**IEP Committee Meeting Date: / / 20** .

**Month Day Year**

**IEP Implementation Date** (Projected Date when Services and Programs Will Begin)**: / / 20 Day Year Month Day Year Projected End Date: / / 20 Projected Date of Annual Review: / / 20**

**Month Day Year**

Student’s Name: Date of Birth: / / . Age:

**Month Day Year**

Ethnicity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender: 🞏 Female 🞏 Male

Primary Eligibility Category: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Secondary Eligibility Category: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Eligibility Date: / / 20 Projected Reevaluation Date: / / 20

**Month Day Year** **Month Day Year**

MSIS Number: Grade: School:

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **IEP COMMITTEE PARTICIPANTS** *(Signatures are not required.)* | | | | | | |
| **🞏 Initial [*Written Parental Permission For Initial Placement* must be signed before implementation] 🞏 Annual** | | | | | | |
| **Name** | **Position** | **Name** | | | | **Position** |
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| **Names and Position of Excused IEP Committee Members** | | | | | | |
| *An IEP Committee member may be excused in whole or in part, if the parent and/or adult student and public agency agree in writing prior to the IEP meeting. If the meeting deals with the excused member’s areas, he or she will provide written input to the IEP Committee prior to the meeting.* ***Attach all written documentation to the IEP.*** | | | | | | |
| **The IEP meeting was conducted via alternate means of technology:** 🞏 N/A🞏 Video Conferencing 🞏 Conference Call 🞏 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | **This IEP meeting was recorded**: 🞏 Yes 🞏 No | | |
| **EVALUATIONS** | | | | | | |
| *Indicate plans to conduct a Functional Behavioral Assessment (FBA), evaluation for Assistive Technology, or other evaluation(s)/follow-up(s) to determine special education and/or related service needs.* | | | | | | |
| **WRITTEN PARENTAL PERMISSION FOR INITIAL PLACEMENT** *(Sign only* ***after*** *the IEP has been reviewed)* | | | | | | |
| **My rights and those of my child as outlined in the Procedural Safeguards Notice have been fully explained to me. I understand that my child has a disability, and I know my child’s eligibility category. I hereby give consent for my child to receive special education services as recorded on this Individualized Education Program (IEP).**  **Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | |
| **PROCEDURAL SAFEGUARDS NOTICE** | | | | | | |
| **I have received a copy of the Procedural Safeguards Notice, and my rights and those of my child have been fully explained. The public agency has informed me of whom I may contact if I need additional information.**  **Parent/Guardian Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | |
| **IEP COMMITTEE PARTICIPANTS** *(Signatures are not required.)* | | | | | | |
| **IEP Action: 🞏 Review 🞏 Revise 🞏 Amend 🞏 ESY** | | | **Date: / / 20\_\_\_\_\_\_\_\_\_** | | | |
| **Name** | **Position** | **Name** | | | | **Position** |
|  | Agency Representative |  | | | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | General Educator |  | | | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Special Educator |  | | | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Parent/Guardian |  | | | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Parent/Guardian |  | | | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Student |  | | | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Names and Position of Excused IEP Committee Members** | | | | | | |
| *An IEP Committee member may be excused in whole or in part, if the parent and/or adult student and public agency agree in writing prior to the IEP meeting. If the meeting deals with the excused member’s areas, he or she will provide written input to the IEP Committee prior to the meeting.* ***Attach all written documentation to the IEP.*** | | | | | | |
| **The IEP meeting was conducted via alternate means of technology:** 🞏 N/A🞏 Video Conferencing 🞏 Conference Call 🞏 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | **This IEP meeting was recorded**: 🞏 Yes 🞏 No | |
| **EVALUATIONS** | | | | | | |
| *Indicate plans to conduct a Functional Behavioral Assessment (FBA), evaluation for Assistive Technology, or other evaluation(s)/follow-up(s) to determine special education and/or related service needs.* | | | | | | |
| **PROCEDURAL SAFEGUARDS NOTICE** | | | | | | |
| * **I have received a copy of the Procedural Safeguards Notice, and my rights and those of my child have been fully explained. The public agency has informed me of whom I may contact if I need additional information.** * **I do not wish to receive a copy of the Procedural Safeguards Notice. The public agency has informed me of whom I may contact if I need additional information.**   **Parent/Guardian Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | |

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| **SUMMARY OF REVISION** |
| *Describe any changes in services and supports in the IEP (e.g., addition or deletion of services provided, increase or decrease in frequency of services provided).*  🞏 Check to verify that all changes were made in the IEP. |

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| **PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**  **Ages 3-20** |
| **Student’s Strengths, Preferences, and Interests** |
| *Identify the student’s educational and/or developmental strengths, interest areas, significant personal attributes and personal accomplishments as indicated by formal or informal assessment. Identify the skills or behaviors the student has mastered. Be sure to include specific feedback from the student*. *If 14 years of age or older, describe the student’s strengths, preference and interests related to their postsecondary expectations (education, employment/training and daily living if appropriate).*  *List data sources relative to describing the student’s strengths, preferences and interests (e.g. interviews, formal assessments, informal assessments etc.).* |
| **Impact of Disability and Student Needs (Critical Skills and Behaviors or Developmentally Appropriate Activities)** |
| *Describe the effects of the student’s disability on involvement and progress in the general education curriculum, including the impact on the student’s current level of functioning in reading and math and the functional implications of the student’s skills. For a preschool student, describe the effect of this student’s disability on involvement in developmentally appropriate activities. If 14 years of age or older, describe the effect of this student’s disability on the pursuit of postsecondary expectations (education, employment/training and daily living if appropriate).*  *List data sources relative to describing the student’s needs and impact of his/her disability (e.g. progress monitoring, observations, assessments, etc.).* |
| **Parent/Student Input** |
| *Include any concerns of the parent and, as appropriate, the student for enhancing his or her education.* |

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| **PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**  **Ages 3-5** | | |
| **Present Levels of Social Emotional Skills and Relationships Performance Summary:**  🞏 Social 🞏 Emotional 🞏 Behavioral 🞏 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **Present Levels of Knowledge and Skills Performance Summary:**  🞏 Communication 🞏 Pre-Academic 🞏 Cognitive 🞏 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **Present Levels of Appropriate Behavior to Meet Needs Performance Summary:**  🞏 Gross/Fine Motor Skills 🞏 Adaptive/Daily Living Skills 🞏 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| *Include (a) a clear description of the observable “target” skill or behavior, (b) the condition under which the target*  *skill or behavior can be observed and (c) the current rate of performance based on baseline data*. | | |
| **Does this area impact the student’s social emotional skills and relationships performance?** | 🞏 Yes | 🞏 No |
| **Does this area impact the student’s knowledge and skills performance?** | 🞏 Yes | 🞏 No |
| **Does this area impact the student’s appropriate behavior to meet needs performance?** | 🞏 Yes | 🞏 No |

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| **MEASURABLE ANNUAL GOAL** | | | | | | | | |
| **Goal #** | **Measurable Annual Goal** | | | | | | **MOM** | |
|  |  | | | | | |  | |
| **Obj. #** | **Short-Term Instructional Objectives/Benchmarks (STIO/B)** | | | | | | | |
| **1** |  | | | | | | | |
| **2** |  | | | | | | | |
| **3** |  | | | | | | | |
| **4** |  | | | | | | | |
| **5** |  | | | | | | | |
| **Report of Progress** | | | | | | | | |
| **Methods of Measurement (MOM)** | | | | **Progress on Annual Goal (PAG)** | | | | |
| OBS = Observation  CRT = Criterion-Referenced Test  CBM = Curriculum-Based Measure  WS = Work Samples  D/P = Demonstration/Performance  Other: | | | | A. The student is making **sufficient** progress to meet the annual goal.  B. The student is making **insufficient** progress to meet the annual goal. **(An IEP meeting must be held to discuss revisions.)**  C. The annual goal has been met or exceeded.  D. This annual goal has not been introduced yet. | | | | |
| **Date of Report** | **Current Level of Performance (CLP) for Report of Progress**  *Describe the student’s current performance on the annual goal based on progress on*  *STIO/Bs using the identified method(s) of measurement (OBS, CRT, CBM, WS, D/P, etc.).* | | | | | | | **PAG** |
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| **Notification of Progress Provided to Parents/Guardians** | | | | | | | | |
| **Type** | | 🞏 Progress Notes | * Report Cards | | * Goals Sheets | * Other: | | |
| **Frequency** | | 🞏 Every 4 ½ weeks | * Every 6 weeks | | * Every 9 Weeks | * Other: | | |

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| **PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**  **Ages 6-20** | | |
| **Present Levels of Academic Performance Summary:** 🞏 Reading 🞏 Math | | |
| **Present Levels of Functional Performance Summary:** 🞏 Communication 🞏 Social 🞏 Emotional 🞏 Behavioral  🞏 Gross/Fine Motor Skills 🞏 Career and Technical Education and Employment 🞏 Adaptive/Daily Living Skills  🞏 Other: | | |
| *Include (a) a clear description of the observable “target” skill or behavior, (b) the condition under which the target*  *skill or behavior can be observed and (c) the current rate of performance based on baseline data.* | | |
| **Does this area impact the student’s academic achievement?** | 🞏 Yes | 🞏 No |
| **Does this area impact the student’s functional performance?** | 🞏 Yes | 🞏 No |

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| **MEASURABLE ANNUAL GOAL** | | | | | | | | | |
| **Goal #** | **Measurable Annual Goal** | | | | | | **TA\*** | **MOM** | |
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| **Obj. #** | **Short-Term Instructional Objectives/Benchmarks (STIO/B)** | | | | | | | | |
| **1** |  | | | | | | | | |
| **2** |  | | | | | | | | |
| **3** |  | | | | | | | | |
| **4** |  | | | | | | | | |
| **5** |  | | | | | | | | |
| **Report of Progress** | | | | | | | | | |
| **Methods of Measurement (MOM)** | | | | **Progress on Annual Goal (PAG)** | | | | | |
| OBS = Observation  CRT = Criterion-Referenced Test  CBM = Curriculum-Based Measure  WS = Work Samples  D/P = Demonstration/Performance  Other: | | | | A. The student is making **sufficient** progress to meet the annual goal.  B. The student is making **insufficient** progress to meet the annual goal. **(An IEP meeting must be held to discuss revisions.)**  C. The annual goal has been met or exceeded.  D. This annual goal has not been introduced yet. | | | | | |
| **Date of Report** | **Current Level of Performance (CLP) for Report of Progress**  *Describe the student’s current performance on the annual goal based on progress on*  *STIO/Bs using the identified method(s) of measurement (OBS, CRT, CBM, WS, D/P, etc.).* | | | | | | | | **PAG** |
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| **Notification of Progress Provided to Parents/Guardians** | | | | | | | | | |
| **Type** | | 🞏 Progress Notes | * Report Cards | | * Goals Sheets | * Other: | | | |
| **Frequency** | | 🞏 Every 4 ½ weeks | * Every 6 weeks | | * Every 9 Weeks | * Other: | | | |

**\*TA = Transition Activity**

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| **SPECIAL CONSIDERATIONS\*** | |
| **Communication *(Required)*** | |
| Does the student have special communication needs? 🞏 Yes 🞏 No  ***Document the basis for the decision:*** | |
| **Assistive Technology *(Required)*** | |
| Does the student need assistive technology services or devices to maintain or improve functional capabilities? 🞏 Yes 🞏 No  Does the student need assistive technology assessment? 🞏 Yes 🞏 No  ***Document the basis for the decision:*** | |
| **Service for Students who are Blind or Visually Impaired** | **🞏 N/A** |
| *In the case of a student who is blind or visually impaired, provide for instruction in and the use of Braille unless the IEP Committee determines, after an evaluation of the student’s reading and writing media, Braille instruction is not appropriate.*  Instruction in Braille considered? 🞏 Yes 🞏 No Evaluation Date:  Is instruction in Braille appropriate? 🞏 Yes 🞏 No  ***Document the basis for the decision:***  Were the parents provided information about the Mississippi School for the Blind? 🞏 Yes 🞏 No | |
| **Service for Students who are Deaf or Hearing Impaired** | **🞏 N/A** |
| *In the case of the student who is deaf or hearing impaired, consider language and communication needs, opportunities for direct communication needs, academic level, and full range of needs, including direct instruction in the student’s language and communication mode.*  Student’s language and communication mode:  Is direct instruction in the student’s language and communication mode needed? 🞏 Yes 🞏 No  ***Document the basis for the decision:***  Were the parents provided information regarding the Mississippi School for the Deaf? 🞏 Yes 🞏 No | |

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| **Behavior Intervention** | **🞏 N/A** |
| *In the case of a student whose behavior impedes the student’s learning or the learning of other students, consideration* ***must*** *be given to the use of positive behavior interventions, supports, and other strategies to address that behavior.*   1. Has the IEP Committee developed goals and interventions to address specific behavior concerns? 🞏 Yes 🞏 No 2. Has a Functional Behavioral Assessment (FBA) been conducted? 🞏 Yes 🞏 No Date Completed:\_\_\_\_\_\_\_\_\_\_\_      1. Has a Behavior Intervention Plan (BIP) based on a Functional Behavioral Assessment been developed?\*\*   🞏 Yes 🞏 No Date developed:\_\_\_\_\_\_\_\_ Implementation Date:\_\_\_\_\_\_\_\_\_\_\_ Review / Revised Dates:\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ***Document the basis for the decision:***  *\*\*If a student has a BIP, s/he must have a corresponding annual goal(s) to address behavioral concerns.* | |

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| **Services for Students with Limited English Proficiency** | **🞏 N/A** |
| *In the case of a student with limited English Proficiency, consideration is given to the language needs of the student as such needs relate to the student’s IEP.*  ***Describe the specific needs and document the basis for the decision:*** | |

***\* Indicate Special Considerations in the PLAAFP.***

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| **SPECIAL EDUCATION AND RELATED SERVICES** | | | | | | | | | |
| **Special Education** | | | | | | | | | |
| **Service** | | | **Area** | **Location** | | **Start Date** | **Duration/Frequency** | | **End Date** |
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| ***Document basis for the decision:*** | | | | | | | | | |
| **Instructional/Functional Accommodations** | | | | | | | | | |
| **Service** | | | **Area** | | **Location** | **Start Date** | **Duration/Frequency** | | **End Date** |
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| ***Document basis for the decision:*** | | | | | | | | | |
| **Program Modifications** | | | | | | | | | |
| **Service** | | | **Area** | | **Location** | **Start Date** | **Duration/Frequency** | | **End Date** |
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| ***Document basis for the decision:*** | | | | | | | | | |
| **Related Services** | | | | | | | | | |
| **Service** | | | **Area** | | **Location** | **Start Date** | **Duration/Frequency** | | **End Date** |
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| ***Document basis for the decision:*** | | | | | | | | | |
| **Supports for Personnel** | | | | | | | | | |
| **Service** | | | **Area** | | **Location** | **Start Date** | **Duration/Frequency** | | **End Date** |
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| ***Document basis for the decision:*** | | | | | | | | | |
| **Area** | | | | | | | | | |
| 1. Reading 2. Spelling 3. English 4. Math 5. Social Studies | 1. Science 2. Health 3. Lunch 4. PE 5. Guidance/Counseling | 1. Music 2. Art 3. Computer Science 4. Clubs 5. Recreation Activities | | | | 1. Title I 2. Tech Prep 3. Vocational 4. Library | | 1. Other: 2. Other: 3. Other: 4. Other: 5. Other: | |

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| **PARTICIPATION IN STATE-WIDE ASSESSMENT PROGRAM** | | | | | | | | | | | | | | | | |
| * This student is not required to participate in State-wide assessments as she or he is over 18 years of age. * This student meets the criteria for SCD and is under 8 years of age. | | | | | | | | | | | | | | | | |
| Significant Cognitive Disability (SCD) Determination*To be classified as a student having a significant cognitive disability, ALL of the criteria below must be true.* | | | | | | | | | | | | | | | | |
| 🞏 Yes 🞏 No |  |  | The student demonstrates significant cognitive deficits and poor adaptive skill levels (as determined by that student’s comprehensive evaluation) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications. | | | | | | | | | | | | | |
| 🞏 Yes 🞏 No |  |  | The student requires extensive direct instruction in both academic and functional skills in multiple settings to accomplish the application and transfer of those skills. | | | | | | | | | | | | | |
| 🞏 Yes 🞏 No |  |  | The student’s inability to complete the standard academic curriculum is neither the result of excessive or extended absences nor is primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities or social, cultural, or economic differences. | | | | | | | | | | | | | |
| 🞏 The student **MEETS** the criteria for having a significant cognitive disability.  🞏 The student **DOES NOT MEET** the criteria for having a significant cognitive disability. | | | | | | | | | | | | | | | | |
| ***For students classified as having an SCD, indicate the standards in which the student is instructed.*** | | | | | | | | | | | | | | | | |
| 🞏 This student meets the criteria for SCD and receives all instruction on alternate academic achievement standards.  🞏 This student meets the criteria for SCD and receives instruction on grade-level standards in the following content area(s): | | | | | | | | | | | | | | | | |
| ***Indicate the assessment(s) in which the Student will participate (State- or district-wide assessments):***  *Students may participate in the standard* ***Grade Level/Subject Area Mississippi Assessment Program****, or the* ***Grade Level/Subject Area Mississippi Academic Assessment Program-Alternate****. Refer to* ***Testing Students with Disabilities Regulations*** *to determine appropriate assessments****.*** | | | | | | | | | | | | | | | | |
| State- or District-Wide Assessments for Students with a Significant Cognitive Disability | | | | | | | | | | | | | | | | |
| *Assessments for children who meet the criteria for significant cognitive disabilities and receive instruction on alternate academic achievement standards include the Mississippi Academic Assessment Program – Alternate(MAAP-A), English Language Proficiency Test (ELPT), and/or additional tests. .* | | | | | | | | | | | | | | | | |
| *Indicate any assessments the student will complete during the current year:* | | | | **Grade Level (Age for non-graded students)**  *For non-graded students (coded 56, 58, 72, 74 or 78), peer grades are based on the student’s age as of September 1st of the applicable school year* | | | | | | | | | | | |
| **PK** | **K-2**  *(5-7 yrs)* | **3**  *(8 yrs)* | **4**  *(9 yrs)* | **5**  *(10 yrs)* | **6**  *(11 yrs)* | **7**  *(12 yrs)* | **8**  *(13 yrs)* | **9**  *(14 yrs)* | **10**  *(15 yrs)* | **11**  *(16 yrs)* | **12**  *(17/18 yrs)* | |
| MAAP-A (ELA) | | | |  |  |  |  |  |  |  |  |  |  |  |  | |
| MAAP-A (Math) | | | |  |  |  |  |  |  |  |  |  |  |  |  | |
| MAAP-A (Science) | | | |  |  |  |  |  |  |  |  |  |  |  |  | |
| English Language Proficiency Test (ELPT) | | | |  |  |  |  |  |  |  |  |  |  |  |  | |
| Other: | | | |  |  |  |  |  |  |  |  |  |  |  |  | |
| **ACKNOWLEDGEMENT OF REQUIREMENTS FOR PARTICIPATION IN HIGH SCHOOL SUBJECT AREA TESTS** | | | | | | | | | | | | | | | | |
| I have had the Mississippi Statewide Assessment System fully explained to me. I understand that all students will be assessed in some way but only those students who meet the graduation requirements under State Board Policy, Chapter 36, Rule 36.4 and 36.5 will be eligible to receive a traditional high school diploma.  **Parent/Guardian Signature: Date:** | | | | | | | | | | | | | | | | |

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| **PARTICIPATION IN STATE-WIDE ASSESSMENT PROGRAM** | | | | | | | | | | | | | | | |
| **State- or District-Wide Assessments for Students without a Significant Cognitive Disability** | | | | | | | | | | | | | | | |
| *Assessments for students who receive instruction on grade-level standards include the* ***Mississippi Pre K-3 Assessment Support System (MKAS2)****,* ***Mississippi Academic Assessment Program, Mississippi Academic Assessment Program -End-of-Course (MAAP-EOC), Mississippi Career Planning and Assessment System, 2nd Edition (MS-CPAS2), American College Test (ACT), English Language Proficiency Test (ELPT),*** *and/or additional tests.* | | | | | | | | | | | | | | | |
| *Indicate any assessments the student will complete during the current year, specifying the edition, if applicable.* | |  | **Grade Level** | | | | | | | | | | | | |
| **PK** | **K-2** | **3** | **4** | **5** | **6** | | | **7** | **8** | **9** | **10** | **11** | **12** |
| MKAS2/ Kindergarten Readiness Assessment | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| MKAS2/3rd Grade Summative Assessment | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| MAAP (English Language Arts/Literacy) | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| MAAP (Mathematics) | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| MAAP (Science) | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| MAAP-EOC (Algebra I) | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| MAAP-EOC (Biology I) | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| MAAP-EOC (English II) | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| MAAP-EOC (US History) | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| MS-CPAS2 | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| ACT | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| English Language Proficiency Test (ELPT) | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| Other: | |  |  |  |  |  |  | | |  |  |  |  |  |  |
| **ACKNOWLEDGEMENT OF REQUIREMENTS FOR PARTICIPATION IN THE MKAS2/ 3RD GRADE SUMMATIVE ASSESSMENT** | | | | | | | | | | | | | | | |
| **I understand that if my child does not meet the minimum cut score on the Mississippi Academic Assessment Program (English Language Arts), he/she will be required to participate in the alternative 3rd Grade Summative Assessment.**  **Parent/Guardian Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | | | | | | | |
| **ACKNOWLEDGEMENT OF REQUIREMENTS FOR PARTICIPATION IN HIGH SCHOOL SUBJECT AREA TESTS** | | | | | | | | | | | | | | | |
| **I have had the Mississippi Statewide Assessment System fully explained to me. I understand that all students will be assessed in some way but only students who meet the graduation requirements under State Board Policy Chapter 36, Rule 36.4 and 36.5 will be eligible to receive a traditional high school diploma.**  **Parent/Guardian Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | | | | | | | |
| **STATE-WIDE / DISTRICT-WIDE TEST ACCESSIBILITY / ACCOMMODATIONS** | | | | | | | | | | | | | | | |
| *Refer to the current* ***Mississippi Testing Accommodations Manual****, and/or* ***American College Test (ACT) Accommodations for Students with Disabilities*** *for information regarding testing accommodations. All accommodations used for State-wide testing must also be used during the student’s classroom instruction and assessments.* | | | | | | | | | | | | | | | |
| **Presentation Accommodations** | | | | | **Code** | | | | | | **Test(s)** | | | | |
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| ***Document the basis for the decision:*** | | | | | | | | | | | | | | | |
| **Response Accommodations** | | | | | **Code** | | | | | | **Test(s)** | | | | |
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| ***Document the basis for the decision:*** | | | | | | | | | | | | | | | |
| **Timing and Scheduling Accommodations** | | | | | **Code** | | | | | | **Test(s)** | | | | |
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| ***Document the basis for the decision:*** | | | | | | | | | | | | | | | |
| **Setting Accommodations** | | | | | **Code** | | | | | | **Test(s)** | | | | |
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| ***Document the basis for the decision:*** | | | | | | | | | | | | | | | |
| **Test** | | | | | | | | | | | | | | | |
| 1. MKAS2/Kindergarten Readiness 2. MKAS2/3rd Grade Reading Summative 3. MAAP (ELA) 4. MAAP (Math) 5. MAAP (Science) 6. MAAP-A (ELA) | 1. MAAP-A (Math) 2. MAAP-A (Science) 3. ELPT 4. MAAP-EOC (Algebra I) 5. MAAP-EOC (Biology I) 6. MAAP-EOC (English II) 7. MAAP-EOC (US History) | | | | | | |  | 1. ACT 2. MS-CPAS2 3. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |

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| **INDIVIDUAL TRANSITION PLAN** | | | | |
| ***Beginning at age 14, or younger if appropriate, a Transition Plan must be completed with consideration of the student’s needs, preferences, and interests. This plan must be updated annually.*** | | | | |
| **Postsecondary Goals** | | | | |
| *Specify appropriate measurable postsecondary goals as identified by the student, parent(s) and IEP Committee. Postsecondary goals are based upon* ***age-appropriate transition assessments*** *related to employment, education and/or training, and, where appropriate, independent living skills.* | | | | **Related IEP Goal(s) #** |
| **Education/Training *(Required)*** |  | | |  |
| **Employment**  ***(Required)*** |  | | |  |
| **Independent Living**  ***(If Appropriate)*** |  | | |  |
| **Age-Appropriate Transition Assessments** | | | | |
| **Transition Assessment** *(including student and family survey or interview)* | **Assessment Type** | **Responsible Agency/Person** | **Date Conducted** | **Report Attached** |
| **Education/Training**  ***(Required)*** |  |  |  |  |
| **Employment**  ***(Required)*** |  |  |  |  |
| **Independent Living**  ***(If Appropriate)*** |  |  |  |  |
| **Transition Services** | | | | |
| *Transition services may include* ***instruction****,* ***related services****,* ***community experiences****,* ***development of employment and other post-school adult living objectives****, and* ***acquisition of daily living skills*** *to be provided before graduation to support the student in achieving his/her postsecondary goals.* | | | | |
| **Instruction** *(e.g. accommodations, tutoring, skills training, prep for college exam)* | | | | |
| *List the activities the school, student, parent and any outside agency(ies) will do to help the student reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.* | | | | |
| **Related Services** *(e.g., parent(s), technology, transportation, medical services, supported services)* | | | | |
| *List the activities the school, student, parent and any outside agency(ies) will do to help the student reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.* | | | | |
| **Community Experiences** *(e.g., job shadowing, supported employment, banking, shopping, touring postsecondary institutions)* | | | | |
| *List the activities the school, student, parent and any outside agency(ies) will do to help the student reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.* | | | | |

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| **Development Of Employment Objectives and Functional Vocational Evaluation** *(e.g., career planning, guidance counseling, job and career interests, aptitudes and skills)* |
| *List the activities the school, student, parent and any outside agency(ies) will do to help the student reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.* |
| **Acquisition Of Daily Living Skills and Other Post-School Adult Living Objectives** *(e.g., self-care, home repair, health and safety, money management, registering to vote, adult benefits planning, independent living)* |
| *List the activities the school, student, parent and any outside agency(ies) will do to help the student reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.* |
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| **Exit Options** | | | |
| *Exit options must be reviewed with the parent and the student, as appropriate, before completing this section* | The exit option determined appropriate for the student is: | | |
| * **Traditional Diploma** * Career and Technical Endorsement * Academic Endorsement * Distinguished Academic Endorsement | * **High School Equivalency** | * **Mississippi Alternate Diploma**   *This option is only available to students that meet the criteria for Significant Cognitive Disability* |
| * **Mississippi Occupational Diploma**   *This option is only available to students that entered 9th grade prior to the 2017-2018 SY* | * **Certificate of Completion** |
| I understand to be awarded a Traditional High School diploma my student must meet the graduation requirements set forth in State Board Policy, Chapter 36, Rule 36.2, 36.3, 36.4 and 36.5.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian Signature | | | |
| I understand that the Alternate Diploma is an exit option available to students identified by their IEP committee as having a Significant Cognitive Disability. I understand to be awarded the Alternate Diploma my student must meet the graduation requirements under State Board Policy, Chapter 78, Rule 78.1. I also understand that the Alternate Diploma is not the equivalent to a Traditional High School diploma.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian Signature | | | |
| I understand that the Certificate of Completion is an acknowledgement of my student’s participation in and completion of an Individualized Education Program (IEP). The Certificate of Completion is not the equivalent of a Traditional High School diploma. Students that exit with a Certificate of Completion will have limited access to post-secondary training opportunities, will not be allowed to enroll in the military, and may have limited employment opportunities. I also understand that my student has the right to a Free Appropriate Public Education (FAPE) through age 20.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian Signature | | | |
| I understand that the Mississippi Occupational Diploma (MOD) is an option available to students that entered 9th grade prior to the 2017-2018 School Year. I understand that students considered for the MOD will participate in the Mississippi Academic Assessment Program (MAAP). I also understand that the MOD is not the equivalent of a Traditional Diploma. Students that exit with a MOD will have limited access to post-secondary training opportunities, will not be allowed to enroll in the military, and may have limited employment opportunities. I also understand that my student has the right to a Free Appropriate Public Education (FAPE) through age 20.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian Signature | | | |

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| **Course Of Study** | | | |
| *Select the course of study that supports the Student’s postsecondary goal(s):* | | | |
| * Agriculture, Food and Natural Resources * Architecture and Construction * Arts, Media, and Communications * Business Management and Administration | * Education and Training * Finance * Government and Public Administration * Health Science * Hospitality and Tourism * Human Services * Information Technology | | * Law, Public Safety, and Security * Manufacturing * Marketing * Science, Technology, Engineering and Mathematics * Transportation, Distribution, and Logistics |
| *Additional options (SCD only):* 🞏Supported Employment 🞏 Daily Living Activities 🞏 Customized Employment | | | |
| *List the general and special education class(es) in the student’s course of study for the previous, current, and projected year selected on the basis of the student’s strengths, interests, preferences and desired postsecondary goals.* | | | |
| **Previous Year’s Class(es)** | | **Current Year’s Class(es)** | **Projected Year’s Class(es)** |
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| **Student’s Invitation to the IEP Committee Meeting** | | | |
| **The student was invited to the IEP meeting.** 🞏 **Yes** 🞏 **No** | | | |
| **Interagency Linkages (Participating Agencies)** | | | |
| *List any agencies/person(s) (a) currently involved with the student or family, (b) who can provide needed information to the IEP Committee and/or (c) likely to become involved in providing support or services after the student exits high school and transitions to the community, employment and/or postsecondary education/training.* ***Written parental consent must be obtained before inviting any agency/person(s) likely to be responsible for providing/paying for transition services.*** | | | |
| * **Education/Training**: | | * **Employment**: | * **Independent Living**: |
| **TRANSFER OF RIGHTS** | | | |
| **I have been informed of my rights under Part B of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, as amended, that will transfer to me when I reach the age of majority (21 years of age).**  **Student’s Signature: Date:** | | | |

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| **PLACEMENT CONSIDERATIONS AND LEAST RESTRICTIVE ENVIRONMENT (LRE) DETERMINATIONS** | |
| **Placement Option(s) Considered** | |
| *Describe the placement option(s) the IEP Committee considered including any potentially harmful effects each option may have on the student or the quality of services to be provided. Include the level of support required for each placement option.*  **Document the basis for decision:** | |
| **Non-Participation with Non-Disabled Peers** | |
| *Describe the extent to which the student does not participate with his/her non-disabled peers.*  **Document the basis for decision:** | |
| **Special Transportation** | |
| Is special transportation needed in the selected LRE? 🞏 Yes 🞏 No  **Document the basis for the decision:** | |
| **Percentage of Time Student Receives Special Education Outside of the General Education Classroom** | |
| **Preschool LRE Classification** (*Check one below for Students ages 3-5*) | |
| * **PC**/Home * **PE**/Residential Facility * **PF**/Separate School * **PG**/Separate Class * **PH**/Service Provider Location | * **PI**/Regular program ten (10) or more hours per week and served in the regular program * **PJ**/Regular program ten (10) or more hours per week and served in another location * **PK**/Regular program less than ten (10) hours per week and served in the regular program * **PL**/Regular program less than ten (10) hours per week and served in another location |
| **School Age LRE Classification** (*Check one below for Students ages 6-21*) | |
| * **SA**/Inside general education class 80% or more of the day * **SB**/Inside general education class 40 to 79% of the day * **SC**/Inside general education class less than 40% of the day * **SD**/Separate School * **SF**/Residential Facility * **SH**/Home-Hospital * **SI**/Correctional Facilities * **SJ**/Parentally Placed in Private Schools | |

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| **EXTENDED SCHOOL YEAR (ESY)** | | | | | | | | | | | | |
| * This student attends a twelve (12) month program. | | | | | | | | | | | | |
| **Determination of ESY Decision** | | | | | | | **Determination Date**: | | | | | |
| *All of the following criteria used in determining eligibility* ***must*** *be considered:*  **Regression-Recoupment**: Refers to a student’s loss of a skill on IEP objective(s) after at least two (2) breaks in instruction without regaining the documented level of skill(s) prior to the break within the specified period.  **Critical Point of Instruction 1**: Refers to the need to maintain a student’s critical skill to prevent a loss of general education class time or an increase in special education service time.  **Critical Point of Instruction 2**: Refers to a point in the acquisition or maintenance of a critical skill during which a length break in instruction would lead to a significant loss of progress.  **Extenuating Circumstances**: Refers to special situations that jeopardize the student’s receipt of a FAPE unless ESY services are provided.   * **Consideration**: The IEP Committee considered all criteria when determining the student’s eligibility for receiving ESY services | | | | | | | | | | | | |
| ***NOTE:*** *Although ESY services typically focus on existing annual goals or STIO/Bs, the IEP Committee may determine the child needs to master a new goal or objective to be able to master or maintain the critical skill identified as the basis for ESY services. Only in this situation may the IEP Committee write a new goal and/or objective to address this critical skill.* | | | | | | | | | | | | |
| * **This student’s situation MEETS criteria for ESY Services based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**   *(Indicate criterion that qualified student)*   * **This student’s situation MEETS criteria for ESY Services, but the parent/guardian does not accept the service.** * **This student’s situation DOES NOT MEET the criteria for ESY Services.**   ***Document the basis for the decision. Documentation of how the decision was made MUST be in the student’s file.*** | | | | | | | | | | | | |
| **Measurable Annual Goals or Short-Term Instructional Objectives/Benchmarks (STIO/B)**  *These must be existing measurable annual goals or STIO/Bs except for situations as described in the note above.* | | | | | **TA** | **MOM** | | **Report of Progress** | | | | |
| **CLP** | | | | **PAG** |
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| **TA** = Transition Activity | **Methods of Measurement (MOM)** | | | | | | | **Report of Progress** | | | | |
| **OBS** = Observation  **CRT** = Criterion Reference Test  **CBM** = Curriculum Based Measure | | **WS** = Work Samples  **D/P** = Demonstration/Performance  **Other**: | | | | | **CLP** = Current Level of Performance  **PAG** = Progress on Annual Goal  *See Annual Goal page for codes* | | | | |
| A **Progress** **Report** will be given to parents every week(s)  or at the end of the student’s ESY services on  **.** | | | | | | | | **Date(s) progress report given to parent** | | | | |
| **Types of Service** | | **# of Weeks** | | **Duration/**  **Frequency** | **Area**  *(See Special Education and Related Service page for code)* | | | | **Location** | **Start Date** | **End Date** | |
| Educational Services | |  | |  |  | | | |  |  |  | |
| Related Services\*\* | |  | |  |  | | | |  |  |  | |
| Transportation | |  | |  |  | | | |  |  |  | |
| Other: | |  | |  |  | | | |  |  |  | |
| Other: | |  | |  |  | | | |  |  |  | |
| *\*\* Any related services provided (except transportation)* ***must*** *have a corresponding measurable annual goal or STIO/B.* | | | | | | | | | | | | |