other steps to obtain the participation of the agency in the planning of any transition services;
- At the discretion of the parent, or district, other individuals who have knowledge or special expertise regarding the student.
- For students with limited English proficiency: Members of the IEP team should include speech language pathologists and other professionals with an understanding of how to differentiate between limited English proficiency and a disability.

IEP Meeting Participants may participate by alternative means. When conducting IEP team meetings, the parent of a child with a disability and the school district may agree to use alternative means of meeting participation, such as video conferencing and conference calls. IDEA 2004, Sec. 614(f).

IEP team attendance not necessary. A member of the IEP team is not be required to attend the IEP meeting, in whole or in part, if the parent of a child with a disability and the school district agree that the attendance of such a member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. The district must separately document this agreement in writing, retain the written submission in the student's education records, and the student's IEP should

reflect no changes to that area of curriculum or related service. IDEA 2004, Sec. 614(d) (1) (C) (i). See ODE Sample Form: *Written Agreements between the Parent and the District* or refer to district forms and procedures.

IEP team attendance written input. A member of the IEP team may be excused from attending the IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent and the school district consent to the excusal, and the member submits in writing to the parent and to the IEP team input into the development of the IEP before the meeting. The district must separately document this agreement, and retain the written submission in the student's education records. IDEA 2004, Sec. 614(d) (1) (C) (ii). See ODE Sample Form: *Written Agreements between the Parent and the District* or refer to district forms and procedures.

Guidelines for next page of IEP form

- In developing each child's IEP, the following are required to be considered and documented on the student's IEP, as appropriate. These considerations will provide the IEP Team with the information that will guide and inform the development of special education services and strategies that address the individualized special education needs of the student, including needed adaptations or modifications to the curriculum that may be necessary. In considering these factors, the IEP Team determines whether the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order for the student to receive an appropriate education.

The IEP team must consider these factors as part of IEP development:

- The assistive technology devices or services needs of the student:
 - AT devices are items, equipment, or product system(s) used to increase, maintain, or improve the functional capabilities of a child. These devices may be either "low-tech" (e.g., picture boards, calculators, specialized pencil grips), or "high-tech" (e.g., computers, software applications, portable note taking equipment). AT services mean any service that assists the student in the selection, acquisition, or use of such devices.
 - Web resources: Assistive Technology Model Operating Guidelines for School Districts and IEP Teams
<http://www.otap-oregon.org/Documents/AT%20Model%20Operating%20Guidelines.pdf>
An Overview of Education Tech Points for Assistive Technology Planning
[http://www.otap-oregon.org/Documents/EdTechPoints%20\(an%20overview\).PDF](http://www.otap-oregon.org/Documents/EdTechPoints%20(an%20overview).PDF)
- The communication needs of the student:
 - If the student has communication needs, indicate how these needs are addressed in the IEP. This may be through specific goals and objectives, through related services, or through the provision of appropriate supplementary supports, modifications, or program accommodations.
- The behavioral needs of the student if the student exhibits behavior that impedes his/her learning or the learning of others:
 - When a student's behavior impedes his or her learning, or the learning of others, the IEP must reflect approaches, including considering the use of positive behavioral interventions, strategies, and supports, to address those behaviors. A functional behavioral assessment should be conducted for such a student to provide information on why a student

engages in a behavior, when the student is most likely to demonstrate the behavior, and to identify the situations in which the behavior is least likely to occur. This information will assist Teams in designing appropriate intervention(s) for the student.

- The English language needs of the student if the student is limited English proficient:
 - The IEP must reflect how the student's language needs relate to the IEP. The IEP Team may consider:
 - Whether the child has been assessed in his/her native language;
 - Whether the disability impacts the student's involvement in the general education curriculum, including any bilingual or ESL program;
 - What language will be used for instruction;
 - What language or mode of communication will be used to address and report information to parents or family members; and,
 - Accommodations that may be necessary for instruction and testing.
 - For students who are blind or visually impaired: The IEP must reflect instruction in Braille, unless the Team determines, after an evaluation of the student's reading and writing skills, that Braille is not appropriate for this student. Consideration of future needs for instruction in Braille or the use of Braille must be considered annually.
 - For students who are deaf or hard of hearing The IEP must explain his/her communication and language needs, and the opportunities for direct interaction with peers and educational personnel in the student's own language and communication mode. The IEP Team must also consider the student's academic levels and full range of needs, as well as opportunities for direct instruction in the student's own language and communication mode.

□ **The Present Levels of Academic Achievement and Functional Performance:**

The Present Levels of Academic Achievement and Functional Performance (*Present Levels*) information serves as a foundation for the development of the IEP. The Present Levels statement(s) provide a clear picture of the student's strengths and needs, as determined through evaluation. These statements guide the Team in identifying all services necessary to address the student's educational needs related to their disability (ies). These statements should be written in language that is easily understood by all IEP Team members. The *Present Levels* statement(s) must identify how the student's disability affects the student's involvement and progress in the general education curriculum, defined as the curriculum that is the same as for nondisabled students. Present level statements should be based on student data which reflect current academic achievement and functional performance. A clear linkage should be evident between the needs identified by the data in the *Present Levels* statements, the annual goal statement(s), and all other services identified in the IEP.

- **In developing the Present Levels of Academic Achievement and Functional Performance Statement, the IEP Team must include specific information addressing:**
 - The present level of academic performance, including the student's most recent performance on State or district-wide assessments;
 - The present level of developmental and functional performance; and,

- How the student's disability affects involvement and progress in the general education curriculum.

Guidelines for next page of IEP form

□ Participation in Statewide Assessment:

All students in Oregon must have full access to the Oregon Statewide Assessment System (OSAS). The IEP Team must document decisions about the student's participation for each assessment area that is conducted for the student's grade level while the IEP is in effect.

Under OAR 581-022-0612, a public agency shall not exempt a student with a disability from participation in the Oregon State Assessment System to accommodate the student's disability unless the parent has requested an exemption. The student is not exempt for the purposes of AYP. State regulations do not specify the procedures or method of documentation of this request. Teams should complete the assessment decisions for all students on the IEP form, and use district procedures for documenting any parent requested exemptions from the testing. Staff should fully explain to the parent the content of the selected assessment.

The IEP Team must determine the student's appropriate levels of participation in the OSAS for each subject area of assessment. For many students with disabilities, the decisions will not be difficult. For some, however, the Team will need to make an extra effort to determine the appropriate test. Input from every member of the IEP Team, including the parent, is helpful in determining the assessment that best allows the student to demonstrate his/her knowledge/skills in each subject area assessed. The chart below shows the assessment options aligned to grade-level achievement standards, and the alternate assessments aligned to alternate achievement standards.

Assessment Based on Grade Level Achievement Standards	Alternate Assessments Based on Alternate Achievement Standards
<ul style="list-style-type: none"> • Assessment (with or without accommodations) 	<ul style="list-style-type: none"> • Extended Assessment (Scaffold or Standard administration)

Assessment Options

It is important that the Team consider each assessment individually for the student. While many students may have the same levels of participation in all of the statewide assessments, it is critical that the Team attend carefully to each one. In some situations, a particular assessment makes different demands on the student; it is possible that the student participates under standard conditions for one assessment and receives adaptations for another. The IEP Team must be knowledgeable about the content and demands of each assessment. The assessment options should be fair, sufficiently challenging for the student, and reflective of the student's performance levels.

Oregon Assessment of Knowledge & Skills (OAKS): www.ode.state.or.us/search/results/?id=169

Special Education Assessment: www.ode.state.or.us/search/page/?id=554

Extended Assessment Resources: www.ode.state.or.us/search/?id=178

General Assessment Administration Manuals: www.ode.state.or.us/search/page/?=486

Teams should also be aware of the implications of assessment decisions for students.

Assessment Implications

	Assessment Judged Against Grade Level Achievement Standards	Alternate Assessment Judged Against Alternate Achievement Standards
Type of Assessment	Assessment (with or without accommodations*);	Extended Assessment (Scaffold or Standard administration)
Implications for student	These scores will contribute to a student's graduation requirements if student meets or exceeds standards.	These scores demonstrate student's learning and performance on academic and prerequisite assessment skills over time.
Implications for Accountability (AYP)	Student's proficiency and participation will be counted	Student proficiency** will be counted and participation will be counted (**up to 1% of all students may meet or exceed on the alternate assessment)
IEP	IEP short-term objectives not required.	IEP short-term objectives required.

*An accommodation is an alteration to the test setting, presentation, response or schedule that does not substantially change the level content or performance criteria of the assessment.

- Determine whether the student will be participating in any statewide assessment during the IEP period. If not, check the “no” box. If yes, check the “yes” box, and indicate the student's grade level at time of testing. (Each subject area of assessment listed on the IEP form indicates the grade levels that assessment is given.)
- For each type of assessment, determine the appropriate assessment for the student, and check the appropriate box.
- If the IEP team determines that the child will take an alternate assessment, the IEP must include a statement of why the child cannot participate in the regular assessment, and the particular alternate assessment and administration option that is appropriate for the child. Assessments designated by an asterisk on the IEP form need to have an explanation statement. Examples of explanation statements for students taking an alternate assessment are provided in the table below.

Alternate Assessment Administration	Examples of Explanation Statements
Extended Assessment Standard Administration	<i>Student performs at emerging academic skill level, and requires significant reduction of the breadth, depth, and complexity of materials that are based on grade-level content standards in order to meaningfully access instructional information.</i>
Extended Assessment Scaffold Administration	<i>Student performs at emerging academic skill level, and requires significant supports and adaptations to materials that are based on grade-level content standards even after they have been reduced in depth, breadth, and complexity in order to meaningfully access instructional information.</i>

- The child’s IEP must include a statement of any individual appropriate accommodations necessary to measure the child’s performance on the assessment. The IEP Team should consider the student’s instructional day, including the supplementary aids/services and accommodations the student needs and uses each day. Availability of these needed supplementary aids/services, and accommodations that provide access to Statewide assessment must be ensured (e.g. if the student uses Braille as a primary reading medium, Braille would also be necessary for those portions of Statewide assessment that require the student to read. If a student requires written materials to be read to them, then this provision may also be required during assessment as appropriate to the validity of the assessment). The IEP Team should consider the student’s ability to participate in the assessment(s), and ensure that the student is receiving the instruction and practice needed before such participation, including instruction in the use of accommodations and/or modifications.

Web Resource: Accommodations & Modifications Tables

<http://www.ode.state.or.us/search/page/?=487>

Guidelines for next page of IEP form

Participation in Districtwide Assessment(s):

In addition to decisions regarding participation in statewide assessments, all students must have full access to Districtwide assessments. The IEP Team must document their decisions regarding student participation in Districtwide assessment to ensure the student has appropriate access to these assessments. The Team must document these decisions for each assessment area that is being considered for that student during the IEP period. For Districtwide assessments, the Team should consider the student’s ability to participate in the assessment(s), and ensure that the student is receiving the instruction and practice needed before such participation, including instruction in their use of accommodations.

- Determine whether the student will be participating in any districtwide assessment during the IEP period. If not, check the “no” box (Note: this only applies in the circumstances provided in OAR 581-022-0612). If yes, check the “yes” box, and indicate the student’s grade level at time of testing.
- For each type of assessment, determine the appropriate assessment for the student, and check the appropriate box. Districts may list the Social Sciences assessment on the Districtwide assessment page as it is a district option at this time. Also, the National Assessment of Educational Progress (NAEP) may be listed as a Districtwide assessment because only some districts in Oregon conduct this assessment.
- If the IEP team determines that the child will take an alternate assessment, the IEP must include a statement of why the child cannot participate in the regular assessment; and the particular alternate assessment selected that is appropriate for the child.

List all necessary accommodations for the student. Only accommodations already familiar to the student should be considered for assessment. It is not appropriate to provide a student with a new or unfamiliar accommodation at the time of assessment

Guidelines for next page of IEP form

Two goal page options are available for IEP team use. The first page option allows the team to document the development of measurable annual goals for the student. The second page option allows the team to document the development of both measurable annual goals and measurable short term objectives for the student. The IEP team must develop both measurable annual goals and

measurable short-term objectives for students taking alternate assessments based on alternate achievement standards. The team will determine which page(s) to use based on whether the student will be taking alternate assessment aligned to alternate achievement standards in the area of specially designed instruction being considered. It may be necessary for the IEP team to use both pages, if the student will be taking alternate assessment aligned to alternate achievement standards in certain academic areas, but not in all.

☐ Measurable Annual Goals, including academic and functional goals:

Annual goals are statements, written in measurable terms that describe what the student can reasonably accomplish in a 12-month period. There should be a direct relationship between the goal statements and the student's present levels of educational performance.

- Each goal must include:
 - **Criteria:** How will the skill be demonstrated by the student to be considered successful; and,
 - **Evaluation Procedures:** How the student's performance will be evaluated.
- Identify the Measurable Annual Goals, including academic and functional goals. These goals and objectives must relate to:
 - Meeting the student's needs that result from the disability;
 - Meeting the student's needs to enable involvement in and progress in the general education curriculum; and,
 - Meeting other educational needs that result from the disability.
- Identify the criteria and evaluation procedures for each annual goal.

☐ How will progress be reported to parents:

The IEP must include a description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided. Progress toward *each* annual goal will be measured through the identified criteria and evaluation measures established for each goal.

- Identify how progress will be reported to parents (e.g. "written report" or "with regular report card").
- Identify the dates or time period (e.g. "quarterly") that the reports will be provided.

Space is provided for noting the student's "Progress toward Goal." This can be used to indicate how the student is progressing on the goal at the review date.

☐ Short-term objectives:

The IEP must include measurable short-term objectives for students taking alternate assessments based on alternate achievement standards. IEPs *may* include measurable short-term objectives for all other students.

Write short-term objectives for the student. Short-term objectives are intermediate performance steps that will enable parents, students and teachers to gage, at intermediate times during the year, how well the student is progressing toward the annual goals by either:

- Breaking down the skills described in the goal into discrete components; or
- Describing the amount of progress the student is expected to make within specified segments of the year.

Guidelines for next page of IEP form

Service Summary:

The Service Summary documents the IEP Team's decisions regarding necessary services for the student. These services must be based on peer-reviewed research, to the extent practicable. Sec. 614(d) (1) (a) (i) (IV).

- Indicate the services that will be provided to the student or on behalf of the child to allow the child to:
 - Advance appropriately toward attaining the annual goals;
 - Be involved in and make progress in the general education curriculum;
 - To participate in extracurricular and other nonacademic activities; and
 - Be educated and participate with other children with disabilities and nondisabled children to the maximum extent appropriate.
- Identify the student's specially-designed instruction, related services, accommodations, and supplementary aids and services. (If necessary, use a second page to document additional services.)
- Indicate the anticipated amount/frequency, location (e.g., general education class, resource room, self-contained class, work-site, etc.), starting and ending dates for services (month, day, AND year), and provider for:
 - Each area of specially designed instruction (e.g., reading, math, physical education, vocational, travel training);
 - Any related services to be provided (related services are those services necessary to allow a student to benefit from specially designed instruction);
 - Accommodations, and/or Supplementary Aids & Services to be provided to the student;
 - Supports for school personnel (e.g., specified training to be provided to a teacher) provided on behalf of the student.

The amount/frequency of any service should **NOT** be identified as a "range" (e.g. "30-60 minutes/week") or as an unspecified period of time (e.g. "as needed", "if appropriate"). The amount/frequency of each service cannot be established based on convenience of school personnel, or because of shortages of personnel or uncertainty regarding staff availability.

Nonparticipation Justification:

The IEP must explain the extent, if any, to which the student will not participate with non disabled peers in the regular classroom and in extracurricular and other nonacademic activities.

- Describe the extent (amount) of any removal from the regular class environment, and provide justification for the removal.

☐ Consideration of Extended School Year (ESY) Services:

ESY services must be provided if the IEP team determines that these services are necessary for the student to receive a free appropriate public education. The purpose of extended school year services is the maintenance of the student's skills or behaviors, not the teaching of new skills or behaviors. Refer to school district's policies and procedures for criteria for extended school year services.

- If the team determines that the student needs ESY services, check "yes" and identify the specific ESY services to be provided on the "Services Summary." ESY services must be directly tied to IEP goals and objectives, with services individualized for the student, as appropriate. The IEP must indicate the specific special education and related services to be provided, and the anticipated amount, frequency, location, and starting and ending dates for these services.
- If the Team determines that ESY services are to be considered at a later date, indicate the date by which the Team will meet again to discuss the need for ESY services.

Part B: Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM For students age 15 and younger when IEP is in effect

To be used in conjunction with Individualized Education Program, Part A: IEP Guidelines for Completion

Student's Name: _____ ____M ____F	District: _____ Home School: _____	Annual IEP Meeting Date: _____ Revision date(s) to annual IEP (if needed): _____
Date of Birth (mm/dd/yy): _____	Attending School/District: _____	Reevaluation Due: _____
Grade: _____	Case Manager: _____	_____
Secure Student Identifier (SSID): _____	Disability Code: _____	_____

* IEP Meeting Participants:

_____	_____	_____
Parent(s):	Student:	Other:
_____	_____	_____
Special Education Teacher / Provider:	Regular Education Teacher:	Other:
_____	_____	_____
District Representative	Individual Interpreting Evaluations:	Other:

* If a required participant participates through written input or is excused from all or part of the IEP meeting, attach documentation of parents' and district agreement to participation by written input or excuse.

Student's Name: _____ Date: _____ School District: _____

The IEP team must consider these factors as part of IEP development:

A. Does the student need assistive technology devices or services?

Yes, services/devices addressed in IEP No

B. Does the student have communication needs?

Yes, addressed in IEP No

C. Does the student exhibit behavior that impedes his/her learning or the learning of others?

Yes No

(if yes, the IEP Team must consider the use of strategies, positive behavioral interventions, and supports to address the behavior(s))

D. Does the student have limited English proficiency?

Yes No

(If yes, the IEP Team must consider the language needs of the student as those needs relate to the IEP)

E. Is the student blind or visually impaired?

Yes No

(if yes, Braille needs are addressed in the IEP, or evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate)

F. Is the student deaf or hard of hearing?

Yes No

(if yes, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the child'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).

Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance must include specific information addressing:

- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The present level of academic performance, including the student's most recent performance on State or district-wide assessments;
- The present level of developmental and functional performance (including the results of the initial or most recent evaluation); and,
- How the student's disability affects involvement and progress in the general education curriculum.

Student's Name: _____ Date: _____ School District: _____

Statewide Assessment

Will the student participate in any Statewide Assessment during this IEP period?

- No, Statewide Assessment not conducted at student's grade level (at time of testing)
- Yes (student's grade level at time of testing _____). *If yes, describe participation decisions below:*

Regular Assessment	Alternate Assessment	* Explanation <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i>	Accommodations
Reading/Literature: 3, 4, 5, 6, 7, 8, and HS/11 <input type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11 <input type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		
Writing: 4,7 and HS/11 <input type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		
Science: 5, 8 and HS/11 <input type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		

Student's Name: _____ Date: _____ School District: _____

Districtwide Assessment

Will the student participate in any Districtwide assessment during this IEP period?

- No, Districtwide Assessment not conducted at student's grade level (at time of testing)
- Yes, student's grade level at time of testing _____. *If yes, describe participation decisions below:*

Regular Assessment	Alternate Assessment	<p style="text-align: center;">* Explanation:</p> <p><i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i></p>	Accommodations
<p>Assessment: _____</p> <p>Grades administered: _____</p> <p><input type="checkbox"/> Standard administration</p>	<p><input type="checkbox"/> * District Alternate Assessment</p> <p><input type="checkbox"/> *Other: _____</p>		
<p>Assessment: _____</p> <p>Grades administered: _____</p> <p><input type="checkbox"/> Standard administration</p>	<p><input type="checkbox"/> * District Alternate Assessment</p> <p><input type="checkbox"/> *Other: _____</p>		
<p>Assessment: _____</p> <p>Grades administered: _____</p> <p><input type="checkbox"/> Standard administration</p>	<p><input type="checkbox"/> * District Alternate Assessment</p> <p><input type="checkbox"/> *Other: _____</p>		
<p>Assessment: _____</p> <p>Grades administered: _____</p> <p><input type="checkbox"/> Standard administration</p>	<p><input type="checkbox"/> * District Alternate Assessment</p> <p><input type="checkbox"/> *Other: _____</p>		

Student's Name: _____ Date: _____ School District: _____

Measurable annual goals page:

Measurable Annual Goals:	How progress will be measured:		How progress will be reported to parents:	When progress will be reported to parents:
	Criteria	Evaluation Procedures	Student's Progress Toward Goal	

Student's Name: _____ Date: _____ School District: _____

Measurable Annual Goals/Objectives: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

Measurable Annual Goal:	Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
	Criteria	Evaluation Procedures	Student's Progress Toward Goal	
Measurable Short-Term Objectives				

Student's Name: _____ Date: _____ School District: _____

Service Summary (this section may be continued on additional page(s), if necessary)

Specially Designed Instruction	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Nonparticipation Justification

Does the student need to be removed from participating with nondisabled students in the regular classroom, extracurricular, or nonacademic activities for the provision of special education services, related services, or supplementary aids and services?
 Yes _____ No _____
 If yes, document the amount/ extent of the removal: _____
 If yes, provide explanation justifying the removal: _____

Extended School Year (ESY) Services

ESY services will be provided for this student:
 ___ **Yes:** ESY services to be provided are described on Services Summary Page ___ **No** ___ **To be considered:** Will meet to consider ESY by ___ (date)