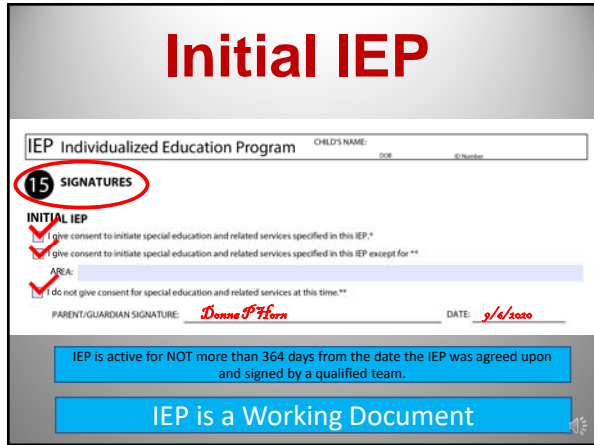
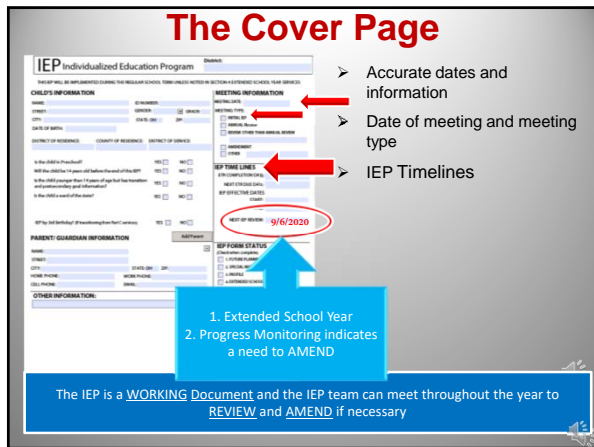


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3

Amending the Current IEP



- Participants initial if any changes are made to the IEP
- Must also be stated in the amended IEP sections
- Not just on the cover page

AMENDMENTS: (Complete only if amending the IEP)

IEP SECTION AMENDED	THE SCHOOL DISTRICT AND PARENTS HAVE AGREED TO MAKE THE FOLLOWING CHANGES TO THE IEP	DATE OF AMENDMENT	PARTICIPANT & ROLE
11	LRE changed from Self Contained to Inclusion	5/6/2020	Donna P. Horn / District F

11 LEAST RESTRICTIVE ENVIRONMENT

For School Age:

Does the child attend the school they would attend if not disabled? YES NO

If no, justify:
 The amended LRE statement would be written here and added to the current IEP

Does this child receive all special education services with nondisabled peers? YES NO

4

District of Residence District of Service

IEP Individualized Education Program District: _____

Districts of Residence that have students who are educated OUTSIDE their district are **RESPONSIBLE** for initiating and conducting meetings for the purpose of developing, reviewing and revising the IEP.

Community Schools ARE the District of Residence

When a community school places a child in a separate facility for their **ACADEMICS** and/or **FUNCTIONAL** service, the community school **REMAINS** the DOR and continues to be responsible for the education of that child.

5

Future Planning Special Instructional Factors

1 FUTURE PLANNING
 Parent's, teacher's and student's input needed

2 SPECIAL INSTRUCTIONAL FACTORS
 Items checked "YES" will be addressed in this IEP.

Does the child have behavior which impedes his/her learning or the learning of others? YES NO

Does the child have limited English proficiency? YES NO

Is the child blind or visually impaired? **YES** YES NO

Does the child have communication needs (signed for deaf or hearing impaired)?

Does the child need assistive technology devices and/or services?

Does the child require specially designed physical education?

3 PROFILE
 Check Profile to include Reading Improvement and Monitoring Plan (if applicable)

4 EXTENDED SCHOOL YEAR SERVICES
 Have team determined that ESY services are necessary? Yes No

If yes, what goals determined the need? _____

Will the team need to collect further data and resources to make a determination? Yes No

Date to Reevaluate: _____

Must be addressed in the IEP

6

The Profile

CUT & PASTE

3 PROFILE

Child's Profile to include Reading Improvement and Monitoring Plan (if applicable):

Statewide assessments data, RIMP data and any other important information

Check when complete

- Data and background information on the student
- Consider the student's strengths
- Areas of concerns
- Include relevant academic / behavioral information
- Language understandable to all team members

7

Extended School Year

4 EXTENDED SCHOOL YEAR SERVICES

Has the team determined that ESY is necessary? Yes No

If yes, what goals determine the need for ESY? Yes No

Will the team need to provide ESY services? Yes No

Check when complete

May happen at any time the school is NOT in session.
 Are provided beyond the normal school year; both days of the school year or hours of the school day.

NO! *Summer School * Compensatory Services *Enrichment Programs

YES Prevent Significant Regression of Skills or Knowledge YES

Team may collect further data and reconvene

8

Secondary Transition Planning

Begins at age 14
(or younger if determined necessary by the IEP team)

THE STUDENT MUST BE INVITED

Notify the Parents of the following:

- Purpose of the meeting
- Child has been invited
- Any other agency representative that will be invited

Remember

This consent must be in writing with parent signature agreeing to the additional outside representatives' participation.

9

Present Levels

IEP Indi _____

6 MEAS _____

NUMBER 1 _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT | FUNCTIONAL PERFORMANCE

The child's performance at the time of the writing of the IEP. Data should not be more than a year old.

- Focus on **CURRENT** and specific academic and behavioral performance
- Described in measurable terms of growth using the same conditions and behaviors as the goal

13

Focus on the Essential Need

The data points selected and presented must directly relate to student's area of need

14

For More Information

For more information, please visit:
<https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance>

For further support, contact your State Support Team (SST). To find your SST, please visit:
<http://education.ohio.gov/Topics/School-Improvement/State-Support-Team>

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16



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