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| **School District Name:** | plcDistrictName | |
| **School District Address:** | plcDistAddress | |
| **School District Contact Person/Phone #:** | | plcDistrictContact |

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| Individualized Education Program |

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| IEP Dates: from | | plcIEPDF | | to | | plcIEPDT | |
| Student Name: | plcStudentName | | DOB: | | plcDOB | | ID#: | | plcID | | Grade/Level: | plcGrade |

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| Parent and/or Student Concerns What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education? |
| PlcIEP1S1 |

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| **Student Strengths and Key Evaluation Results Summary**  What are the student’s educational strengths, interest areas, significant personal attributes and personal accomplishments?  What is the student’s type of disability (ies), general education performance  including MCAS/district test results, achievement towards goals and lack of expected progress, if any? |
| PlcIEP1S2 |

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| **Vision Statement:** What is the vision for this student?  Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student’s preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments. |
| PlcIEP1S3 |

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| Individualized Education Program | | | | | | | | | IEP Dates: from | | | plcIEPDF | | to | | plcIEPDT |
| Student Name: | | | | plcStudentName | | | | | | DOB: | plcDOB | | ID#: | | plcID | |
| Present Levels of Educational PerformanceA: General Curriculum | | | | | | | | | | | | | | | | |
| **Check all that apply.** | | | | |  | | | | | | | | | | |
|  | | | | | **General curriculum area(s) affected by this student’s disability(ies):** | | | | | | | | | | |
|  | English Language Arts | | | | Consider the language, composition, literature (including reading) and media strands. | | | | | | | | | | |
|  | History and Social Sciences | | | | Consider the history, geography, economic and civics and government strands. | | | | | | | | | | |
|  | Science and Technology | | | | Consider the inquiry, domains of science, technology and science, technology and human affairs strand. | | | | | | | | | | |
|  | Mathematics | | | | Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands. | | | | | | | | | | |
|  | Other Curriculum Areas | | | | Specify: | | plcSpecifyP1 | | | | | | | | |
| How does the disability(ies) affect progress in the curriculum area(s)? | | | | | | | | | | | | | | | | |
| plcDisabilityP1 | | | | | | | | | | | | | | | | |
| What type(s) of accommodation, *if any*, is necessary for the student to make effective progress? | | | | | | | | | | | | | | | | |
| plcAccomodationP1 | | | | | | | | | | | | | | | | |
| What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress? | | | | | | | | | | | | | | | | |
| Check the necessary instructional modification(s) and describe how such modification(s) will be made. | | | | | | | | | | | | | | | | |
| Content: | | | plcContentP1 | | | | | | | | | | | | | |
| Methodology/Delivery of Instruction: | | | | | | | PlcMethodologyP1 | | | | | | | | | |
| Performance Criteria: | | | | | PlcPerformanceP1 | | | | | | | | | | | |

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| Individualized Education Program | | | | | | | | IEP Dates: from | | | | plcIEPDF | | to | | plcIEPDT |
| Student Name: | | | | plcStudentName | | | | | DOB: | | plcDOB | | ID#: | | plcID | |
| Present Levels of Educational PerformanceB: Other Educational Needs | | | | | | | | | | | | | | | | |
| **Check all that apply.** | | | | | General Considerations | | | |  | | | | | | |
| Adapted physical education | | | | | Assistive tech devices/services | | | | Behavior | | | | | | |
| Braille needs (blind/visually impaired) | | | | | Communication (all students) | | | | Communication (deaf/hard of hearing students) | | | | | | |
| Extra curriculum activities | | | | | Language needs (LEP students) | | | | Nonacademic activities | | | | | | |
| Social/emotional needs | | | | | Travel training | | | | Skill development related to vocational preparation or experience | | | | | | |
| Other | plcOtherP2 | | | | | | | | | | | | | | |
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| For children ages 3 to 5 — participation in appropriate activities | | | | | | | | | | | | | | | |
| For children ages 14+ (or younger if appropriate) — student’s course of study | | | | | | | | | | | | | | | |
| For children ages 16 (or younger if appropriate) to 22 — transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills | | | | | | | | | | | | | | | |
| How does the disability (ies) affect progress in the indicated area (s) of other educational needs? | | | | | | | | | | | | | | | | |
| plcDisabilityP2 | | | | | | | | | | | | | | | | |
| What type (s) of accommodation, *if any*, is necessary for the student to make effective progress? | | | | | | | | | | | | | | | | |
| plcAccomodationP2 | | | | | | | | | | | | | | | | |
| What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress? | | | | | | | | | | | | | | | | |
| Check the necessary instructional modification (s) and describe how such modification (s) will be made. | | | | | | | | | | | | | | | | |
| Content: | | | plcContentP2 | | | | | | | | | | | | | |
| Methodology/Delivery of Instruction: | | | | | | | PlcMethodologyP2 | | | | | | | | | |
| Performance Criteria: | | | | | PlcPerformanceP2 | | | | | | | | | | | |