

How to Read Your Child's IEP

The following is a brief overview of the IEP documents and where information and services are located. The IEP can be overwhelming to read as a lot of information is contained in the document. This is because many times there are multiple specialists working with a student and each member of the IEP team inputs information into the IEP. Hopefully this overview will help you navigate the IEP document. At any time if you have questions about your child's IEP or the services he/she is receiving, please contact your child's case manager.

In the document you will see the top of each page has a number. These numbers represent the section of the IEP you are in, not the actual page of the document you are looking at.

PAGE 1 – Conference Report

This section contains the identifying info about the student, eligibility, and the names of those in attendance at the last meeting.

CONFERENCE REPORT Conference Date: 12/20/2007

Initial Eligibility Initial IEP
 A copy of Procedural Safeguards was given
 Initial Parental Consent Date: 12/20/2007

Student Last Name: Cruise	Parent(s)/Guardian(s) Name:	Reevaluation Date: 12/20/2010
First Name/Middle Name: Thomas /	Address (if different):	Resident District Number: ildemo
Address: 172 Million Dr	Address (if different):	Resident School Name: Thomas Jefferson Middle School
Orland Park, IL 60478	Phone (if different):	Current Grade: 8th Grade
Home Phone:	Language/Mode of Communication (Parent): /	SIS Number: 877837873
Birthdate: 06/05/1993	Language/Mode of Communication (Student): English/	Medicaid Number:

Check all that apply:

Identification of Needed Assessments Eligibility IEP FBA/BIP Transition Graduation Manifestation Determination Other:

Signature indicates attendance

PARTICIPANTS		Elig	IEP	Elig	IEP	Elig	IEP
Student: Thomas Cruise	Principal: Claire Test	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent:	Speech Language: Lillie Harrison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent:	Social Worker: Marie Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEA Representative: Claire Test	Occupational Therapist:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular Ed Teacher:	Physical Therapist:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Ed Teacher: Billy Cyrus	Psychologist:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Document the attempts made to arrange a mutual agreeable time and place to meet, if parents did not attend.

Conclusion

Yes NA Parent(s) given a copy of the IEP. Serving District/Coop: ildemo
 Yes NA Parent(s) given a copy of the eligibility determination. Serving School Name: GS21
 Yes NA Parent(s) given a copy of the district's behavioral intervention policy.
 Yes NA Parent(s) given a copy of the district's behavioral intervention procedures (initial IEP only).
 Persons responsible for implementing goals and services will be notified of their responsibilities in accordance with district policy and procedures by:

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PAGE 2 – Student Information

This section provides the student's strengths, recent assessment data, parent concerns, general needs and special factors that should be considered by the team. This is also an important page for any student with Autism as an area of eligibility as it has a special section that must be completed by the IEP team.

**IEP - Page 2
STUDENT INFORMATION**

Thomas Cruise 12/20/2007
 Student Name: Thomas Cruise Date: 12/20/2007

STUDENT STRENGTHS
 Conference Report The draft conference report does not have the EasyFAX bar code. We need to have it on here since this is the form that people will sign that they will want to fax into the system. (It does appear on the final conference report page created with the rest of the documents.) Conference Report The draft conference report does not have the EasyFAX bar code. We need to have it on here since this is the form that people will sign that they will want to fax into the system. (It does appear on the final conference report page created with the rest of the documents.)

RESULTS OF RECENT OR OTHER ASSESSMENT DATA
 Results are entered into this field.

PARENTAL CONCERNS FOR ENHANCING THE STUDENT'S EDUCATION
 Parental concerns are documented here surrounding the child's education.

STATE THE ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS STEMMING FROM THE STUDENT'S DISABILITY(IES)
 educational needs for the ortho. impairment sample information - educational needs

CONSIDERATION OF SPECIAL FACTORS
 Check the boxes to indicate if the student requires a particular device or service due to special factors. For boxes checked "Yes", specify device, materials, and/or services required in order for the student to receive a free, appropriate public education. Marking a "yes" box should result in goals, supplementary aides/services, program modifications, support for school personnel and/or related services being identified in the remaining pages of the IEP.

NA	NO	YES	SPECIAL FACTORS	REQUIREMENTS/FOLLOW-UP
	<input checked="" type="checkbox"/>		Does the student require assistive technology devices and services?	
	<input checked="" type="checkbox"/>		Does the student have any special needs related to communication?	
<input checked="" type="checkbox"/>			Does the student with limited English proficiency have language-related needs relative to the IEP?	
<input checked="" type="checkbox"/>			Does the student who is deaf or hard of hearing have opportunities for direct communications with peers and professional personnel, including need and/or direct instruction in the student's language and mode of communication, academic level, and full range of needs?	
<input checked="" type="checkbox"/>			Does the student who is blind or visually impaired require instruction in Braille and/or the use of Braille?	

BEHAVIOR INTERVENTIONS	TRANSITION PLAN	HIGH SCHOOL GRADUATION / ATTAINMENT OF AGE 22
Does the student's behavior impede his or her learning or the learning of others? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, continue:	<input type="checkbox"/> Not applicable at this time. <input checked="" type="checkbox"/> Student will be age 14.5 or older during imple-	<input checked="" type="checkbox"/> High School Graduation is not anticipated during the next year. <input type="checkbox"/> Student is projected to graduate from

Transition Plan – This section is only in IEPs for students that will be 14 ½ during the time the current IEP is active. This section is not required for younger students. If the student will require a transition plan, the student must be invited to the IEP meeting where it will be discussed as part of the IEP. Many times the case manager will work with the student prior to the meeting to get his/her thoughts on what goals they have for their future in terms of school, college, independent living, and work.

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TRANSITION PLAN
Page 1

Student Name: Thomas Cruise	Date of Birth: 06/05/1993	Date: 12/20/2007
SIS: 877837873	Projected Graduation/Exit Date: 6/5/2011	Summary of Performance will be completed (month/year): ??????

[] Notification of transfer of rights letter given on (month/year): _____

Anticipated Post-Secondary Outcomes

AREA	Graduation/Exit	Long Term
Post Secondary	College/University (GE)	Master's Degree Program (LT)
Education/Training		
Employment	Full-Time Competitive Employment (GE)	Full-Time Competitive Employment (LT)
Living Arrangements	Living Alone, with Friends (GE)	Living Alone, with Friends (LT)
Community	Self-Advocate (GE)	Self-Advocate (LT)
Participation/Recreation		

Transition Assessment Information
(related to post-secondary education/training, employment, post-school living arrangement and community experiences)

Type of Assessment	Date Conducted	Administered By	Report Attached
Student Survey	12/11/2007	John Smith	Yes
Parent Survey	12/12/2007	Julie Thomas	Yes
Education Survey	12/9/07	Jill Thompson	Yes

Summary of Results:
Child expresses a strong interest in continuing his education beyond high school. Parents feel that college is a viable option for the child and would like to see his class schedule facilitate those wishes.
Describe the student's strengths, preferences, interests in relation to post-secondary outcomes.
Child is has a strong academic interest, particularly in the areas of math and science. Child would like to pursue a post secondary education in one of those areas.

PAGE 3 – Goals and Objectives/benchmarks

These are the pages that list all of the goals and instructional objectives/benchmarks that will be focused on during the IEP year. These are not the only skills that are being taught, but these are the most significant skills that are impacting the student in school.

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IEP - Page 3
GOALS AND INSTRUCTIONAL OBJECTIVES/BENCHMARKS
Goal 1 of 2

Student Name: Thomas Cruise
Development Date: 12/21/2007
Implementation Date: 01/07/2008

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE Include a statement of how the student's disability affects their involvement and progress in the general curriculum. For preschool children, state how the disability affects the student's participation in appropriate activities. This should reflect the adverse effects identified in the student's most recent evaluation and eligibility determination.	ANNUAL GOAL <input type="checkbox"/> Academic <input type="checkbox"/> Functional <input type="checkbox"/> Transition <input type="checkbox"/> IESY 4.2 All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe, and analyze phenomena. Goal reflects consideration of ILS#: 3 A												
	GOAL PROGRESS <table border="1"> <thead> <tr> <th>Sufficient</th> <th>Date</th> <th>Date</th> <th>Date</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>Insufficient</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Sufficient	Date	Date	Date	Date	Insufficient			
Sufficient	Date	Date	Date	Date									
Insufficient													
PROGRESS REVIEW Parents will be regularly informed of student progress by: <input checked="" type="checkbox"/> Report Cards / Progress Report <input type="checkbox"/> Goals and Objectives Updates <input type="checkbox"/> Other:													
TITLE(S) OF IMPLEMENTER(S) Math teacher													
INSTRUCTIONAL OBJECTIVE/BENCHMARK Analyze and explain the general properties and behavior of functions of one variable, using appropriate graphing technologies. Slope of a line or curve; Domain and range; Intercepts; Continuity; Maximum/minimum; Estimating roots of equations; Intersecting	CRITERIA 80% accuracy	PROCEDURE Exam	SCHEDULE Once a Month	<table border="1"> <tr> <th>GOAL REVIEW</th> <th>GOAL REVIEW</th> </tr> <tr> <td>Date: _____ % accuracy _____ of _____ times <input type="checkbox"/> Other: <input type="checkbox"/> Achieved</td> <td>Date: _____ % accuracy _____ of _____ times <input type="checkbox"/> Other: <input type="checkbox"/> Achieved</td> </tr> </table>	GOAL REVIEW	GOAL REVIEW	Date: _____ % accuracy _____ of _____ times <input type="checkbox"/> Other: <input type="checkbox"/> Achieved	Date: _____ % accuracy _____ of _____ times <input type="checkbox"/> Other: <input type="checkbox"/> Achieved					
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Date: _____ % accuracy _____ of _____ times <input type="checkbox"/> Other: <input type="checkbox"/> Achieved	Date: _____ % accuracy _____ of _____ times <input type="checkbox"/> Other: <input type="checkbox"/> Achieved												
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GOAL REVIEW	GOAL REVIEW												
Date: _____ % accuracy _____ of _____ times <input type="checkbox"/> Other: <input type="checkbox"/> Achieved	Date: _____ % accuracy _____ of _____ times <input type="checkbox"/> Other: <input type="checkbox"/> Achieved												

PAGE 4 – Assessments

This page explains what types of accommodations are required for assessments in the classroom, at the district level, and on state assessments like MAP and ISAT.

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ASSESSMENTS

Thomas Cruise 12/20/2007

CLASSROOM-BASED ASSESSMENTS

The student will participate in classroom-based assessments with no modifications/accommodations.
 The student will participate in classroom-based assessments with the following modifications/accommodations:
 The student will participate in the following alternative classroom-based assessments:

DISTRICT-WIDE ASSESSMENTS

The student will participate in the district-wide assessment with no modifications/accommodations.
 The student will participate in the district-wide assessment with the following modifications/accommodations:
 The student will not participate in the district-wide assessment. Rationale:
 The student will participate in the following alternative assessments. Rationale:

STATE ASSESSMENTS

State assessments are not required; student is in _____.
 The student will participate in: ISAT IMAGE FSAE
 The student will participate without accommodations.
 The student will participate with accommodations as noted on the chart below.
 The student will be considered for an alternate assessment.

Grade	Assessment Component	Accommodation(s) necessary for administration of component
S	Reading	
S	Math	Read directions orally.
S	Science	
S	Writing	

Illinois Alternate Assessment (IAA) Participation Criteria

Student has severe disabilities and accesses the general education curriculum at points which more closely reflect alternate performance indicators, not age/grade appropriate benchmarks.
 Student requires more frequent, intensive instruction, given in small incremental steps in order to apply and transfer skills across settings, when compared to other students with disabilities.
 Student meets both criteria for IAA participation.

STATE ASSESSMENT OF LANGUAGE PROFICIENCY

State assessments are not required; student is in _____.
 The student will participate in: ACCESS Alternate ACCESS
 The student will participate without accommodations.
 The student will participate with accommodations as noted on the chart below.

Grade	Assessment Component	Accommodation(s) necessary for administration of component
	ACCESS	

Susan Ackerman
RE: meeting tomorrow
Mon will be there between 11:30 and 12. I left a message

Done

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Page 5 – Services Page(s)

This page explains what types of services (minutes) are required for the student. The top section is what is provided in the General Education Environment (this may include push-in, related services, and consultation time). The next section is Special Education Classes and Related Services (pulled out or direct instruction).

There may be multiple PAGE 5 documents if the school year has been split because there are changes between services provided from one school year to the next. The student will have **Current School Year** and **Next School Year** at the top of the page if the school year has been split. You will know which one is the active services page by the *Initiation and End Date* of services.

Thomas Cruise

12/20/2007
Bell to Bell Minutes: 2025
Instructional Minutes: 2000

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GENERAL EDUCATION ENVIRONMENT															
Subject/Class	A	B	C	E	Minutes per day	Days per Week	Total per Week	Related and Other Services	SC	Location	TM	Frequency	Initiation Date	End Date	
Math	X						0	Instructional Services		In General Ed Classroom	10	per wk	12/21/2007	12/20/2008	
Science			X				0								
Total Minutes per Week:					C: 0	E:									
GRAND TOTAL							0							Total Minutes per Week:	10

EDUCATIONAL ENVIRONMENT KEY:
 A - General education classroom with NO modifications and/or supplementary aids and services. D - Special education classroom
 B - General education classroom with modifications and/or supplementary aids and services. E - Other.
 C - General education classroom with special education instruction.

SPECIAL EDUCATION ENVIRONMENT														
Subject/Class	D	E	Minutes per day	Days per Week	Total per Week	Related and Other Services	SC	Location	TM	Frequency	Initiation Date	End Date		
						Speech/Language Services	23	Not in General Ed Classroom	60	per wk	12/21/2007	12/20/2008		
						Occupational Therapy	13	Not in General Ed Classroom	45	per wk	12/21/2007	12/20/2008		
Total Minutes per Week:			D: 0	E:										
GRAND TOTAL							0						Total Minutes per Week:	105

CALCULATIONS

EDUCATIONAL ENVIRONMENT (EE)	PERCENTAGE OF SPECIAL EDUCATION	PERCENTAGE OF GENERAL EDUCATION
1. Total Sp Ed minutes outside of Gen Ed environment (a2 + a4)	1. Total of ALL Sp Ed minutes per week (a1 + a2 + a3 + a4)	1. 100%
105	115	

Page 6 – Supplementary Aides and Services

This page provides more detailed information about accommodations, supports and needs the student may have in the school setting. This is located after the *Additional Information and/or Supports Needed*. The *Supports for School Personnel* will have information about paraprofessional support and other necessary trainings that the staff working with this student may need.

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Thomas Cruise 12/20/2007

YES NO Supplementary aids and services, based on peer-reviewed research to the extent practicable, need to be provided to/or on behalf of the student in order for the student to make progress towards attaining his/her annual goals, to be involved and make progress in the general education curriculum and participate with other students in extracurricular and/or non-academic activities, and to be educated and participate with other children with disabilities and non-disabled children. If yes, specify needed supplementary aids and services:

Pacing and Timing Environment/Setting Assignments Scheduling Self-Management Materials
 Test Adaptations Response Social Interaction Support Motivation/Reinforcement Presentation
 Additional Information and/or Supports needed:
 Program Modifications:
 Supports for School Personnel:

EDUCATIONAL PLACEMENT CONSIDERATIONS

To the maximum extent appropriate, all students shall be educated and participate with students who are non-disabled. Provide an explanation of the extent, if any, to which the student will not participate in general education classes and activities. sample information is entered here

YES NO Special education classes, separate schooling, or removal from the regular education environment is required because the nature or severity of the student's disability is such that education in general education classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

PLACEMENT OPTIONS	PLACEMENT DECISION WITH RATIONALE	
When considering the placement options, state relevant factors for the basis of decision		
Option #1 Possible Harmful Effects: harmful effects	<input checked="" type="checkbox"/> Team accepts placement option	<input type="checkbox"/> Team rejects placement option Rationale: rationale for decision
option #2 Possible Harmful Effects: hdhvjkh rfv hv	<input type="checkbox"/> Team accepts placement option	<input checked="" type="checkbox"/> Team rejects placement option Rationale: flkwjef vk jfk fvj

Done

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PAGE 7 – Transportation and Extended School

Will let you know if the student received or will receive ESY.

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Thomas Cruise
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12/20/2007

TRANSPORTATION

Student does not require transportation.
 Student will use general education transportation.
 Student requires special transportation. Individual Transportation plan attached.
 Other:

EXTENDED SCHOOL YEAR

The IEP team considered the need for Extended School Year (ESY)
 Extended School Year is not required. Rationale: rationale for decision
 Extended School Year is required. Rationale:
 The following goals will be addressed during ESY: Goals page(s):

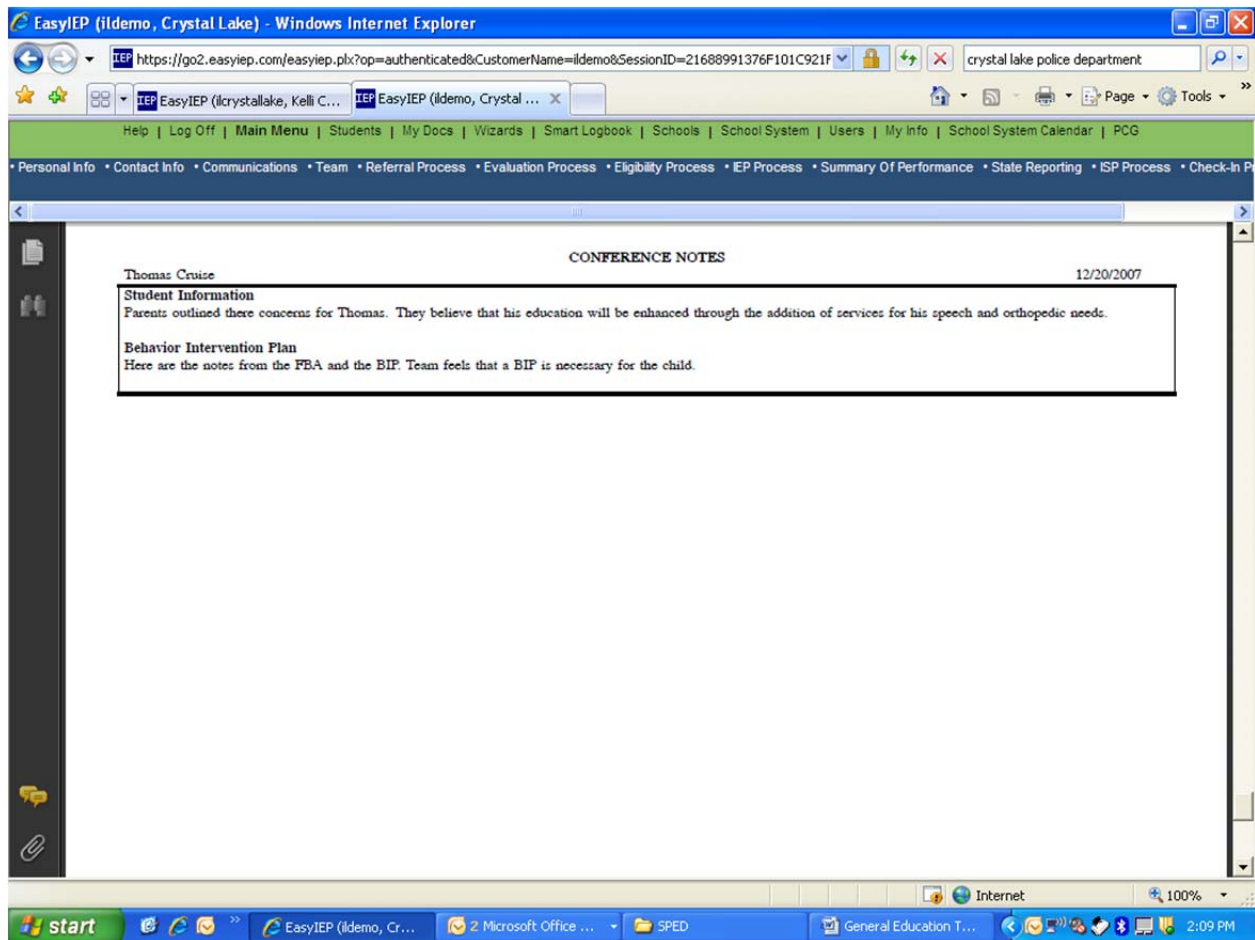
ESY TRANSPORTATION

Student does not require transportation.
 Student will use general education transportation.
 Student requires special transportation. Individual Transportation plan attached.
 Other:

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Conference Notes

These are notes that were taken at the last IEP meeting. Parent and staff concerns may be noted here.



FBA (Functional Behavioral Analysis) and BIP (Behavior Intervention Plan)

This paperwork will follow the conference notes if the child's behavior has been identified as impacting school performance and has been documented by the IEP team.

In the documents section, you may also see one titled **IEP At-A Glance**. This is generated by the case manager and gives an overview of the student's goals and accommodations.