Model Form: Individualized Education Program

Consistent with instructions from Congress, the US Department of Education has developed a form for the individualized education program (IEP). This form is provided as a model for states and their school districts and includes all of the requirements specified in the final regulations for IDEA (34 C.F.R. § 300). Although states are not required to use this particular form, they must ensure that all of the requirements specified in the regulations are met in whatever form states and districts develop. When these forms are completed, many can be very lengthy. For this reason, it is not feasible to provide an example of a complete document. If you have not seen completed IEPs, ask music teachers and music therapists to show you copies (with identifying information deleted, of course). The model form on the next several pages is available to download and can be found at the website for the US Department of Education (idea.ed.gov). Check the website for your state department of education to see other versions of IEP forms.

Part B

Individualized Education Program

The Individualized Education Program (IEP) is a written document that is developed for each eligible child with a disability. The Part B regulations specify, at 34 CFR §§300.320-300.328, the procedures that school districts must follow to develop, review, and revise the IEP for each child. The document below sets out the IEP content that those regulations require.

A statement of the child’s present levels of academic achievement and functional performance including:

- How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled
children) or for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities. [34 CFR §300.320(a)(1)]

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum. [34 CFR §300.320(a)(2)(i)(A)]

- Meet each of the child’s other educational needs that result from the child’s disability. [34 CFR §300.320(a)(2)(i)(B)]

For children with disabilities who take alternate assessments aligned to alternate achievement standards (in addition to the annual goals), a description of benchmarks or short-term objectives. [34 CFR §300.320(a)(2)(ii)]

A description of:

- How the child’s progress toward meeting the annual goals will be measured. [34 CFR §300.320(a)(3)(i)]

- When periodic reports on the progress the child is making toward meeting the annual goals will be provided such as through the use of quarterly or other
periodic reports, concurrent with the issuance of report cards. [34 CFR §300.320(a)(3)(ii)]

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 be provided to enable the child:

- To advance appropriately toward attaining the annual goals. [34 CFR §300.320(a)(4)(i)]
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities. [34 CFR §300.320(a)(4)(ii)]
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities. [34 CFR §300.320(a)(4)(iii)]

An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in extracurricular and other nonacademic activities. [34 CFR §300.320(a)(5)]
A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments. [34 CFR §300.320(a)(6)(i)]

If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why:

- The child cannot participate in the regular assessment. [34 CFR §300.320(a)(6)(ii)(A)]
- The particular alternate assessment selected is appropriate for the child. [34 CFR §300.320(a)(6)(ii)(B)]

The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of special education and related services and supplementary aids and services and modifications and supports. [34 CFR §300.320(a)(7)]

<table>
<thead>
<tr>
<th>Service, Aid or Modification</th>
<th>Frequency</th>
<th>Location</th>
<th>Beginning Date</th>
<th>Duration</th>
</tr>
</thead>
</table>

Transition Services

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:
• Appropriate measurable postsecondary goals based upon age-appropriate
transition assessments related to training, education, employment, and where
appropriate, independent living skills. [34 CFR §300.320(b)(1)]

• The transition services (including courses of study) needed to assist the child in
reaching those goals. [34 CFR §300.320(b)(2)]

### Transition Services (Including Courses of Study)

### Rights that Transfer at Age of Majority

• Beginning not later than one year before the child reaches the age of majority
under State law, the IEP must include a statement that the child has been informed
of the child’s rights under Part B of the IDEA, if any, that will, consistent with 34
CFR §300.520, transfer to the child on reaching the age of majority.

[34 CFR §300.320(c)]