



Individualized Education Program Age 6-15



NDBIN Note:

Some things to keep in mind about the IEP Meeting:

- It will take at least an hour; more than likely longer.
- You are free to bring whomever you would like as an advocate as it can be intimidating with the whole school team and just yourself. NDBIN can come if you would like us to!
- Often general education teachers will come in and out as they will need to get to class.
- Required team members should remain present the entire meeting, those are the bolded/noted (required) individuals below.
- The school must invite and schedule a meeting three times with a parent/guardian before they can legally hold the meeting without a parent/guardian.

IEP Meeting Date:		Amendment to IEP:	
A. Student Name (Last, First, MI):		Birthdate (month/day/year):	Gender:
Grade:	Age:	Race: American Indian or Alaskan native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White	Ethnicity: Hispanic or Latino: Student's Primary Language: Communication Mode: Primary Language Spoken at Home:
Current Address:		City: State:	Zip: Phone Number:
Serving School :		City: State:	Zip: School Phone Number:
District of Residence (If different from serving district):	Resident School Building (Plant):	Check items that apply: <input type="checkbox"/> Transferred within district <input type="checkbox"/> Open Enrolled in another district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Home Education	
B. Name of Parent:		Home Phone Number:	Other Phone Numbers:
Parent's Email Address:			
Current Address		City: State: Zip:	
Name of Second Parent (if applicable):		Home Phone Number:	Other Phone Numbers:
Parent's Email Address:			
Current Address:		City: State: Zip:	
Other's Email Address:		Home Phone Number	Other Phone Numbers:
Current Address:		City: State: Zip:	
C. IEP Case Manager:		Case Manager Email Address:	Phone Number:
IEP Type	Primary Disability	Secondary Disability	
Date of Last Comprehensive Individual Assessment Report			
<input type="checkbox"/> A copy of the "Parental Rights for Public School Students receiving Special Education Services – Notice of Procedural Safeguards" was provided.			
	Names of All Team Members		Indicate Attendance
*Parent:			<input type="checkbox"/> Yes <input type="checkbox"/> No
Parent:			<input type="checkbox"/> Yes <input type="checkbox"/> No
Student:			<input type="checkbox"/> Yes <input type="checkbox"/> No
Administrator/Designee/District Representative (Required):			<input type="checkbox"/> Yes <input type="checkbox"/> No
Special Education Teacher or Special Education Provider (Required)			<input type="checkbox"/> Yes <input type="checkbox"/> No

Student Name:

ID#:

Meeting Date:

General Education Teacher (Required)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Individual to Interpret Instructional Implications of Evaluation Results (Required)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Add another Team Member	<input type="checkbox"/> Yes <input type="checkbox"/> No
Add another Team Member	<input type="checkbox"/> Yes <input type="checkbox"/> No
*If the parent did not attend the IEP meeting or the IEP was held late, describe the efforts to arrange a mutually agreed upon time and place. *If student did not attend meeting/documentation indicating student was invited.	

D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-15



NDBIN Note:

- It is important to remember this IEP is a SAMPLE, the present level for your student should explain where they are at now for all academic areas; strengths, weaknesses, etc.

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning. The information should also include how the child's disability affects the child's involvement and progress in the general education curriculum. Performance areas to be considered are:

Cognitive Functioning (listening skills, listening comprehension, ability compared to same age peers)

Academic Performance (reading, math, learning styles, etc.)

Communicative Status (receptive and expressive language)

Physical Characteristics (medical, vision, hearing, motor)

Emotional/Social Development (social skills, leisure)

Adaptive Characteristics (including adaptive behavior; self care, independent living, self direction, health and safety, work)

Ecological Factors (functional skills and community participation, home/family, neighborhood)

Other

E. Consideration of Special Factors



NDBIN Note:

- The consideration of special factors page is required in every IEP document. This is a page that helps determine related services, and services that may not be required for all students but may benefit your student greatly. For example, yes is checked on 6. Does the child's behavior impede the learning of others? Then the student needs a behavior plan and how that child impedes the learning of others needs to be documented in the IEP.

The IEP Team must consider these factors while developing the IEP. Any factors checked yes must be addressed in the IEP.

- Has the child been identified by the school district as a child with limited English proficiency? No Yes
- Is the child blind or visually impaired? No Yes
- Is the student deaf or hard of hearing? No Yes
- Does the student have communication needs? No Yes
- Does the student need assistive technology devices and services? You may refer to the North Dakota Assistive Technology consideration guide to assure assistive technology is considered in all areas of the student's education.
 - No Assistive technology to be explored, further consideration is needed to determine if assistive technology is necessary.
 - Yes. The IEP team has determined, after considering all areas related to the student's present levels of academic achievement and functional performance, that the student needs assistive technology in order to access the general education curriculum.
- Does the child's behavior impede the child's learning or the learning of others? No Yes

F. Annual Goals, Short-Term Objectives, and Periodic review of services



NDBIN Note:

- Goals are reviewed annually, at a minimum and you will get progress notes mailed out to you every quarter (or trimester depending on your districts calendar structure).
- NDBIN suggests making goals as functional as possible - by functional we mean real world applicable. Should you need help generating goals specific to your student and their brain injury, just ask us!

Reference From

Grade: Grade/Subject:

Subject: Domain: Artistic Process: Code:

Strand:

Domain: Sub-Domain: Process Component: Content Standard: Sub-Strand:

Cluster: Descriptor:

Code/ Standard: Code/Benchmark:

Expectation: Outcome:

Annual Goal

Intent/purpose: Behavior: Ending Level: Characteristics of services: How and when periodic progress reports will be provided:

Will a graph be used to report progress toward the annual goal and associated objectives? Yes No

Baseline Data Point:

Start Date of Monitoring:

Target for Success:

End Date of Monitoring:

Short-Term Instructional Objectives and Characteristics of Services:

Objectives are required for those students who participate in the ND Alternate Assessment.

Objective Conditions under which the behavior is performed Specific Behavior:

Measurable Criteria:

Evaluation Procedures:

Schedules for determining if objectives are being achieved:

Characteristics of services:

