The IEP Form: One Page at a Time
Matrix Parent Network

We empower families of children with special needs to successfully understand and access the systems that serve them.

We want you to become successful advocates and role models for your children.
Who am I and Who are You?
You will leave here knowing:

• What information should be included in the IEP.
• What info is important on each page.
• How to find info in your child’s IEP when you need it.
Good idea to know IDEA
Let’s Dive into …

The IEP document is an agreement between you and your child’s school district.

It has two purposes:

• Provide educational benefit
• Comply with IDEA
An IEP meeting should follow a specific order:

- It starts with a discussion the child’s current performance and needs.
- It progresses through goals based on those needs,
- accommodations and other supports to help the child,
- services offered to enable the child to meet goals, and
- placement (where these services will be provided).

The pages in an IEP document should reflect that order.
Pages in the IEP

All annual Individual Education Plans (IEPs) must have the following pages:

1. Information/Eligibility
2. Present Levels of Academic Achievement and Functional Performance
3. Special Factors
4. Statewide Assessments
5. Annual Goals
6. Services – Offer of FAPE
7. Educational Setting – Offer of FAPE
8. Signature and Parent Consent

In addition, most IEPs will have a Notes page.
Sometimes included:

- **Behavior Intervention Plan**: For students with behavior interfering with the student’s learning or the learning of his/her peers.

- **Transition Services**: Required for students age 16 and older. This must be in place during the IEP year a student turns 16.

- **Manifestation Determination**: For students facing certain disciplinary actions (suspensions for more than 10 days, expulsion, change in placement).

- **Specific Learning Disability**: Eligibility determination for SLD category.
Notice of Meeting

Not part of IEP document, you get this notice BEFORE the meeting

Make sure you know the purpose of the meeting and who will be attending.

We anticipate that the following members may also attend:

- Administrator/Designee
- Special Education Teacher
- General Education Teacher
- Student
- Psychologist
- Specialist

If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:

Name: __________________________
School/District: Sonoma County Non-Public Schools and Agencies
Phone: __________________________

Please complete and sign this form, and return to:

1. Yes, I plan to attend the meeting.
2. Yes, I plan to attend the meeting and bring the following additional attendees:
   a. __________________________
   b. __________________________
   c. __________________________

I give my consent for the district to invite other agency personnel to attend the meeting if secondary transition is being addressed.

I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

Signature: __________________________ Date: ____________

For LEA use only:

Parent □ Guardian □ Surrogate □ Adult Student
Notice of Meeting, continued

Note that you need to give 24 hour notice if you plan to tape the meeting, and sign and return the notice, indicating you plan to attend.

NOTICE: If you wish to audio tape this meeting, you must provide 24 hour notice, we may also audio tape the meeting.

Please complete and sign this form, and return to:
Check the following items, as appropriate:

☐ YES, I plan to attend the meeting
☐ YES, I plan to attend the meeting and bring the following additional attendees:

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1. Information/Eligibility

Key Dates – check for accuracy

Date of Initial Referral for Special Education Services:
Person Initiating the Referral for Special Education services:
Date District Received Parent Consent:
Date of Initial Meeting to Determine Eligibility:

Original SpEd Entry Date:
Last Eval:

Next Annual IEP:
Next Eval:
1. Information/Eligibility

Purpose of the IEP meeting

Disability

INDICATE DISABILITY/IES Note: For initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility. * Low Incidence Disability

Primary: Secondary:

Not Eligible for Special Education Exiting from Special Education (returned to reg. ed/no longer eligible)

Describe how student’s disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities)
Information/Eligibility

Examples of the “how disability affects student’s involvement and progress in general curriculum”:

“auditory processing deficits adversely impact the student’s ability to understand directions and complete activities in the general education setting”, or

“significant speech and language deficits interfere with the student’s ability to interact with other students in the preschool setting”.

It is NOT what the school will do for your student or just a statement of what the disability is. This should answer the question **HOW** the disability impacts educational performance.
2. Present Levels of Academic Achievement and Functional Performance

Strengths and preferences are important to developing a program that works for the student.

<table>
<thead>
<tr>
<th>Strengths/Preferences/Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent input and concerns relevant to educational progress</td>
</tr>
</tbody>
</table>

Parent input must be filled in AT the meeting, not beforehand. It is a good idea to come to the meeting with a suggested short paragraph you want to see here.
2. Present Levels, continued

Statewide Assessments

Smarter Balanced Assessment Consortium (SBAC)

Your child’s scores on statewide, standardized assessments will be shown on this page. Smarter Balance is the test most students take.

California Alternate Assessments (CAA)

The California Alternate Assessments are tests for students with significant cognitive impairment who cannot take the SBAC test.
2. Present Levels, continued

Preacademic/Academic/Functional Skills

| Every area should be filled in, even if it says “not applicable”. |

Based on issues identified with academic and functional skills, a list of goals will be developed.

<table>
<thead>
<tr>
<th>Preacademic/Academic/Functional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Development</td>
</tr>
<tr>
<td>Gross/Fine Motor Development</td>
</tr>
<tr>
<td>Social Emotional/Behavioral</td>
</tr>
<tr>
<td>Vocational</td>
</tr>
<tr>
<td>Adaptive/Daily Living Skills</td>
</tr>
<tr>
<td>Health</td>
</tr>
</tbody>
</table>

For student to receive educational benefit, goals will be written to address the following areas of need:
2. Present Levels, continued

Goals, which will be discussed in later pages, should stem directly from the needs identified in this section. The bottom of the Present Levels page should provide list of the areas of need in which goals will be written.

Areas of need might include things like:

- Reading
- Math
- Social Skills
- Communication
3. Special Factors

**Assistive technology** includes all specialized devices and services not provided to the general school population. For example, if all students get ipads, this would not be listed here. But if specialized software is required for speaking or reading is required, it should be included.

**If the student is an English Learner**.

This section is only filled out if your student is an English language learner.

**Low incidence services** are for those eligible as Deaf/Blind, Visually Impaired, Orthopedically Impaired, or Hard of Hearing and Deaf.
This question is for ANY behavior that interferes with learning, not just disruptive behavior. If “yes” is checked on the behavior question, then a behavior goal or BIP MUST be included in the IEP.
4. Statewide Assessments

The pages labeled “Statewide Assessments” should indicate the tests your student will be taking in the upcoming year. These tests can provide valuable information on how well your student is accessing grade level curriculum. If you have any questions about what tests your student is scheduled to take, or why, ask the IEP team to provide an explanation.
4. Statewide Assessments

The list of potential statewide tests is extensive, and often covers several pages of the IEP.
Q & A

We’ll take a few questions before going on to Goals and remaining pages of the IEP.
IEP Goals

If this is not your student’s first IEP, you should have two sets of goals.

Progress on goals from last year’s IEP should be provided first.

If this is your student’s first IEP, then only the goals for the coming year will be included.
5. Annual Goals **(previous year)**

All Progress Reports should be filled in (and you should have gotten all but the last one previously), and the team should indicate whether the goal has been met.

If “no” is checked, and explanation of why not and how close it was to being met should be provided in the comments.
5. Annual Goals (for coming year)

The Goal states what your student should be able to do one year from now, under what conditions, and how progress will be measured. We have an entire training just on goals. You can also click on this short video on writing SMART goals.

Area of need should be something like “math” “reading” or “social skills”. Check to make sure there is a goal for each area of need listed on the Present Levels page.

Baseline should be what your student can do now. It should track what the Present Levels page said.

The purpose for the goal should be checked. This is a teacher or therapist, not the student or parent.

NOTE: None of the progress reports will be filled in, since these goals apply to the upcoming year.

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FAPE and LRE

Remember, FAPE means Free Appropriate Public Education

The next pages of the IEP spell out what the school district is offering to your student that they believe constitutes FAPE.

These pages spell out the accommodations, modifications, supports and services that are needed so your student can receive educational benefit and make progress on their goals.

Also spelled out is where these services will be provided—what kind of classroom or setting.

LRE stands for Least Restrictive Environment.

If your student is not being educated in the home school in the general education classroom, the IEP team needs to justify why a different setting is required.
At the top of this page there should be a list of all of the supports and options that were considered, and this should include the supports that would be required to keep the student in the general ed classroom, if alternate placements are being considered. Options considered should be listed, even if they were rejected.

Accommodations are things like:
- Extra time to finish assignments
- Preferential seating
- Taking breaks
- Using a calculator
6. Services – Offer of FAPE, continued

**Modifications** are changes to the curriculum and means the content of the curriculum is being changed to help your child access the material. In High School, modifications can effect whether the student gets full academic credit for a class.

**Other supports** for school Personnel, or for Student, or on behalf of student. This might include items like:
- specialized training for staff,
- consultation between behavior specialist and classroom teacher,
- transition services or
- providing information to help parents understand their student’s disability.
Specialized instruction and each related service (such as OT, PT, Speech) should be specified. The following slide will examine this section in more detail. At the bottom of this section there is a check box for whether Special Education Transportation is to be provided (generally if the student is placed out of district, or if other special circumstances apply, such as wheel chair access) Transportation is a related service.

Finally, the Services page of the IEP must indicate whether Extended School Year is to be provided. ESY is not the same as “summer school” offer to non-special ed students. It is provided only for students who may lose skills if instruction stops over the summer, and not be able to easily re-gain these skills back at the start of a new school year.
6. Services – Offer of FAPE, continued

The specific academic and related services offered should be itemized in detail. This should include:

- **Type** of service: i.e., Specialized Academic Instruction, Speech Therapy, Occupational Therapy, etc. The check boxes should indicate if it is **individual or group**.
- **When** the service starts and ends This will usually coincide with the year the IEP covers or the school year.
- **Provider**: provides the service and may be listed as District of Service, SELPA, Office of Education, etc.
- **How often**: such as daily, once a week, monthly, etc.
- **How long** the service will be provided. Usually in minutes per week or month or year.
- **Where** the service takes place: Is it in the regular classroom or at a separate classroom.
- **Individual or Group**: who will be involved when the service is provide.
- **Comments**: This should explain any other questions about how the service will be used. Examples could be which period it will happen or how the time will be divided between individual or group services.
## 7. Educational Setting – Offer of FAPE

Where the student will receive all of the accommodations and services listed on the previous page.

<table>
<thead>
<tr>
<th>District of Service</th>
<th>School of Attendance</th>
</tr>
</thead>
</table>

All special education services provided at student’s school of residence?  
- Yes  - No (rationale)

Check district and school for accuracy. Whether the student will be at the home school they would normally attend should be noted. If not, a reason must be given.
7. Educational Setting – Offer of FAPE, cont’d

**Program Setting** (Ages 6 and older within duration of this IEP):  

**PROGRAM Setting** refers to: Regular classroom/public day school, separate school, residential facility, home/hospital, correctional facility, placed by parents in private school. If any of these services are provided at a school other than the student’s home school, a reason must be given.

The **percentage of time** in a separate special education setting and the percentage of time in general education must be noted. Lunch, recess, and non-academic classes such as music or art are included in the total on which this calculation is based. The two percentages should add up to 100%.

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7. Educational Setting – Offer of FAPE, cont’d

Promotion criteria will be “District” if your student’s curriculum is not modified. If the curriculum is highly modified, as noted on the previous page, “Progress on goals” or “other” will be checked.

The IEP should note how and how frequently you will get progress reports. Usually the report will be based on the goals pages and will probably follow that format. Progress reports generally come out at the same time as report cards. But is not the report card!
Additional Pages

Your student’s IEP may include an Individualized Transition Plan (transition to adulthood), a Behavior Intervention Plan or Notes Page. Those pages should be inserted here, before the signature page.

We will not be covering ITPs and BIPs in this workshop, but Matrix has separate training workshops on those topics.
8. Signature and Parent Consent

The top of the Signature page denotes attendance, and everyone at the meeting should sign.
The CONSENT is required before any Special Education Services or supports are started or implemented. This section gives you options on whether you are agreeing with ALL, PART or NONE of the IEP.

You don’t need to consent at the meeting, you can take it home and think about it before you sign.
Q & A

Any more questions?
Skills Checklist

• What have you learned?
• Do you need more resources?
• Do you need more support?
Matrix Parent Network & Resource Center

We are parent advisors not attorneys or advocates

We do not give legal advice or advise a course of action. We provide support and information to help parents learn about their rights and options, find referrals and resources and help parents become the best advocate they can be for their child.

Matrix Helpline: 1-800-578-2592

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Matrix Parent Network & Resource Center

Federal Parent Training & Information Center
designated by the Office of Special Education, US Department of Education, serving families of children birth through 26 in Marin, Napa, Sonoma & Solano counties

California Family Resource Center
designated by CA Department of Developmental Services,
serving families of infants and toddlers

California Family Empowerment Center
designated by CA Department of Education
serving the underserved in Solano and Sonoma Counties
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Matrix Parent Network & Resource Center

Please consider supporting Matrix in any way you can!

Help Us Help You: Donate

Thank you!!