



Illinois State Board of Education

INSTRUCTIONS FOR INDIVIDUALIZED EDUCATION PROGRAM FORMS

ILLINOIS STATE BOARD OF EDUCATION
Special Education Department
100 North First Street
Springfield, Illinois 62777-0001

GENERAL PURPOSE OF AN INDIVIDUALIZED EDUCATION PROGRAM

What it is: Under the Individuals with Disabilities Education Act (IDEA; 20 U.S.C. §1400, 2004), a student requires an Individualized Education Program (IEP) to be eligible for special education services at their public or charter school. The plan must ensure that the child receives a free and appropriate public education.

What it does: An IEP designates the specialized instruction, services, and supports a child with a disability is required to receive.

Who's eligible: Under 34 C.F.R. §300.8, to qualify for an IEP, a student must be determined to have a disability:

1. Intellectual disability
2. Hearing impairment (including deafness,
3. Speech or language impairment
4. Visual impairment (including blindness)
5. Serious emotional disturbance
6. Orthopedic impairment
7. Autism
8. Developmental delays (age 3 through 9)
9. Traumatic brain injury
10. Other health impairment
11. Specific learning disability
12. Deaf-blindness
13. Multiple disabilities

By reason thereof, such student needs special education and related services.

Once a student is determined eligible and an IEP is required, a meeting must be held:

- Upon the completion of an initial evaluation or reevaluation of a student suspected of having a disability;
- When reviewing the results of an independent or outside evaluation;
- Following the recommended termination of special education for one or more disabilities (This would include students who complete special education programs and return full time to general education and students who complete programs for a disability but continue to receive special education for other disabilities.);
- When reviewing or revising the IEP, including placement;
- To determine if a student's behavior was a manifestation of his/her disability;
- When considering transition services for a student;
- When developing a Behavioral Intervention Plan;
- When terminating the special education placement of a student;
- Upon the child's third birthday, if they have been identified by the district or referred from early intervention for special education eligibility determination and services.

Eligibility Determination

I. All Disabilities Other Than Specific Learning Disability

The eligibility determination must be made by the IEP team. Based upon an analysis of information from a variety of sources, (e.g., academic achievement tests, functional performance, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior) the IEP team would determine if:

- The student has a disability (disabilities);
- The disability (disabilities) adversely affects the student's educational performance; and
- The disability (disabilities) requires special education and related services to address educational needs.

Upon completion of the IEP meeting, the district must provide a copy of the IEP that documents the determination of eligibility to the parent(s). A copy of that IEP shall be kept on file by the local district.

II. Specific Learning Disability

The eligibility determination must be made by the IEP team. Based upon an analysis of information from a variety of sources, (e.g., academic achievement tests, functional performance, parent input, teacher recommendations, observation, physical condition, social or cultural background, and adaptive behavior) the IEP team would determine if:

- The student is progressing at a significantly slower rate than is expected in any area(s) of concern;
- The student's performance is significantly below performance of peers or expected standards in any area(s) of concern; and
- The student's needs in any area(s) of concern are significantly different from the needs of typical peers and of an intensity that exceeds general education resources.

After completing the process that determines how a child responds to scientific, research-based interventions, the IEP team may also consider if a severe discrepancy exists between achievement and ability that is not correctable without special education and related services.

Based upon the determinations noted above, the IEP team would determine if the child has a specific learning disability that adversely affects educational performance and requires special education services.

Development of the Individualized Education Program

An Individualized Education Program must be completed for each student who is eligible to receive special education and related services under IDEA 2004. The IEP is a management tool that is developed by the parent(s), school personnel, and, when applicable, the student, to ensure that each student with a disability is provided special education and related services that are appropriate to his/her special needs. An Individualized Family Service Plan (IFSP) may be used in place of an IEP for preschool students ages 3-5 who have been determined to be eligible for special education and related services if the IFSP meets all the requirements of an IEP and the parent(s) agree and provide consent for the use of the IFSP.

It is not required, but it is recommended that the IEP be developed immediately following the eligibility determination, since some of the persons required to develop the IEP are also the participants required to determine eligibility. If the district chooses to hold two separate meetings, the IEP meeting must be conducted within 30 days of the determination of eligibility. Both meetings must occur within 60 days of the date parents signed consent.

Upon completion of the IEP meeting, the district must provide a copy of the IEP to the parent(s). A copy of the IEP shall be kept on file by the local district.

**INDIVIDUALIZED EDUCATION PROGRAM
(CONFERENCE SUMMARY REPORT)
ISBE Form 34-54**

Conference Data Information

Student's Name	Use the student's legal name. Do not use nicknames or shortened versions of the name. If the student has recently changed his/her name, indicate both names and which name should be used for all files.
Date of Meeting	Use a six-digit number (month, day, year - 02/07/06) to indicate the date of the meeting.
Date of Most Recent Evaluation	Use a six-digit number (month, day, year - 02/07/06) to indicate the date of the student's most recent evaluation.
Date of Next Reevaluation	Use a six-digit number (month, day, year - 02/07/06) to indicate the date of the student's next reevaluation.

Purpose of the Conference

Purpose of the Conference	Check all boxes that apply to indicate the purpose of the meeting.
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Student Identification Information

Most of this information can be completed before the IEP meeting. However, it should always be checked for accuracy at the time of the meeting.

Student's Address	Record the student's current address.
Student's Date of Birth	Use a six-digit number (month, day, year – 07/22/06).
SIS ID Number	If the student has a student identification system number, record this number.
Student's Gender	Indicate the appropriate gender in which the student identifies.
Ethnicity	Indicate the student's ethnicity.
Language/Mode of Communication Used by the Student	Indicate the language(s) and modes(s) of communication used by the student. This may include a statement of the student's English Learner (EL) status.
Current Grade Level	Indicate the student's current grade level.
Anticipated Date of HS Graduation	Indicate the student's anticipated date of high school graduation.
Placement	This section must be completed following the placement determination.
Disability(s)	When determining eligibility, complete this section after the student's eligibility has been determined. This section may be completed prior to or at all other IEP meetings.

Student's Medicaid Number If the student has a Medicaid number, record the number.

Resident District List the name and number of the district where the student resides.

Resident School List the name of the school the student would attend if not disabled.

Placement

Serving District List the name and number of the district providing the special education services.

Serving School List the name of the school in which the student is receiving special education services.

Parent/Guardian Information

Most of this information can be completed before the IEP meeting. However, it should always be checked for accuracy at the time of the meeting.

Parent/Guardian(s) Identification Record the parent/guardian/surrogate parent(s):

- Name,
- Address,
- Email address, and
- Phone number.

Surrogate Parent Indicate if an educational surrogate parent is required by checking the box provided.

Language/Mode of Communication Used by the Student Indicate the language(s) and mode(s) of communication used by the parent(s).

Interpreter Services

Check the boxes and complete the sections to indicate if the parent requested an interpreter, if an interpreter was provided for, and the language provided. Indicate if the parent requested that the interpreter serve no other role at the meeting, and if this request was granted.

Procedural Safeguards

Explanation of Procedural Safeguards Indicate when the Explanation of Procedural Safeguards was provided to/reviewed with the parent(s).

Transfer of Rights Check the boxes to indicate if the student was informed of his/her rights that will transfer to the student upon reaching the age of majority.

Reports/Policies/Procedures Use the boxes to indicate if the parent(s) received:

- A copy of the three-day draft (and in what language the materials were provided);
- A copy of the evaluation report and eligibility determination (and in what language the materials were provided);
- A copy of the IEP (and in what language the materials were provided);
- A copy of the Understanding Prioritization for Urgency of Need for Services (PUNS) Guide;
- A copy of the district's behavioral interventions policies; and
- For initial IEPs, a copy of the district's behavioral intervention procedures.

If a parent did not attend the meeting, the district should mail any required document(s) to the parents. It is recommended that the IEP Conference Summary Report indicate that the document(s) were mailed to the parent(s).

Participants' Information

Participants

This section only indicates attendance at the meeting. The participants should sign in during the meeting and check the appropriate box(es) to indicate the type of meeting(s) he/she attended. Anyone serving in a dual role should indicate so on the form. If a person who is required to participate does so via written input or is excused from all or part of the IEP meeting, the required excusal form (34-57H) and written report, as necessary, must be completed.

Parental Participation

If the parent(s) did not attend the meeting, indicate what attempts were made to arrange a mutually agreed upon time and place (e.g., telephone calls, written correspondence).

Check the box to indicate if the meeting was scheduled at a mutually agreeable time and place.

DOCUMENTATION OF EVALUATION RESULTS ISBE Form 34-54A

Complete this page after an initial evaluation, reevaluation, or review of an independent or outside evaluation. If the parent(s) obtained an independent or outside evaluation, the team must document consideration of the evaluation.

Describe how procedures for all assessments were modified to be culturally and linguistically nondiscriminatory or adapted because of sensory and/or physical disabilities.

Academic Achievement

This section provides a narrative summary of baseline data of the student's academic achievement in the current general education curriculum and indicates the student's instructional level based on the assessment results. Information related to the current assessment results is to be reported in clear, concise, and understandable terms.

Information should be provided that includes the possible presence or absence of a disability. This section should also address the needs of the student and the method of learning as well as recommendations that are educationally relevant. Incorporate information and/or observations by the parent(s) and others who have regular contact with the student. The narrative summary must be sufficient to provide a foundation for educational planning.

Functional Performance

This section provides a narrative summary of baseline data of the student's functional performance in the educational setting. Information related to the current assessment results should be reported in clear, concrete terms. Functional performance should describe how the student is managing daily activities to participate in the general education setting. Incorporate information and/or observations by the parent(s) and others who have regular contact with the student.

Cognitive Functioning

This section provides a narrative summary of baseline data of the student's general cognitive ability. Information provided here should address the student's assessment results overall, as well as sub-test results. Tests/procedures and dates of assessments should be included in this section. The narrative summary must be sufficient enough to provide an understanding of the student's general intelligence.

Communicative Status

This section provides a narrative summary of baseline data of the student's communication needs. Consideration should be given to the modes of communication used by the student to receive and provide information to others. Information should be provided on how the student's communication affects participation in the general education setting.

Explain EL Status of Such Students

This section should be used to indicate if a student is an EL and the student's learner status. Information should be provided on how the student's communication affects participation in the general education setting.

Indicate whether linguistic status has changed.

Health

This section provides the results of the student's most recent health update. If the student has an existing condition, medical information and the source(s) from where the information was obtained should be included. Documentation of existing health issues discussed in this section should include any effect the current health status has on the student's participation in the general education curriculum and school setting.

Hearing/Vision

This section provides the results and date of the most recent hearing screening and most recent vision screening. Indicate who performed hearing/vision screening. Provide a narrative summary of evaluation results for students with a visual and/or hearing disability.

Motor Abilities

This section provides a narrative summary of baseline data of the student's motor abilities in the educational setting. The narrative should include a statement of how the student's mobility impacts progress in the general education curriculum.

**Social/Emotional Status/
Social Functioning**

This section provides a narrative summary of baseline data of the student's social/emotional status and/or social functioning. The narrative should include information about the student's interpersonal relationships (development and maintenance, behavior toward others, compliance with rules, etc.) and/or personal adjustment (self-concept, attitudes, coping, etc.).

ELIGIBILITY DETERMINATION
(ALL DISABILITIES OTHER THAN SPECIFIC LEARNING DISABILITY)
ISBE Form 34-54B

Complete after an initial evaluation, reevaluation, or review of an independent or outside evaluation. After reviewing and analyzing the evaluation data, the team must determine if the student is eligible for special education services under IDEA.

Determinant Factor

Check the Yes/No boxes to indicate if the team has determined that the reason (determinant factor) that the student is experiencing difficulty in school is the result of (a) lack of appropriate instruction in reading, including the essential components of reading instruction, (b) lack of appropriate instruction in math, or (c) English Learner status.

Attach evidence to support the team's decision whether the box was marked "Yes" or "No." The following are examples of evidence that could be used to support the team's decision.

- (a) Lack of appropriate instruction in reading, including the essential components of reading instruction

Examples of Evidence – Exclusive use of a whole language approach or a phonics approach; lack of explicit, teacher-led instruction in any of the five essential components of reading; use of a program/methodology that is not research-based; instructional program not implemented with integrity and fidelity; lack of a scientific, research-based curriculum (e.g., all teacher-made materials).

- (b) Lack of appropriate instruction in math

Examples of Evidence – Exclusive use of a computational approach or "word problem-solving" approach; use of a program/methodology that is not research-based; instructional program not implemented with integrity and fidelity; lack of a scientific, research-based curriculum (e.g., all teacher-made materials).

- (c) English Learner status

Examples of Evidence – Lack of or limited access to English Learner programs in academic settings.

If the student is not succeeding due to any one of the reasons listed above, the student is not eligible for services under IDEA, and the team must complete Steps 1 and 4, as listed below.

While the student is not eligible under the IDEA, he/she may be eligible for a Section 504 Plan. The team may choose to convene a 504 meeting to address 504 options.

If all boxes are checked "No," the team should complete the appropriate sections of this page.

Disability (Step 1)

If no disability is found, the student is not eligible for special education services. In such a case, the team should document that no disability was identified and write "not eligible" in the disability section of the Conference Summary Report.

Based on the team's analysis of the evaluation data, identify the disability (disabilities). The IEP team should identify the primary disability and any secondary disability, if appropriate. If the student has more than two disabilities, the team may use additional Eligibility Determination pages.

Adverse Effects (Step 2)

Describe how each disability identified adversely effects the student's educational performance. If the disability does have an adverse effect on the student's educational performance, complete the next step.

If the disability does not have an adverse effect on the student's educational performance, he/she is not eligible for special education services. In such a case, the team should document "No adverse effect identified," complete Step 4, and write "Not Eligible for Special Education Services" in the "Disability" section of the Conference Summary Report page.

Educational Needs (Step 3)

After identifying a disability and documenting the adverse effects on the student's educational performance, state the extent to which the student requires special education and related services to address the educational needs. If the disability (disabilities) requires special education and related services, complete the next step.

If the disability can be accommodated in the general education environment without special education or related services to address educational needs, the IEP team should document that the disability does not require special education.

Eligibility (Step 4)

Identify whether or not the student is entitled to special education and related services.

After determining that the student is eligible for services under the IDEA, complete the "Disability" section on the Conference Summary Report page.

DOCUMENTATION OF INTERVENTION/EVALUATION RESULTS (SPECIFIC LEARNING DISABILITY) ISBE Form 34-54C

Complete after an initial evaluation, reevaluation, or review of an independent or outside evaluation when a specific learning disability is suspected. As part of the evaluation process, document relevant behavior noted during observation in the child's age-appropriate learning environment, including the general education classroom setting for school-age children; the relationship of that behavior to the child's academic functioning; and educationally relevant medical findings (if any).

Criteria

Indicate which criteria(s) were used in the evaluation process. Complete the appropriate check boxes and documentation required for the selected criteria(s).

Problem Identification/Statement of Problem

Using baseline data, please provide an initial performance discrepancy statement for all identified areas of concern in the relevant domains (e.g., academic performance, functional skills, cognitive functioning, communicative status [which for EL students includes an explanation of EL status and any change in linguistic status], social/emotional status/functioning, motor abilities, health, hearing and vision).

Statements of the problem should be specific, observable, measurable, and within control of the educational setting and must include information about the student's performance discrepancy prior to intervention.

Discrepancy is the difference between the individual's level of performance compared to **peers'** level of performance, or other scientifically based standards, at a single point in time. Discrepancy data help the team determine the significance of concerns about a student.

Evidence to include (Please report for each identified area of concern.):

- Standard of comparison: The standard of comparison is selected and used to evaluate the individual's performance as compared to peers' performance on the same standard. The standard chosen must be relevant to the targeted area of concern. It is not limited to, but may include:
 - Local district norms or national norms,
 - District measure of peer performance,
 - Scientifically based standards and benchmarks (e.g., Dynamic Indicators of Basic Early Literacy Skills [DIBELS]), and
 - Developmental norms.
- Expected level of performance: This should be based on the standard of comparison.
- Current level of performance: This is the student's performance prior to intervention (baseline data).
- Statement of discrepancy: This is the difference between the student's current level of performance and the expected level of performance. (Expected level of performance – Current level of performance = Discrepancy)
- Date the discrepancy was noted.

Problem Analysis/Strengths and Weaknesses

Describe the student's skill strengths and weaknesses in the identified area(s) of concern within the relevant domains and include evidence of skills deficit versus performance deficit (e.g., low decoding skills vs. work completion difficulties). For students 14½ and older, describe student's strengths and weakness within the context of his/her post-school goals.

Identification of skill strengths and weaknesses in the area(s) of concern assist the team in planning for the student's educational needs, including what interventions and resources will result in student progress. All information reported should be from multiple sources and directly support student instructional and intervention planning.

Examples of Evidence:

- Interviews with students, parents, teachers, etc.
- Observations, including setting analyses, systematic observations, anecdotal recordings, or checklists.
- Tests or direct assessments of student skills, such as Curriculum-Based Measurement, Curriculum-Based Evaluation, criterion-referenced assessments, classroom tests, functional analysis, etc.
- Reviews of records, permanent products, etc.

Plan Development/Problem Solving Method/Intervention(s)

Describe the previous and current intervention plans (core/Tier 1, supplemental programming/Tier 2, and intensive/Tier 3), including evidence that the intervention is/was scientifically based and was implemented with integrity and fidelity. Evidence of the Intervention Plan should include:

- Description of the intervention or instruction.
- The frequency and length of time it was provided.
- The materials that were used.
- The person responsible for implementation.
- Description of how progress was monitored.
- The goal stated in observable and measurable terms.

Please include evidence that the intervention is/was scientifically based. Examples of evidence include:

- A reliable source has identified the intervention as scientifically based.
- Objective research that has found the intervention to have positive effects on student outcomes.

Please include evidence that the intervention was implemented with integrity (i.e., that the plan was implemented as it was intended). Examples of evidence include:

- Direct observations using integrity checklists or intervention scripts.
- Self-report/Implementation logs.
- Evaluation of permanent products.

Plan Evaluation/Educational Progress

Provide documentation of student progress over time as a result of the intervention(s). In addressing progress, the team must consider data that have been collected about the student's performance over time in relation to the assistance that has been provided.

To be determined eligible for special education, students must exhibit significant deficiencies in their rate of learning based on progress monitoring data. The student's progress is compared to his or her performance during baseline data collection, to the normative rate of progress displayed by peers, and to the rate of learning required to close his or her performance gap with typical peers.

Evidence to include:

- Identification of the progress monitoring methods used.
- Actual rate of skill acquisition compared to the expected rate of skill acquisition displayed on a progress monitoring graph.
- Description of the frequency, intensity, and duration of the behavior. (This may not apply to some concerns but would apply for a behavioral concern.)
- Identification of the conditions that enabled the most growth for the student.
- Multiple sources of data to substantiate conclusions.

Plan Evaluation/Discrepancy

Report the current performance discrepancy (i.e., the discrepancy that exists after intervention).

Discrepancy is the difference between the individual's level of performance compared to peers' level of performance, or other scientifically based standards of expected performance for individuals of the same age or grade, at a single point in time. Discrepancy data help the team determine the significance of concerns about a student.

Evidence to include (Please report for each identified area of concern.):

- Standard of comparison. The standard of comparison is selected and used to evaluate the individual's performance as compared to peers' performance on the same standard. The standard chosen must be relevant to the targeted area of concern. It is not limited to, but may include:
 - Local district norms or national norms,
 - District measure of peer performance,
 - Scientifically based standards and benchmarks (e.g., DIBELS), and/or
 - Developmental norms.
- Expected level of performance: This should be based on the standard of comparison.
- Current level of performance: This is the student's current performance, or performance after an intervention has been applied.
- Statement of discrepancy: This is the difference between the student's current level of performance and the expected level of performance. (Expected level of performance – Current level of performance = Discrepancy)
- Date the discrepancy was noted.
- Multiple sources of data to substantiate conclusions.

Local Education Agency (LEA) procedures will then be applied to determine if the existing discrepancy after intervention is significant. The following are examples that an LEA may use when determining the magnitude of discrepancy:

- When a measure is utilized that provides the opportunity to identify a percentile rank, a score near or below the 10th percentile may be considered to be significantly discrepant.
- When standard scores are available, at least one standard deviation may represent a significant discrepancy.
- When using a classroom-based measure (e.g., curriculum-based measurements, systematic observations, record reviews, work samples, etc.), a score that is two-times discrepant from peers, at/below 1/2 the normative median, or two or more years behind grade-level peers (Survey Level Assessment) may be considered significantly discrepant.
- When quantifiable standards are set by respectable sources within a specific discipline.

Plan Evaluation/Instructional Needs

Summarize the student's needs in the areas of curriculum, instruction, and environment. Needs are the services, activities, supports, accommodations, and modifications required in order for a student to make curricular or developmental progress, to advance toward meeting goals set in an individualized plan (Intervention plan, IFSP, or IEP), and to participate in activities appropriate to the student's age or grade.

Conclusions regarding student needs and how the student best learns are to be based on an integration of information, including an analysis of the student's skill strengths and weaknesses, and the student's response to various instructional strategies and intervention.

Evidence to include:

- A statement of the student's needs in the area of curriculum (what the student is taught).
- A statement of the student's needs in the area of instruction (how the student should be taught).
- A statement of the student's needs in the area of changes to the learning environment. This section includes recommendations for accommodations and modifications.
- A statement of what the student needs to be successful (e.g., materials, planning, and personnel) and how it is significantly different from general education peers.

Additional Information Necessary for Decision-Making

Include any educationally relevant information necessary for decision-making, including information regarding eligibility exclusionary and inclusionary criteria. It is acceptable that no additional information be added here if all relevant criteria have been addressed.

Examples of evidence:

- Evidence of absence of educational opportunity, lack of instruction.
- Results of screening measures.
- Results of standardized, norm-referenced tests of intelligence.
- Assessments of adaptive behavior.

Parent/Guardian Notification of Conference Participation

Provide documentation of the parent/guardian or student involvement as part of the problem/decision-making team.

- The parent or guardian of a child shall be provided with written notice of the school district's use of scientific, research-based intervention or a multi-tiered system of support for the child and may be part of the collaborative team approach at the discretion of the school district.
- The parent or guardian shall be provided all data collected and reviewed by the school district with regard to the child in the scientific, research-based intervention or multi-tiered system of support process.

ELIGIBILITY DETERMINATION (SPECIFIC LEARNING DISABILITY) ISBE Form 34-54D/E

Complete after an initial evaluation, reevaluation, or review of an independent or outside evaluation. After reviewing and analyzing the evaluation data, the IEP team must determine if the student is eligible for special education services under IDEA.

Determinant Factors

Check the Yes/No boxes to indicate if the team has determined that the reason (determinant factor) that the student is experiencing difficulty in school is the result of (a) lack of appropriate instruction in reading, including the essential components of reading instruction; (b) lack of appropriate instruction in math; or (c) limited English proficiency.

Attach evidence to support the team's decision whether the box was marked "Yes" or "No." The following are examples of evidence that could be used to support the team's decision.

- (a) Lack of appropriate instruction in reading, including the essential components of reading instruction

Examples of Evidence – Exclusive use of a whole language approach or a phonics approach; lack of explicit, teacher-led instruction in any of the five essential components of reading; use of a program/methodology that is not research-based; instructional program not implemented with integrity; a lack of a scientific, research-based curriculum (e.g., all teacher-made materials).

- (b) Lack of appropriate instruction in math

Examples of Evidence – Exclusive use of a computational approach or "word problem-solving" approach; use of a program/methodology that is not research-based; instructional program not implemented with integrity; lack of a scientific, research-based curriculum (e.g., all teacher-made materials).

- (c) English Learner status

Examples of Evidence – Lack of or limited access to English Learner programs in academic settings.

If the student is not succeeding due only to any one of the three reasons listed above, the student is not eligible for services under IDEA and the team must stop completing the form.

While the student is not eligible under the IDEA, he/she may be eligible for a Section 504 Plan. The team may choose to convene a 504 meeting to address 504 options. If all boxes are checked "No," the team should complete the appropriate sections of this page.

Exclusionary Criteria

Check the Yes/No boxes to indicate if the team has determined that the student's instructional need is the primarily the result of a) a visual, hearing, or motor disability; b) intellectual disability; c) emotional disability; d) cultural factors; or e) environmental or economic disadvantage. Attach evidence to support the team's decision. If the information is already addressed in another area, the team may indicate such.

If any box is checked "Yes," the student cannot have a primary eligibility of specific learning disability and the team must complete the Eligibility Determination section accordingly.

Inclusionary Criteria

Educational Progress (over time): Check the Yes/No boxes based on the evidence contained in the "Educational Progress" section of the Documentation of Evaluation Results. If the answer is "Yes," list all areas for which there is evidence of insufficient progress.

Discrepancy (at one point in time): Check the Yes/No box based on the evidence contained in the "Discrepancy" section of the Documentation of Evaluation Results. List all areas for which there is evidence of a discrepancy.

Instructional Need: Check the Yes/No box based on the evidence contained in the "Instructional Needs" section of the Documentation of Evaluation Results.

- If the answer is "No," the student does not have a specific learning disability and is not eligible for special education and related services. The team must complete the Eligibility Determination section accordingly.
- If the answer is "Yes":
 - List all areas for which there is evidence of instructional need.
 - Complete the Eligibility Determination section.

Eligibility Determination

Step 1: Based on the answers to the questions in the preceding sections, check the Yes/No box to indicate whether the student has a specific learning disability that adversely affects his/her educational performance. Note: If using IQ-achievement discrepancy, the team must answer "Yes" to the Instructional Need question under "Inclusionary Criteria" to find that the child has a specific learning disability. A "Yes" response to the IQ-achievement discrepancy question alone is not sufficient.

If the student is determined to have a specific learning disability that adversely affects his/her educational performance, mark eligible and specify the area(s).

Step 2: In order to be eligible for special education services, a student must:

- (a) Exhibit significant deficiencies in his or her rate of learning based on progress monitoring data (Educational Progress),
- (b) Demonstrate performance that is significantly below the performance of peers or expected standards (Discrepancy), and
- (c) Demonstrate that his or her needs in the areas of curriculum, instruction, and environment are significantly different than that of his/her general education peers (Instructional Needs) and, in order to make educational progress, require interventions of an intensity or type that exceeds general education resources.

However, a student may also be found eligible for special education if he/she is demonstrating adequate educational progress and is reducing the discrepancy between his or her performance and the performance of his or her peers or expected standard. If the team has been able to demonstrate that this progress is only possible when the student has been provided and continues to need curriculum, instruction, and environmental interventions (Instructional Needs) that are:

- (a) Significantly different from general education peers, and
- (b) Of an intensity or type that exceed general education resources.

After determining that the student is eligible for services under IDEA, complete the "Disability" section on the Conference Summary Report page.

If the team finds that the student has a specific learning disability, each team member must check Yes/No and sign her/his name at the bottom of the page to certify that the report reflects her/his conclusions. Any team member who disagrees with the team's decision must submit a separate statement that presents her/his conclusions.

DATA CHART (OPTIONAL) ISBE Form 34-54F

Student Identification Information

Student's Name

Use the student's legal name. Do not use nicknames or shortened versions of the name. If the student has recently changed his/her name, indicate both names and which name should be used for all files.

Date

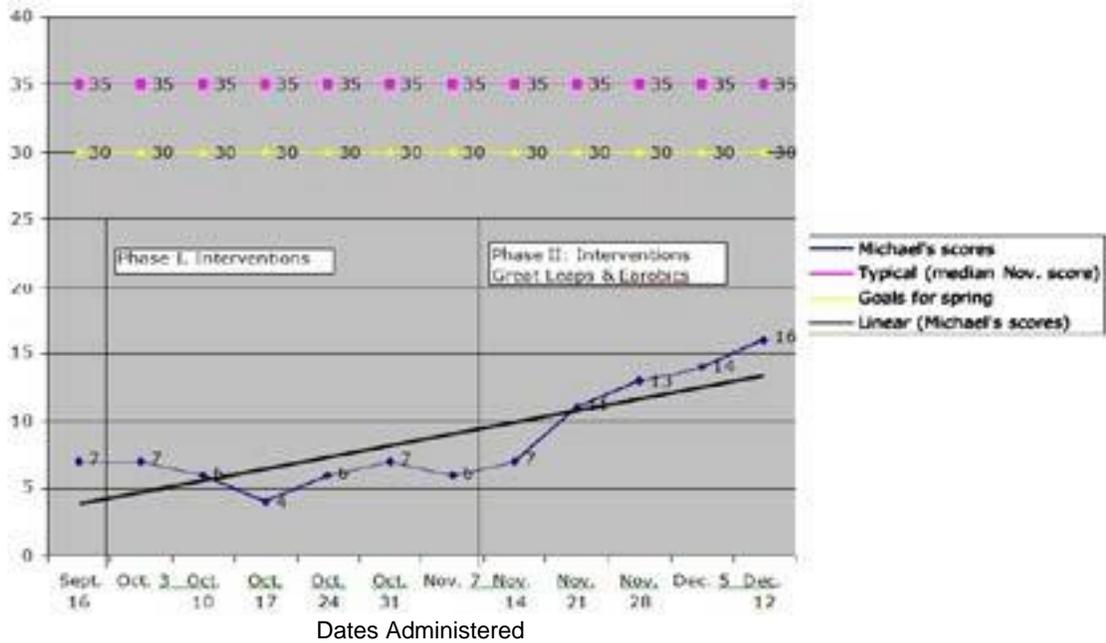
Use a six-digit number (month, day, year - 02/07/06).

Chart of Performance (Reading, Writing, Math)

Report of Performance (Chart)

Insert a data chart that displays the student's progress of reading, writing, or math progress relative to his/her peer group. This will enable all team members to obtain a visual representation of the student's growth.

See example:



PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE ISBE Form 34-54G

Complete this page for all initial IEPs and annual reviews. When completing this page, include all areas that are impacted by the student's disability (disabilities). The present levels of academic achievement and functional performance should be descriptive statements addressing both areas and showing a relationship to the Illinois Learning Standards. There must be a direct correlation between the:

- Academic achievement and functional performance,
- Development of the goals and objectives benchmarks, and
- Provision of specific special education and related services.

Student's Strengths

- Describe the student's academic, developmental, and functional strengths.
- Include information that describes the student's strengths in social and transitional areas.
- Include student's interests.

Parental Educational Concerns/Input

Document any parental concerns/input regarding their child's education expressed during the meeting. Encourage parents to include information on how the student functions at home (e.g., chores, routines, behavior); the success of interventions used in the home; and the child's view of school, as expressed by the parent.

Student's Present Levels of Academic Performance

- Describe the student's current level of academic performance and general academic needs in the core curricular subjects (math, literacy, science, and social science).
- Include effectiveness of past interventions/strategies.
- Include such things as the student's preferred learning style.

Student's Present Levels of Functional/Developmental Performance

Include information on how the student manages daily actions for non-academic activities in the following areas:

- Social/emotional,
- Social skills,
- Daily living skills,
- Language/communication,
- Behavior, and
- Mobility (including transitions within the school setting, between classes, subject to subject, etc.).

If applicable, include information on the team's consideration and criteria used for adding and/or reducing paraprofessional supports.

Results of the Initial or Most Recent Evaluation of the Student

Include date, type of assessment, and a narrative describing how the student performed.

Involvement and progress in General Curriculum

Document the determination of how the child's disability affects the child's involvement and progress in the general education curriculum. This directly corresponds with the provision that requires the IEP to include measurable annual goals designed to meet the child's needs that result from the child's disability.

SECONDARY TRANSITION ISBE Form 34-54H/I

The IEP team must address transition services for the IEP that will be in effect when the student is 14½. Transition services should include appropriate, measurable postsecondary goals that are based on age-appropriate transition assessments. The IEP team may address a particular section(s) before the age listed, if the team has determined that transition assessments, goals, supports, or services should be addressed. Any area addressed should be based on the student's needs, taking into account the student's strengths, preferences, and interests.

Transition Assessments

Identify, as appropriate, the type of assessment(s) with the responsible person, including the date conducted.

Postsecondary Outcomes/Goals

Identify the student's post-secondary goals in the areas of:

- Employment (e.g., competitive, supported, after finishing postsecondary education, military);
- Education/training (e.g., four-year university, community college, technical/trade school, apprenticeship/on-the-job training, adult education, developmental training); and
- Adult living (e.g., living arrangements, including own residence, with family, Centers for Independent Living or group home; health/safety; self-advocacy/future planning; financial/income needs; transportation/mobility; social relationships; recreation/leisure).

Course of Study

Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences, and interests. Course of study includes required, elective, advanced placement, or specially designed instruction and could include educational experiences in the community. Therefore, this planning includes courses leading to graduation or completion of a secondary school program with the addition of courses and other educational experiences that move the student toward his/her post-school goals (e.g., postsecondary education or training, employment or adult living).

Transition Services

Identify any supports and/or services needed in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. This section should also indicate the agency and position responsible for providing the supports/services and, if appropriate, the corresponding annual IEP goal number.

Also indicate linkages to after graduation supports/services. If none, indicate "None." Examples for this section include counseling and guidance, vocational and other training services, transportation, services to family members, deaf/hard of hearing services, assistive technology, etc.

(Examples are from the IEP Special Education Tracking and Reporting System [I-Star]. See the [I-Star](#) procedures and codes document for a complete listing.

Home-Based Support Services

Complete this section only for students who may fall under the category of developmentally disabled and who may become eligible for the Home-Based Support Services Program after they reach age 18 and no longer receive special education services.

The Home-Based Support Services Program allows adults (age 18 and older) to purchase goods and services related to their disability. The cost of these goods and services may total up to 300 percent of the individual's federal Supplemental Security Income (SSI) payment level. Participants are linked to a local community agency that helps them select the goods and services they need. To participate, the individual must be eligible for SSI or Social Security Disability Income.

The money for these programs is limited, so only some of the eligible persons who apply will be selected to participate when funds become available. To become eligible, families or individuals must work with their local Pre-Admission Screening (PAS) agency to first complete the PUNS Survey and then submit an admissions packet to the Illinois Department of Human Services (IDHS) for review.

You can identify your local PAS agency at <https://www.dhs.state.il.us/page.aspx?module=12&officetype=3>.

You may also call (888) DD-PLANS or (866) 376-8446 (TTY).

IDHS 24-Hour Telephone Hotline
(800) 843-6154 English or Español
866) 324-5553 TTY for callers who are deaf or hard of hearing

See [IDHS Department of Development Disabilities](#) for more information.

FUNCTIONAL BEHAVIORAL ASSESSMENT (AS APPROPRIATE) ISBE Form 34-54J

Complete when the team has determined a Behavioral Intervention Plan is needed. The Functional Behavioral Assessment must include data collected through direct observation of the target behavior.

Student's Strengths

Identify the student's appropriate behaviors and strengths.

Operational Definition of Target Behavior

Identify the behavior(s) of concern. The targeted behavior should be defined in observable and measurable terms. If descriptions of behaviors are vague, such as "has a poor attitude," it will be difficult for the team to identify the function the behavior serves, decide on an appropriate intervention, or devise an appropriate way to evaluate its success. The definition of the behavior should include the frequency, duration, and intensity of the behavior.

Setting

Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day).

Once the target behavior has been identified, staff members can begin to evaluate the student and the school environment to determine the exact nature of the problem. The team generally collects information about the times, conditions, and individuals involved/present when the target behavior occurs most often and least often.

Antecedents

During the observations and gathering of data, the documentation should include the events that precipitate the target behavior.

Consequences

During the observations and gathering of data, the documentation should include the specific results of the target behavior.

Environmental Variables

Describe any environmental variables that may affect the behavior (e.g., medication, weather, diet, sleep, social factors).

Depending on the behavior of concern, teams may use indirect as well as a direct means to identify the likely reasons behind the target behavior. Indirect methods may include a review of the student's cumulative records, such as health, medical, and educational records. Direct methods may include structured interviews with teachers, other school personnel (e.g., bus drivers, cafeteria workers), or the student of concern.

Hypothesis of Behavior Function

Identify the team's hypothesis or the reason they believe the behavior is occurring. Two very common functions of behavior are to (1) gain attention (e.g., peers or adults), and (2) to avoid or escape an unpleasant task or situation (e.g., difficult assignment, interaction with a particular adult or peer). Interventions will differ significantly depending on the team's hypothesis or presumed function.

BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE) **ISBE Form 34-54 K/L**

A Behavioral Intervention Plan (BIP) is a supplementary support provided for students with IEPs that requires a proactive strategy to address behavior that impedes the learning of the student or peers. Complete this page when the team has determined a BIP is needed. When an IEP team has determined that a BIP is necessary, the team members should use information about the targeted behavior's function that has been gathered from the Functional Behavioral Assessment. The IEP team should include strategies to:

- Teach and reinforce positive behavior,
- Decrease future occurrences of the target behavior, and
- Address any repeated episodes of the target behavior.

Typically, the BIP will not consist of simply one intervention; rather, it will be a plan with a number of interventions designed to address the target behavior.

Target Behavior

Identify the behavior(s) of concern. The targeted behavior(s) should be in a clear and specific written format. Each targeted behavior should identify whether or not the behavior is a skill or performance deficit.

A skill deficit means that the student does not know how to perform the desired behavior. If the student does not know how to perform the expected behavior, the intervention plan should include instruction to teach the needed skills. Sometimes, it may require teaching both behavioral and cognitive skills and may call for a task analysis to be conducted (i.e., break down the skill into its component parts).

Sometimes, a student knows the skills necessary to perform the behavior but does not consistently use them. In that case, the intervention plan should include techniques, strategies, and supports designed to increase the student's use of the behavior.

Student's Strengths

Identify the student's appropriate behaviors and strengths.

Hypothesis of Behavioral Function

Identify the team's hypothesis or the reason they believe the behavior is occurring. Two very common functions of behavior are to (1) gain attention (e.g., peers or adults), and (2) to avoid or escape an unpleasant task or situation (e.g., difficult assignment, interaction with a particular adult or peer). Interventions will differ significantly depending on the team's hypothesis of the presumed function.

Summary of Previous Interventions Attempted

Summarize previous interventions that were attempted and indicate whether or not they were successful. Previous interventions could include environmental changes, changes to curriculum, changes to schedule, and any replacement behaviors taught to the child.

Replacement Behaviors

List the behaviors that will be taught to replace the targeted behavior. Strategies for teaching acceptable replacement behaviors could include modeling, teaching, practicing, feedback, and reinforcement. Also, include a description of how these behaviors will be taught.

- A critical component of the intervention plan is the pattern of reinforcement for using the appropriate replacement behavior that the IEP team devises.
- The team can use information that was collected during the Functional Behavioral Assessment (i.e., baseline data) to determine the frequency with which the problem behavior occurred and was reinforced. Using this information, the IEP team can develop a plan so that the student is reinforced more often for the replacement behavior than he/she was for the problem behavior. As a general rule, school personnel should reinforce appropriate behavior at least twice as often as the problem behavior was reinforced.

Behavioral Intervention Strategies and Supports

Document the strategies and supports that will be implemented in order to reduce and replace each target behavior.

Environment

Documentation should include any adjustments that may be made to the environment to modify the behavior(s) (e.g., physical arrangement of the classroom).

Instruction and/or Curriculum

Documentation should include any adjustments to instructional and/ or curriculum (e.g., multi-level instruction, encouraging oral rather than written responses).

Positive Supports

Documentation should include any positive supports or services to be provided to the child to address the targeted behavior(s) (e.g., student performance contract or group motivational strategies).

Motivators and/or Rewards

This section should include a description of the motivators and rewards that will be implemented to replace the target behavior with a more appropriate behavior. A student interest survey can help identify motivators and rewards that are meaningful to the student to effect change.

Restrictive Disciplinary Measures

Identify the restrictive disciplinary measures that will be implemented for use with a particular child and the conditions which such measures may be used.

- Restrictive measures, such as suspension, should only be considered after all possible positive interventions are implemented (for an appropriate length of time, remembering that behavior may get worse before it gets better).
- It is usually ineffective to use aversive techniques to control student behavior. Additionally, it is unethical to use corporal punishment.

Crisis Plan

Provide a description of how an emergency situation or behavior crisis will be handled.

- A crisis can be defined as a situation that requires an immediate intervention. The plan should include conditions under which a crisis/emergency plan will be used. Additionally, it should be reviewed to make sure it is in compliance with any district policies or procedures regarding the use of behavior intervention strategies.
- Steps should be taken to minimize and control the amount of time necessary to manage the behavior. The crisis/emergency interventions should be replaced with less intrusive and intensive intervention options as soon as possible.
- The crisis plan should be carefully monitored.

Data Collection Procedures and Methods

Describe the expected outcomes of the interventions, how data will be collected and measured, timelines, and the criteria for determining success or lack of success of the interventions.

It is good practice for the IEP team to identify the evaluation procedures needed to ensure that: (a) the Behavioral Intervention Plan is implemented with fidelity and (b) to determine whether or not the interventions are successful. Examples include:

- A plan to monitor the consistency and accuracy with which the intervention plan is implemented. This will be easier if the team precisely documents the various components of the intervention plan, along with the individuals responsible for implementing each component.
- A plan designed to accurately measure changes in the target behavior. For example, measuring the baseline behavior prior to starting the intervention (done through the direct observation stage of conducting a Functional Behavioral Assessment). Then, continuing to measure the behavior (e.g., direct classroom observation of the targeted behavior) once the intervention has been implemented. These progress checks should be detailed enough to yield information that the IEP team can then use to begin to evaluate the impact of the intervention plan. The team does this by using the baseline information as a standard against which to judge subsequent changes in student behavior,

measured through progress checks. Team members may see positive changes, negative changes, or no change at all.

Provisions for Coordination with Caregivers

Identify how the school will work with the caregivers to:

- Share information, and how often the communication should take place, and
- Provide training to the caregivers, if needed.

Additional Information

The following are possible obstacles to the development and use of effective Behavioral Intervention Plans and supports. One or more of these obstacles may sometimes require the attention of school personnel to enable the implementation of a positive BIP and supports.

1. Too vague a definition of the behavior(s) of concern.
2. Incomplete measurement/data collection regarding the behavior(s) of concern and the interventions selected.
3. Inappropriate intervention (e.g., not sufficient to deal with the complexity or magnitude of the behavior problem; not aligned with the assessment data).
4. Inconsistent or incorrect application of one or more parts of the intervention plan.
5. Failure to adequately monitor the implementation of the intervention plan or to adjust the intervention plan over time, as needed, based on ongoing monitoring and evaluation, and to adequately evaluate the impact of the intervention plan.
6. School personnel lack the skills and support necessary to teach behavioral strategies.
7. Failure to consider environmental issues, cultural norms, or psychiatric issues/mental illness outside of the school/ classroom environment that are impacting the student's behavior.

GOALS AND OBJECTIVES/BENCHMARKS

ISBE Form 34-54M

Complete this page for initial IEPs, annual reviews, or if the team decides to change or add to the annual goals and objectives/benchmarks. In a situation where the student is already eligible and has been receiving special education services, such as an annual review, the team may bring proposed annual goals and objective/benchmarks to the meeting. The team must review and determine the appropriateness of the proposed annual goals and objectives/benchmarks and make any necessary changes or additions.

Reporting on Goals

This box is included to fulfill the requirements that the IEP must state 1) how the annual goals will be measured, and 2) how the parents of students with disabilities will be informed of their child's progress on annual goals at least as often as parents of nondisabled students receive reports of progress. Use the box to indicate how the parents will receive reports of progress on their child's annual goals.

Present Levels of Performance

Include a brief statement of the academic and functional performance that is to be addressed by the annual goal and objectives/benchmarks. The benchmarks or short-term objectives should be developed in accordance with the child's present levels of academic and functional performance statements. For students 14½ and older, describe student strengths and weakness within the context of his/her post-school goals.

Include the date of assessment and the student's most recent scores. Include progress monitoring data, as well as teacher-administered diagnostics, formative, and summative assessments. Include a narrative analysis/description of the student's strengths and weaknesses as determined through the assessments.

Goals and Objectives/Benchmarks

- Goal Statement - Provide a statement written in objective and measurable terms that describes what the student should be able to accomplish in the next 12 months. The annual goal should be based on the team's determination of the student's needs that result from his/her disability to enable the student to be involved in the general curriculum, or in the case of preschool students, age-appropriate activities. The goal must reflect consideration of the State Goals for Learning and the Illinois Learning Standards.
- Goal Area – Use the box to indicate whether the goal is an academic or functional goal and/or a goal related to the student's transition needs. The team should also indicate which Illinois Learning Standard is addressed by the goal.
- Title(s) of Implementors – Provide the titles of any staff members who will be implementing the annual goal and objectives/benchmarks. This does not require the names of particular staff members, just the titles (e.g., general education teacher, speech and language pathologist/assistants, special education teacher). Anyone responsible for implementing the annual goals and objectives/benchmarks must be informed of his/her specific responsibilities.
- Short-Term Objectives/Benchmarks – Provide statements written in measurable terms that identify the intermediate steps between the student's present levels of performance and his/her annual goals. A sufficient number of objectives/ benchmarks should be identified to guide the instructional process.
- Evaluation of Objective/Benchmark - For each objective and benchmark identified, include (a) evaluation criteria, (b) evaluation procedures, and (c) schedule for determining achievement of the objective/benchmark.
- Dates Reviewed/Extent of Progress - The dates reviewed/extent of progress box is included as an optional tracking device for the implementer(s) to note when the objectives are reviewed and the student's progress at the time of review.

EDUCATIONAL ACCOMMODATIONS AND SUPPORTS ISBE Form 34-54N

Complete this page for initial IEPs, annual reviews, or if the IEP team decides to change or add educational accommodations and supports. Anyone responsible for implementing the educational accommodations must be informed of his/her specific responsibilities.

Consideration of Special Factors

Use boxes to indicate which, if any, special factors apply to the student and must be addressed in the IEP. If any box is checked "Yes," the team must document in the "Supplementary Aids, Accommodations, and Modifications" section and/or the "Linguistic and Cultural Accommodations" section, both below.

Linguistic and Cultural Accommodations

Use the boxes to indicate if the student requires accommodations to meet his/her linguistic and cultural needs and if special education and related services will be provided in a language or mode of communication other than, or in addition to, English. If yes, indicate accommodations or other languages/modes of communication that are required. For students who are deaf/hard of hearing and others, as applicable, identify the language and communication need(s) by checking the appropriate box. List the opportunities for direct communication/interaction with peers and professional personnel in the child's language and communication mode. List the identified mode of communication accessible in academic instruction, school services, and extracurricular activities that the student will receive.

Note: The need for an interpreter, intervener, and/or assistive technology should be detailed under the "Supplementary Aids, Accommodations, and Modifications" section.

Supplementary Aids, Accommodations, and Modifications

Indicate what aids, accommodations, and/or modifications are needed in general education classes and other education-related settings to enable the student to be educated with nondisabled peers to the maximum extent appropriate. Any supplementary aids should be based on the individual needs of the student (e.g., shortened assignments in specific classes, preferential seating). Supplementary aids should also apply to non-academic and extracurricular activities.

Supports for School Personnel

Check the boxes to indicate if program modifications or supports for school personnel are needed for the student to:

- Advance appropriately toward the annual goals,
- Participate in the general curriculum, and
- Be educated and participate with other students in educational activities.

If the box checked was checked "Yes," specify what modifications and/or supports are needed. The supports should be based on the student's needs and should include, when appropriate, information that clarifies when the supports will be provided, by whom, in what location, etc.

Parent Training and Counseling

Parent counseling and training services are needed to assist parents in understanding the special needs of their child, provide parents with information about child development, and help parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP.

If the box checked was checked "Yes," specify what modifications and/or supports are needed. The supports should be based on the student's needs and should include, when appropriate, information that clarifies when the supports will be provided, by whom, in what location, etc.

Information that clarifies the services must be entered as a related service.

ASSESSMENT ISBE Form 34-540

Classroom-Based Assessments

Check the appropriate boxes to indicate if the student requires any accommodations to participate in classroom-based assessments. If a box is checked "Yes," identify the classrooms and accommodations in the "Assessment Accommodations" section under classroom-based assessments.

Districtwide Assessments

Check the boxes to indicate whether or not the district administers a districtwide assessment. If the district administers an assessment, the team should indicate whether or not the child requires accommodations to participate. If accommodations are needed, they should be identified in the "Assessment Accommodations" section under district-based assessments. The accommodations should be appropriate for that particular assessment and be reflective of those already identified for the student in the "Supplementary Aids, Accommodations, and Modifications" section.

If the student will not participate in the districtwide assessment(s), document the alternate assessment that will be used to assess the student. If accommodations are needed, they should be identified in the "Assessment Accommodations" section under district-based assessments.

State Academic Assessments

Note: Accommodations provided to a student during state assessments should be similar to those provided during classroom instruction and classroom assessments.

Check the appropriate boxes to indicate the extent to which the student will participate in the state academic assessments.

Illinois Assessment of Readiness (IAR) - If the student will not participate in the IAR assessment due to the content area being assessed, check the box indicating that the "IAR assessment is not appropriate."

If the student will participate in the IAR assessment, identify whether or not accommodations are needed. If needed, the accommodations should be identified on the IAR Accessibility Features/Accommodations Form (ISBE 34-500). The form should then be attached to the IEP.

The IAR Accessibility Features/Accommodations Form (ISBE 34-500) reflect those needed during the child's school day and provided for classroom-based assessments. Accessibility features and accommodations should:

- Allow the test score to reflect the student's proficiency in the area tested without the interference of his/her disability.
- Not compromise the purpose of the test.
- Not compromise test security.

See the [IAR Computer-Based Accessibility Features/Accommodations Form](#) and the [IAR Paper-Based Accessibility Features/Accommodations Form and Instructions](#) for more information.

Dynamic Learning Maps Alternate Assessment (DLM-AA) - If the student will not participate in the IAR state assessment, document that the DLM-AA will be used to assess the student. If accommodations are needed, they should be identified on the [Dynamic Learning Maps Accessibility Features/Accommodations Form](#) (ISBE 34-51). The form should then be attached to the IEP.

Other Assessments - If accommodations are needed for any other assessments, they should be listed in the "Assessment Accommodation" section under the appropriate assessments.

State Assessment of Language Proficiency

Check the boxes to indicate whether or not the student is an English Learner. If such a student will be participating in the ACCESS, check the appropriate box. If accommodations are needed, they should be identified in the "Assessment Accommodations" section under ACCESS/Alternate ACCESS.

Assessment Accommodations

If the IEP team has determined that the student will participate in assessments with accommodations, document any needed accommodations. All accommodations should fall within the guidelines established by the Illinois State Board of Education: Accommodations should be appropriate for that particular assessment and reflect those already identified for the student in the "Supplementary Aids, Accommodations, and Modifications" section.

Additional information regarding the state assessments is available on the ISBE [Assessment webpage](#).

EDUCATIONAL SERVICES AND PLACEMENT ISBE Form 34-54 P/Q

Complete this page for initial IEPs, annual reviews, or if the team changes the student's special education services or placement. This section must include all content areas, classes, and specify if the student will participate in general physical education or specially designed physical education. Anyone responsible for implementing special education services must be informed of his/her specific responsibilities.

INITIATION AND DURATION DATES

Initiation Date

Use a six-digit date to indicate the projected date for services to begin. The IEP services should be implemented as soon as possible following the meeting, but no longer than 10 days after provision of notice.

Duration Date

Use a six-digit date to indicate the date by which the services are expected to be completed. This should not exceed one calendar year from the initiation date of services.

PARTICIPATION IN GENERAL EDUCATION

General Education - No Supplementary Aids (OPTIONAL)

Indicate any general education classes and activities that the student is able to participate in without supplementary aids. This may be a list of classes and activities or a statement of the extent of participation in general education (e.g., "math, social studies, P.E., lunch and all school-related activities" or "With the exception of English, the student is able to participate in all general education classes and activities without the use of supplementary aids").

Documentation of the number of minutes per week in this setting is optional.

General Education – With Supplementary Aids

Indicate any general education classes and activities that the student is able to participate in with supplementary aids. This may be a list of classes and activities or a statement of the extent of participation in general education.

Documentation of the number of minutes per week in this setting is optional.

Special Education and Related Services within the General Education Setting

Indicate any general education classes and activities that the student is able to participate in with the provision of special education and related services. List each special education and related service that will be provided during each class or activity listed.

- Minutes Per Week in Setting - Document the minutes for each special education and related services identified. Indicate the number of minutes that will be provided to the student in a way that is clear to the parents and other IEP team members (e.g., 60 minutes per week).

It would be inappropriate to identify the number of minutes per year or to use vague terms such as "as needed" or "when available." Unless the IEP stipulates otherwise (e.g., extended school year services, home/hospital services), the services would only be provided on days when school is in session.

The IEP must include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP team members. The amount of time to be committed to each of the various services to be provided must be appropriate to the specific service and clearly stated in the IEP in a manner that can be understood by all involved in the development and implementation of the IEP. (Federal Register, Vol 71 No 156 p. 46667)

PARTICIPATION IN SPECIAL EDUCATION CLASSES/SERVICES

Special Education Services – Outside General Education

Indicate each special education service that will be provided to the student in a location outside of general education.

- Minutes Per Week in Setting - Document the minutes for each special education services identified. Indicate the number of minutes that will be provided to the student in a way that is clear to the parents and other IEP team members (e.g., 60 minutes per week).

It would be inappropriate to identify the number of minutes per year or to use vague terms such as “as needed” or “when available.” Unless the IEP stipulates otherwise (e.g., extended school year services, home/hospital services), the services would only be provided on days when school is in session.

The IEP must include information about the amount of services that will be provided to the child, so that the level of the agency’s commitment of resources will be clear to parents and other IEP team members. The amount of time to be committed to each of the various services to be provided must be appropriate to the specific service and clearly stated in the IEP in a manner that can be understood by all involved in the development and implementation of the IEP. (Federal Register, Vol 71 No 156 p. 46667)

Related Services – Outside General Education

Indicate each related service that will be provided to the student in a location outside of general education.

- Minutes Per Week in Setting - Document the minutes for each related service identified. Indicate the number of minutes that will be provided to the student in a way that is clear to the parents and other IEP team members (e.g., 60 minutes per week).

It would be inappropriate to identify the number of minutes per year or to use vague terms such as “as needed” or “when available.” Unless the IEP stipulates otherwise (e.g., extended school year services, home/hospital services), the services would only be provided on days when school is in session.

The IEP must include information about the amount of services that will be provided to the child, so that the level of the agency’s commitment of resources will be clear to parents and other IEP team members. The amount of time to be committed to each of the various services to be provided must be appropriate to the specific service and clearly stated in the IEP in a manner that can be understood by all involved in the development and implementation of the IEP. (Federal Register, Vol 71 No 156 p. 46667)

Educational Environment Calculation

This area is to identify the total amount of time spent outside the general education setting.

Student is Early Childhood Placements (Ages 3-5)

- Identify the number of minutes spent in a regular early childhood program and the number of minutes spent receiving special education and related services outside regular early childhood.

Ages 5 (Kindergarten placement)-21

- Bell to Bell Minutes - The total amount of time a child spends during his school day from the beginning to the end, including lunch, recess, passing time, etc.

For example, if the first bell rings at 8:10 a.m. to start the first period of instruction and the last bell rings at 3:20 p.m. to end the last period of instruction, there would be 430 bell-to-bell minutes per day. This calculation includes eight 45-minute class periods, eight 5-minute passing periods, and one 30-minute lunch period each day. Bell-to-bell minutes should be reported in minutes per week; therefore, 430 minutes per day times five days per week equals 2,150 bell-to-bell minutes per week.

- Minutes Outside General Education – The total number of special education

and related services per week provided outside general education as indicated on the form.

NOTE: Beginning with the 2020-21 school year, a 5-year-old that is in kindergarten is not considered early childhood and should not be designated with an Early Childhood Educational Environment code.

Educational Environment Considerations

When determining placement, the team should consider the least restrictive environment requirements stated on this page. An explanation should be provided whenever a child will not participate in general education.

- Removal - Provide an explanation whenever a removal from general education is required.
- Activities – Provide an explanation whenever a child will not be provided with an opportunity to participate in a nonacademic or extracurricular activity due to a disability.
- Home School – Provide an explanation whenever a child will not attend the school he/she would attend if nondisabled.

Placement Consideration

Indicate “Yes” if the student might be eligible to receive services from the Illinois School for the Deaf, the Illinois School for the Visually Impaired, or the Illinois Center for Rehabilitation and Education-Roosevelt

Indicate “Yes” for a child who is placed in an out-of-state special education residential facility. The school district must inform the child and/or the parent/guardian prior to the placement about the option to place the child in a special education residential facility located within this state.

When completing this section, the team must document the reasons why placements that were considered were rejected. Additionally, the team must consider and document any potentially harmful effect of the proposed placement on the student or the quality of services he/she needs.

Although an option may have a potential harmful effect, the team may still determine that it is the most appropriate placement for the student. It is recommended that the team begin with the least restrictive setting when considering placement options. Each public agency must ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.

Check the “Yes/No” boxes to indicate if the team accepts the placement. After determining the special education placement, complete the “Placement” section on the Conference Summary Report page of the IEP.

Transportation

Check the boxes to indicate if the student requires special transportation. For any box checked “Yes,” specify how the transportation will be provided.

Extended School Year Services

Check the boxes to indicate the team’s determination of the eligibility for extended school year services. Whether the child is eligible or not eligible for Extended School Year (ESY), a statement detailing the basis for the determination must be included. If the box checked was “Yes,” the IEP must include a description of those services that includes their amount, frequency, duration, and location. Specify the specific goal numbers that will be addressed during ESY. If additional goals and objectives/benchmarks are needed, the IEP must also include those.

MANIFESTATION DETERMINATION (AS APPROPRIATE) ISBE Form 34-54R

Complete this page when determining whether a student's behavior that resulted in disciplinary action was a manifestation of his/her disability. A manifestation determination is required within 10 school days of any decision to change the placement of an eligible child because of a violation of a code of student conduct. A change of placement occurs when a child is removed from his/her educational placement for more than 10 consecutive school days. In addition, a child who has been subjected to a series of disciplinary removals that total more than 10 school days in a school year constitutes a pattern. This also may be considered a change in placement.

Disability	Identify the student's disability.
Incidents That Resulted in Disciplinary Action	This section should include a description of the student's behavior that resulted in the need for a manifestation determination.
Student's IEP and Placement	Documentation should include a review of all relevant information in the child's file, including the child's IEP. If the IEP was not implemented, the team should document why it was not implemented and whether the failure to implement impacted the student's behavior.
Observations of the Student	Documentation should include a review of staff observations regarding the student's behavior. This should include an analysis of the child's behavior across settings and times throughout the school day.
Information Provided by the Parents	Documentation should include a review of any relevant information provided by the parents.
Determination of Manifestation	<p>This determination should be based upon two inquiries:</p> <ol style="list-style-type: none">1. Was the conduct caused by or did it have a direct and substantial relationship to the child's disability? OR2. Was the conduct the direct result of the LEA's failure to implement the child's IEP? <p>If the team determines that the behavior WAS NOT a manifestation of the student's disability, relevant disciplinary procedures may be applied in the same manner in which they are applied to students without disabilities. However, the student still retains the right to a free and appropriate public education.</p> <p>If the team determines that the behavior WAS a manifestation of the student's disability, it must take immediate steps to ensure that all services in the child's IEP are provided. In addition, the following actions must be implemented:</p> <ul style="list-style-type: none">• The IEP team must conduct a Functional Behavioral Assessment, unless the LEA has already completed one and implement a Behavioral Intervention Plan;• If a BIP was already developed, review it and modify it, as necessary, to address the behavior;• Return the child to the placement from which the child was removed, unless the LEA and parent agree to a change in placement.

ADDITIONAL NOTES/INFORMATION
ISBE Form 34-54S

Use this page to document any additional notes or information provided at the IEP meeting and not addressed elsewhere in the document.

REPORT OF PROGRESS ON ANNUAL GOALS (OPTION 1)
ISBE Form 34-54T

Complete this page to fulfill the requirement on reporting how the student is progressing toward meeting his/her annual goals. Progress toward each annual measurable goal will be measured through the identified criteria as stipulated on the Goals and Objectives/Benchmarks section of the IEP. When completed, this page is to be sent to the student's parent(s). ***Districts may use this page to report on student progress OR may use the Option 2 page, which includes charts that indicate a student's progress.***

- Student's Name** Enter the student's complete name.
- Date** Enter the date the report of progress is completed.
- Staff Name and Title** Enter the name and title of position of the person completing the report of progress.
- Type of Report** Indicate, by marking the appropriate boxes, the type of progress report and the quarter in which the report of progress is being made.
- Annual Goal Information** Indicate the goal number and the written goal. Mark the appropriate column to show the student's progress at the time of the report. Use the additional comments section to inform the parent(s) of information pertaining to the student's progress.

REPORT OF PROGRESS ON ANNUAL GOALS (OPTION 2)
ISBE Form 34-54U

Complete this page to fulfill the requirement on reporting how the student is progressing toward meeting his/her annual goals. Progress toward each annual measurable goal will be measured through the identified criteria as stipulated on the Goals and Objectives/Benchmarks section of the IEP. When completed, this page is to be sent to the student's parent(s). ***Districts may use this page to report on student progress OR may use the Option 1 page.***

- Student's Name** Enter the student's complete name.
- Date** Enter the date the report of progress is completed.
- Staff Name and Title** Enter the name and title of position of the person completing the report of progress.
- Type of Report** Indicate, by marking the appropriate boxes, the type of progress report and the quarter in which the report of progress is being made.
- Annual Goal Information** Indicate the goal number and the written goal. Insert a chart that shows the student's progress of his/her annual goal(s) as it relates to the standard benchmark and the progress of his/her peer group. This will enable all team members to obtain a visual representation of the student's progress toward goals.

AUTISM CONSIDERATION (AS APPROPRIATE) **ISBE Form 34-54V**

Complete this page when the team has identified a student as having a disability of autism. Students with autism spectrum disorders (ASD) may have unique educational strengths/needs as a result of the seven core areas in accordance with Section 14-8.02 of the Illinois School Code. The following information is provided to assist an IEP team in understanding the needs of a student on the autism spectrum in these areas, and therefore develop a more effective educational program.

The verbal/nonverbal communication needs of the child

Impairment in communication is a defining characteristic of ASD, and students with ASD benefit from communication skill development. Communication abilities of students with ASD may range from individuals who are nonverbal to those who are highly verbal but have difficulty in the social aspects of language.

Considerations for the student's IEP team:

- The student's current level of communication.
- The functions for which the student uses and understands language.
- The student's ability to use and understand non-verbal communication (e.g., eye gaze, facial expression, gesture).
- Emerging communication skills reported by the family or other IEP team members.
- The system of communication most effective for the student.
- The student's ability to use and understand non-verbal communication (e.g., eye gaze, facial expression, gesture).

The need to develop social interaction skills and proficiencies

Another core characteristic of students with ASD is that of impairments in social interaction. Impairments in this area can include seeming distant and avoidant with even close family members, misunderstanding social situations, being unable to initiate a social interaction, or carry on a conversation with a peer. A younger student may have restricted social or imaginative play or unusual play activities.

Considerations for the student's IEP team:

- The student's ability to respond appropriately to the social approach of others.
- The student's pragmatic skills.
- Anecdotal information about the student's abilities within small and large groups and in typical age-level activities.
- Types of social interactions the student is capable of initiating.
- The student's need for support to respond appropriately to the social approach of others.
- The student's need for support in pragmatic skills.
- The student's need for support in developing the different types of social interactions that the student is capable of initiating.

The needs resulting from the student's unusual responses to sensory experience

A student with ASD may experience under- or over-sensitivity to stimuli in the environment. Family members often have critical information as to how this student responds to, or needs, specific sensory experiences in order to successfully participate in activities.

Considerations for the student's IEP team:

- Tactile – Does the student demonstrate a lack of awareness to his/her body in space and/or a need for a higher level of input in tactile experiences?
- Visual – Is the student's eye gaze avoidant of, or fixated on, particular sights?
- Sound – How does the student respond to auditory events?
- Smell/taste – Does the student respond in an atypical way to olfactory events or tastes?
- The student's need for support with regard to tactile, visual, sound, and smell/taste.

The needs resulting from resistance to environmental change or change in daily routines.

A student with ASD may have unusual or intense responses to a change in the environment or change in daily routine. Attention to the needs of the student in this area can reduce anxiety and enable the student to anticipate change and focus on the important activities of the day rather than the change or sequence.

Considerations for the student's IEP team:

- Preparing for transitions with visual supports and timers.
- Previewing changes in environment and schedules.
- An individual visual schedule, including written, pictures, photos, or line drawings.
- All supports provided in the most successful modality for this student for communicating upon change or transition

The needs resulting from engagement in repetitive activities and stereotyped movements

Another defining characteristics of ASD is the existence of ritualistic behaviors, intense interests, and/or repetitive phrases or behaviors.

Considerations for the student's IEP team:

- Determine the function of the behavior, activity, or verbalization.
- Determine the extent to which the behavior interferes with engagement in other more appropriate activities (social or academic).
- The use of formal and informal data collection for significant behaviors.
- The use of positive behavior supports to encourage participation in social and academic activities.
- Depending on the behavior, effective practice can include modifying the behavior, teaching more appropriate replacement behaviors, providing sensory and motivating breaks, using special equipment, developing curriculum around student's topic of interest.

The need for any positive behavioral interventions, strategies, and supports

As a result of the complexity of the disability, students on the autism spectrum may exhibit behaviors that are challenging in their intensity and/or frequency or interfere with engagement in appropriate activities.

Considerations for the student's IEP team:

- Discuss the need for a Functional Behavioral Assessment of the target behavior.
- Use the information to determine positive behavior interventions, strategies, and supports to promote positive behavior.
- Select the least amount of intervention likely to be effective and efficient.
- Use the information to determine positive behavior interventions, strategies, and supports and replacement behaviors to teach.

Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development

A student with ASD may have difficulties with executive functioning, organizing, and generalizing, and perseverating on unimportant factors that may distract and limit participation and learning.

Considerations for the student's IEP team:

- Direct instruction for learning new skills or generalizing skills.
- Organizational skills.
- Individual expectations.
- Intervention strategies for social skill development.
- Regular review of classroom and individual expectations.
- Organizational supports.
- Previewing information.
- Repeated instruction and practice in multiple environments with a variety of materials and people.