

This model individualized education program (IEP) form is posted by the Texas Education Agency (TEA) in compliance with Texas Education Code (TEC) §29.0051, which requires TEA to develop an optional model IEP form that includes only information found in the federal model IEP form (i.e., the list of essential components in 34 Code of Federal Regulations (CFR) §300.320) and in any state-imposed requirements relevant to an IEP that are not required under federal law.

Because the model IEP form cannot include any information not required by federal law or a state-imposed requirement, the form does not include some of the information typically found in IEP forms used across the state. For instance, the model IEP form does not include information documenting the admission, review, and dismissal (ARD) committee's consideration of the "special factors" in 34 CFR §300.324 when developing the IEP. School districts and charter schools, however, may use the model IEP form in part or in whole and may adapt its contents to forms and/or programs in use at the local level.

Sections "A" through "P" of the model IEP form contain the components that must be included in the IEPs of all students with disabilities. Sections "Q" through "Y" address supplemental areas that are to be completed as applicable. A companion document to the model IEP form titled *Guidance for the Model Individualized Education Program (IEP) Form* will soon be available in the "Documents" section of the *The Legal Framework for the Child-Centered Special Education Process*, found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>.

While the use of the model IEP form provides a record of the program that the local educational agency must implement for an individual student, it does not necessarily document the processes that ARD committees must use to develop an IEP. Local educational agencies are required to maintain records to show compliance with federal program requirements under 34 CFR §76.731 of the Education Department General Administrative Regulations (EDGAR). Therefore, ARD committees must ensure that they document in sufficient detail their compliance with the requirements for developing, reviewing, and revising IEPs.

DATE OF MEETING:

TEC §29.005(B-1)(1)

Individualized Education Program (IEP)

A

The school district may include in this section student identifying information (such as name, address, date of birth, etc.).

***Please duplicate sections B – G, as needed.**

B

ANNUAL GOAL AREA (content, skill and/or service): _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE including how student's disability affects involvement and progress in the general education curriculum, or, for a preschool child, how student's disability affects participation in appropriate activities:
34 CFR §300.320(a)(1)

C

MEASURABLE ANNUAL GOAL(S): 34 CFR §300.320(a)(2)(i)

D

HOW PROGRESS TOWARD MEETING ANNUAL GOAL(S) WILL BE MEASURED: 34 CFR §300.320(a)(3)(i)

E

BENCHMARKS OR SHORT-TERM OBJECTIVES for students with disabilities who take alternate assessments aligned to alternate achievement standards (in addition to the annual goals), a description of benchmarks or short-term objectives: 34 CFR §300.320(a)(2)(ii)

F

G

SPECIAL EDUCATION AND RELATED SERVICES DESIGNED TO MEET THE STUDENT’S NEEDS RELATED TO THE ABOVE-OUTLINED GOAL(S): A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately toward attaining the annual goals and to be involved in and make progress in the general education curriculum. 34 CFR §300.320(a)(4)(i),(ii), 34 CFR §300.320(a)(7), 19 TAC §89.1075(e)

Type of Services	Frequency of Services	Amount of Time	Beginning/Ending Date	Location of Services
Special Education				
Related Services				
Supplementary Aids and Services				
Program Modifications				
Supports for Personnel				

Key: Include as appropriate

H

FREQUENCY FOR REPORTING THE STUDENT'S PROGRESS TO PARENTS: 34 CFR §300.320(a)(3)(ii)

I

DETERMINATION OF PARTICIPATION IN STATE AND DISTRICTWIDE ASSESSMENTS

Assessment/Content Area 34 CFR §300.320(a)(6)(ii)(B) 19 TAC §101.1003(b) 19 TAC §101.1005(a)	Justification for Alternate Assessment or for Not Taking English Language Proficiency Assessment 34 CFR §300.320(a)(6)(ii)(A) 19 TAC §89.1055(b)(1) 19 TAC §101.1003(b) 19 TAC §101.1005(a)	Detail of Accommodations 34 CFR §300.320(a)(6)(i) 19 TAC §101.5, 19 TAC §101.1003(c) 19 TAC §101.1005(e)

J

OPPORTUNITIES TO PARTICIPATE IN EXTRACURRICULAR AND NONACADEMIC ACTIVITIES

Provide a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to participate in extracurricular and other nonacademic activities and to be educated and participate with other students with disabilities and students without disabilities in extracurricular and other nonacademic activities.

34 CFR §300.320(a)(4)(ii), (iii)

K

JUSTIFICATION FOR NONPARTICIPATION

Provide an explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular class, extracurricular and other nonacademic activities. 34 CFR §300.320(a)(5)

L

INSTRUCTIONAL SETTING AND LENGTH OF STUDENT'S SCHOOL DAY: 19 TAC §89.63, 19 TAC §89.1075(e)

M

MEETING PARTICIPANTS

The IEP must include the name, position, and signature of each member participating in the meeting. TEC §29.005(b-1)(2)

POSITION	PRINTED NAME	SIGNATURE
Parent		
Parent		
Student (if appropriate)		
District Representative		
General Education Teacher		
Special Education Teacher or Provider		
Interpreter of Evaluation Results		
Career and Technical Education Representative (if appropriate)		
Language Proficiency Assessment Committee Representative (if appropriate)		
Visual Impairment Teacher (if appropriate)		
Auditory Impairment Teacher (if appropriate)		
Representative from Transition Services Agency (if appropriate)		
Other		
Other		

N

INDICATION OF AGREEMENT OR DISAGREEMENT

The IEP must indicate whether the student's parents, the adult student, if applicable, and the district representative/administrator agreed or disagreed with the decisions of the ARD committee. TEC §29.005(b-1)(3)

Did the student's parent agree with the decisions of the ARD committee? Yes No Not applicable

Did the student's other parent agree with the decisions of the ARD committee? Yes No Not applicable

Did the adult student agree with the decisions of the ARD committee? Yes No Not applicable

Did the district representative/administrator agree with the decisions of the ARD committee? Yes No

O

STATEMENT OF DISAGREEMENT

If the IEP was not developed by agreement of all ARD committee members, the IEP must include a written statement of the basis of the disagreement. Each ARD committee member who disagrees with the IEP is entitled to include his or her own statement of disagreement. TEC §29.005(c)

***Please duplicate section O, as needed.**

P

The IEP must document the decisions of the ARD committee with respect to the issues discussed at the meeting. Decisions regarding issues that are included in another section of the IEP do not have to be restated below. TEC §29.005(b-1)



SUPPLEMENT FOR TRANSITION SERVICES

TEC §29.0111 Beginning of Transition Planning. Appropriate state transition planning under the procedure adopted under TEC §29.011 must begin for a student not later than when the student reaches 14 years of age.

The ARD committee must consider, and if appropriate, address the following issues in the student's IEP:

- Appropriate student involvement in the student's transition to life outside the public school system

- If the student is younger than 18 years of age, appropriate parental involvement in the student's transition

- If the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled

- Any postsecondary education options

- A functional vocational evaluation

- Employment goals and objectives

- If the student is at least 18 years of age, the availability of age-appropriate instructional environments

- Independent living goals and objectives

- Appropriate circumstances for referring a student or the student's parents to a governmental agency for services

Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the ARD committee, and updated annually thereafter, the IEP must include: 34 CFR §300.320(b)(1)

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to:

- Training

- Education

- Employment

- Independent Living Skills (where appropriate)

- The transition services (including courses of study) needed to assist the student in reaching the postsecondary goals: 34 CFR §300.320(b)(2)

R **TRANSFER OF RIGHTS AT AGE OF MAJORITY** CFR 34 §300.320(c), 19 TAC §89.1049(a)

Beginning not later than one year before the student reaches the age of 18:

The student has been informed of the student's rights under the IDEA, if any, that will transfer to the student on reaching the age of 18.

S SUPPLEMENT FOR A STUDENT WHO IS BLIND OR VISUALLY IMPAIRED
 19 TAC §89.1055(d), TEC §30.002(e)

Provide a detailed description of the arrangements made to provide the student with the requirements in TEC §30.002(c)(4).

Evaluation of the impairment	
Instruction in an expanded core curriculum, including instruction in:	
<ul style="list-style-type: none"> • Compensatory skills such as braille and concept development, and other skills needed to access the rest of the curriculum 	
<ul style="list-style-type: none"> • Orientation and mobility 	
<ul style="list-style-type: none"> • Social interaction skills 	
<ul style="list-style-type: none"> • Career planning 	
<ul style="list-style-type: none"> • Assistive technology, including optical devices 	
<ul style="list-style-type: none"> • Independent living skills 	
<ul style="list-style-type: none"> • Recreation and leisure enjoyment 	
<ul style="list-style-type: none"> • Self-determination 	
<ul style="list-style-type: none"> • Sensory efficiency 	

The student was provided with a detailed explanation of the various service resources available in the community and throughout the State, as follows: TEC §30.002(e)(3)

Describe the plans and arrangements made for contacts with and continuing services to the student beyond regular school hours (if needed) to ensure the student learns the skills and receives the instruction specified above: TEC §30.002(e)(5)

For a student who meets the criteria as functionally blind, as stated in 19 TAC §89.1040(c)(12)(B), describe the appropriate learning media based on the functional vision evaluation and learning media assessment: TEC §30.002(f)

T SUPPLEMENT FOR TRANSPORTATION 34 CFR §300.320(a)(4)

Transportation as a related service will be provided in the following manner:



SUPPLEMENT FOR EXTENDED SCHOOL YEAR (ESY) SERVICES If the ARD committee determines that the student is in need of ESY services, then the IEP must identify which of the goals and objectives in sections D and F will be addressed during ESY services.

Please duplicate this page, as needed.

The ARD committee has determined that ESY services are necessary for the following goals and objectives.
19 TAC §89.1055(c)

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ESY SPECIAL EDUCATION AND RELATED SERVICES: A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately toward attaining the annual goals and to be involved in and make progress in the general education curriculum.
34 CFR §300.320(a)(4)(i),(ii), 34 CFR §300.320(a)(7), 19 TAC §89.1075(e)

Type of Services	Frequency of Services	Amount of Time	Beginning/Ending Date	Location of Services
Special Education				
Related Services				
Supplementary Aids and Services				
Program Modifications				
Supports for Personnel				

Key: Include as appropriate



SUPPLEMENT FOR A STUDENT WITH AUTISM OR OTHER PERVASIVE DEVELOPMENTAL DISORDER

19 TAC §89.1055(e)

Based on peer-reviewed research-based educational programming practices, to the extent practicable, the ARD committee determines whether the following strategies are needed.

EXTENDED EDUCATIONAL PROGRAMMING 19 TAC §89.1055(e)(1)

The ARD committee has considered extended educational programming (for example: extended day and/or extended school year services that consider the duration of programs/settings based on assessment of behavior, social skills, communication academics, and self-help skills) and determined that the student needs extended educational programming as part of the IEP.

Describe below:

DAILY SCHEDULES REFLECTING MINIMAL UNSTRUCTURED TIME 19 TAC §89.1055(e)(2)

The ARD committee has considered the use of daily schedules reflecting minimal unstructured time and active engagement in learning activities (for example: lunch, snack, and recess periods that provide flexibility within routines; adapt to individual needs skill levels; and assist with schedule changes, such as changes involving substitute teachers and pep rallies) and determined that the student needs services as part of the IEP.

Describe below:

IN-HOME AND COMMUNITY-BASED TRAINING 19 TAC §89.1055(e)(3)

The ARD committee has considered in-home and community-based training or viable alternatives that assist the student with acquisition of social/behavioral skills (for example: strategies that facilitate maintenance and generalization of such skills from home to school, school to home, home to community, and school to community) and determined that the student needs services as part of the IEP.

Describe below:

POSITIVE BEHAVIOR SUPPORT STRATEGIES 19 TAC §89.1055(e)(4)

The ARD committee has considered the use of positive behavior support strategies based on relevant information, for example:

(A) antecedent manipulation, replacement behaviors, reinforcement strategies, and data-based decisions; and

(B) a behavioral intervention plan (BIP) developed from a functional behavioral assessment (FBA) that uses current data related to target behaviors and addresses behavioral programming across home, school, and community-based settings and determined that the student needs services as part of the IEP.

Describe below:

FUTURES PLANNING 19 TAC §89.1055(e)(5)

Beginning at any age, the ARD committee has considered futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments, and determined that the student needs services as part of the IEP.

Describe below:

PARENT/FAMILY TRAINING 19 TAC §89.1055(e)(6)

The ARD committee has considered parent/family training and support provided by qualified personnel with experience in Autism Spectrum Disorders (ASD) that, for example:

- (A) provides a family with skills necessary for a student to succeed in the home/community setting;
 - (B) includes information regarding resources (for example: parent support groups, workshops, videos, conferences, and materials designed to increase parent knowledge of specific teaching/management techniques related to the student's curriculum; and
 - (C) facilitates parental carryover of in-home training and determined that services are needed as part of the student's IEP.
- Describe below:

STAFF-TO-STUDENT RATIO 19 TAC §89.1055(e)(7)

The ARD committee has considered the suitable staff-to-student ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on the student's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence as determined by, for example:

- (A) adaptive behavior evaluation results;
 - (B) behavioral accommodation needs across settings; and
 - (C) transitions within the school day and determined that the student needs specified staff-to-student ratio as part of the IEP.
- Describe below:

COMMUNICATION INTERVENTIONS 19 TAC §89.1055(e)(8)

The ARD committee has considered the use of communication interventions, including language forms and functions that enhance effective communication across settings (for example: augmentative, incidental, and naturalistic teaching) and determined that the student needs services as part of the IEP.

Describe below:

SOCIAL SKILLS SUPPORTS AND STRATEGIES 19 TAC §89.1055(e)(9)

The ARD committee has considered the use of social skills supports and strategies based on social skills assessment/curriculum and provided across settings (for example: trained peer facilitators (e.g. circle of friends), video modeling social stories, and role playing) and determined that the student needs services as part of the IEP.

Describe below:

PROFESSIONAL EDUCATOR AND STAFF SUPPORT 19 TAC §89.1055(e)(10)

The ARD committee has considered professional educator/staff support (for example: training provided to personnel who work with the student to assure the correct implementation of techniques and strategies described in the IEP) and determined that services are needed and should be specified in the IEP.

Describe below:

TEACHING STRATEGIES 19 TAC §89.1055(e)(11)

The ARD committee has considered teaching strategies based on peer reviewed research-based practices for students with ASD (for example: those associated with discrete-trial training, visual supports, applied behavior analysis, structured learning, augmentative communication, or social skills training) and determined that the student needs teaching strategies specified in the IEP.

Describe below:

If the ARD committee determines that services are not needed in one or more of the areas listed above, the IEP must include a statement to that effect and the basis upon which the determination was made. 19 TAC §89.1055(f)

Describe below:



SUPPLEMENT FOR A STUDENT PLACED IN A RESIDENTIAL EDUCATIONAL PLACEMENT 19 TAC §89.61.

Describe the services which the school district is unable to provide and which the facility will provide.
19 TAC §89.61(a)(4)(B)

Describe the criteria and estimated timelines for the student's return to the school district.
19 TAC §89.61(a)(4)(C)

Describe the appropriateness of the facility for the student.
19 TAC §89.61(a)(4)(D)

X

SUPPLEMENT FOR A STUDENT PLACED AT THE TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED (TSBVI) OR THE TEXAS SCHOOL FOR THE DEAF (TSD)

19 TAC §89.1085(c)

Describe the services in the student's IEP that the TSBVI or the TSD can appropriately provide.

19 TAC §89.1085(c)(1)

Describe the criteria and estimated timelines for the student's returning to the resident school district.

19 TAC §89.1085(c)(3)

Y

SUPPLEMENT FOR BEHAVIOR IMPROVEMENT PLAN OR BEHAVIORAL INTERVENTION PLAN.

If the ARD committee determines that a behavior improvement plan or a behavioral intervention plan is appropriate for the student, that plan must be included as part of the student's IEP. TEC §29.005(g), 19 TAC §89.1055(g)