

**Individualized Education Program (IEP)
Secondary IEP
State of Delaware**

Student Name:			
Student ID#:		D.O.B.:	
		Current Grade:	
Address:			
District of Residence:			
Attending Building:			
Recommended Building:			
Disability Classification:			

IEP Status			
Meeting Date		Most Recent Evaluation Summary Report Date	
IEP Initiation Date		IEP Meeting History:	
IEP End Date			

Parent/Guardian* 1:	
Address (if different):	
Home Phone:	
Email Address:	
Parent/Guardian* 2:	
Address (if different):	
Email Address:	

Temporary Placement	
Agency Representative:	
Parent:	
Date:	
Within 60 days, an IEP meeting must be held.	

Name:

DOB:

Meeting Date:

Meeting Participants

Role	Name	Signature
Parent* 1		
Student		
General Education Teacher		
Special Education Teacher		
Administrator/Designee		

*Parent includes legal guardian, educational surrogate parent and relative caregiver.

Data Considerations

1. What are the student's strengths?

Employment Strengths:

Post-Secondary Education/Training Strengths:

Independent Living Strengths:

2. What are the educational concerns of the parent (or student, if appropriate)?

3. What data sources and age appropriate transition assessments (including district or statewide assessments) are being used to create this IEP?

- Survey/Questionnaires: and date administered
 Profiles/Portfolios: and date administered
 Vocational Assessment: and date administered
 Student Success Plan: and date administered
 Other (indicate dates administered):

Evaluation/Test	Date	Test Area	Score Type	Score

4. How does the child's disability affect the child's involvement and progress in the general education curriculum?

5. What are the child's other educational needs that result from the child's disability (e.g., organizational skills, self-care, fine/gross motor)?

6. Will the student participate with non-disabled students in extracurricular and non-academic areas? If yes, identify supports and services on the "Needs, Services and Annual Goals" page. If no, explain why below.

- Yes No

Other Factors to Consider:

IEP Team must consider each of the factors.

If there is a need identified, check "Yes" and address in the IEP.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Communication needs of the student
<input type="checkbox"/>	<input type="checkbox"/>	Braille instruction for students who are blind or visually impaired
<input type="checkbox"/>	<input type="checkbox"/>	Communication and language needs for students who are deaf/hard of hearing
<input type="checkbox"/>	<input type="checkbox"/>	Language needs for students with limited English proficiency
<input type="checkbox"/>	<input type="checkbox"/>	Positive behavior interventions, supports, and strategies for students whose behavior impedes learning
<input type="checkbox"/>	<input type="checkbox"/>	Need for assistive technology devices and services
<input type="checkbox"/>	<input type="checkbox"/>	Intervention supports and strategies for students who have difficulty accessing and/or using grade-level textbooks and other core materials in standard print formats.
<input type="checkbox"/>	<input type="checkbox"/>	Evidenced-based reading interventions, supports, and strategies for students with limited reading proficiency.

Name:

DOB:

Meeting Date:

Student's Post-High School Goals:

Post School Employment Goal	
Post School Education/Training Goal	
Post School Independent Living Goal (where appropriate)	

The student plans to exit school with: Diploma Certificate of Performance

Courses of Study:

Grade	Courses of Study (from student's current year to year of graduation)

Name:

DOB:

Meeting Date:

Activities and Services to reach goal:

Post School Employment Goal:

Activities/Services needed to reach goal	Responsible Party	Start Date	Completion Date

Post School Employment Goal:

Activities/Services needed to reach goal	Responsible Party	Start Date	Completion Date

Name:

DOB:

Meeting Date:

Post School Employment Goal:

Activities/Services needed to reach goal	Responsible Party	Start Date	Completion Date

In addition to School Supports, the Student Will Need the Assistance of:

Agency	Contact Person	Phone Number

Is there a current Interagency Release of Information Form on file with the school?

Yes No (if no, discuss form for transition planning with appropriate agencies)

Parent/Student chose to refuse services.

Name:

DOB:

Meeting Date:

Unique Educational Needs and Characteristics #	<p>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 child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will enable the child:</p> <ul style="list-style-type: none"> • to advance appropriately toward attaining the annual goals • to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and , • to be educated and participate with other children with disabilities and non disabled children.
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Services, Aids & Modifications:		
Frequency:	Duration:	Location:

PLEP (Present Levels of Educational Performance):
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Benchmark #1	Marking Period:
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Benchmark #2	Marking Period:
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Benchmark #3	Marking Period:
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Benchmark #4	Marking Period:
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Annual Goal

Therapist Signature:	Date:	(For Medicaid Cost Recovery)
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Name:

DOB:

Meeting Date:

Related Services

Services	Type of Delivery	Start/End Date	Frequency	Duration	Location

Transportation

Special transportation needs? If yes, specify:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is it necessary to place this student, who is transported from the school by bus into the charge of a parent or other authorized responsible person? If so, Transportation Department will be notified by:	Yes <input type="checkbox"/> No <input type="checkbox"/>

Participation in Statewide Assessment

<input type="checkbox"/>	Student is not in a grade that is assessed.
<input type="checkbox"/>	Student will participate in regular testing conditions without accommodations unless one of the below is checked.
<input type="checkbox"/>	Student participates with accommodations as documented on the attached Student Accommodation Checklist.
<input type="checkbox"/>	Student is included in Alternate Assessment. The Participation Guidelines form is attached and #500 is filled in on the Student Accommodation Checklist.

Discipline

The student will adhere to School Code of Conduct. (Check below if any of the following are needed):	
<input type="checkbox"/>	Interventions and supports are described under services/supports and/or in goals.
<input type="checkbox"/>	Behavior intervention and support plan (see attached).
<input type="checkbox"/>	Other:

Participation in Twelve-Month Program

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
By State law (14 Del.C §1703), parents of students with certain disability classifications may choose a 12-month program which does not exceed 217 school days (Severe Intellectual Disability; Moderate Intellectual Disability; Orthopedic Impairment; Traumatic Brain Injury; Deaf-Blind) or 241 school days (Autism). As a parent of a qualifying student, I choose a 12-month program.		

Consideration of Reading-Based Extended School Year Services

Does the student meet the following criteria?							
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Age 7 or above					
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Not demonstrating phonological awareness and ability to use letter sound knowledge and decode unknown words.					
<input type="checkbox"/> Eligible <ul style="list-style-type: none"> <input type="checkbox"/> Eligible, declined by Parent <input type="checkbox"/> Eligible, declined by IEP team <input type="checkbox"/> Not Eligible							
If the student is eligible but Reading Based ESY Services are declined by the IEP team, provide a specific explanation of why such services are inappropriate:							
If the student is eligible for Reading Based ESY, specify goals and evidenced-based interventions:							
Services	Type	Placement	Grade	Start/End Date	Frequency	Duration	Location
Reading	Instruction						

Consideration of Eligibility for Extended School Year Services (ESY)

IEP team must consider each of the following factors: <ul style="list-style-type: none"> • Regression/Recoupment • Vocational Skills • Degree of Impairment • Breakthrough Skills • Extenuating Circumstances 							
Is ESY needed? <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To Be Determined <input type="checkbox"/> ESY offered, but declined by parent 							
Rationale for Decision:							
Specify goals and services:							
Services	Type	Placement	Grade	Start/End Date	Frequency	Duration	Location

Least Restrictive Environment/Placement

A student with a disability shall not be removed from an education setting in age appropriate regular classes solely because of needed modifications in general education curriculum. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Use the option below to determine the appropriate setting.

<input type="checkbox"/>	A.	Regular Setting Includes pull-out related services and team classrooms. Student served inside the regular classroom greater than or equal to 80% of the day.
<input type="checkbox"/>	B.	Services Provided Both in Separate Special Education Classes and Regular Setting Student served inside the regular classroom greater than or equal to 40% of the day and no more than 79% of the day.
<input type="checkbox"/>	C.	Separate Special Education in an Integrated Setting Student served inside the regular classroom less than 40% of the day.
<input type="checkbox"/>	D.	Separate School Student served in public or private separate day school facility for greater than 50% of the school day or a residential facility if student does not live at the facility.
<input type="checkbox"/>	E.	Residential Facility where student resides during the school week.
<input type="checkbox"/>	F.	Homebound or Hospital
<input type="checkbox"/>	G.	Correctional Facilities (only used by DSCYF and Prison Education) Students placed in short-term detention or correctional facilities.

An explanation must be provided about the extent, if any, to which the child will not participate with nondisabled children in the regular class.

Signatures

<input type="checkbox"/> Yes	<input type="checkbox"/> No	I acknowledge that I have received a copy of the Procedural Safeguards. My due process rights under these Procedural Safeguards have been explained to me.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	I agree with the program described in this document.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	I agree with the placement decision as noted above and discussed at this meeting.
<input type="checkbox"/> Yes	<input type="checkbox"/> N/A	At least one year before the age of majority (18), the student has been informed that rights will transfer to him/her unless a legal guardian has been appointed.

Parent/Student Signature

Date

Parent/Student Signature

Date

If Parent Does Not Attend

Staff member below is responsible for forwarding a copy of the IEP and Procedural Safeguards and explaining content, if necessary, to the Parent/Guardian/Surrogate.

Name

Position

Method of Contact