

The attached optional model individualized education program (IEP) form is posted by Texas Education Agency (TEA) in compliance with the 82<sup>nd</sup> Legislature's Senate Bill 1788. This legislation requires that TEA develop a model IEP form, by December 1, 2011, that includes only information included in the federal model IEP form (i.e., the list of essential components in 34 Code of Federal Regulations (CFR) §300.320) and state-imposed requirements relevant to an IEP that are not required under federal law. Therefore, the model IEP form cannot include any information not required by federal or state law to be written in the IEP. As a result, the model IEP form does not include some of the information that is typically included in IEP forms used across the state. For instance, the model IEP form does not contain sections for documenting all of the admission, review, and dismissal (ARD) committee's decisions or for documenting that the procedural requirements under federal and state special education law were met. The model IEP form also does not include information to document that the ARD committee considered the "special factors" in 34 CFR §300.324 in developing the IEP.

The first three pages of the model IEP form contain the essential components that must be included in the IEPs of all students with disabilities in Texas. The last ten pages include seven supplements that are required only if a student's circumstances require that any of the supplements be included in the IEP. School districts and charter schools in Texas are not required to use the model IEP form. They may use the form in part or in whole and may adapt its contents to forms and/or programs in use at the local level. They may also add information that may be required by local policies to be included in the IEP. TEA will provide instructions and guidance as a companion document in time to use for training purposes before the 2012-13 school year.

School districts, charter schools, parents, and others are hereby notified that use of the attached model IEP form and its supplements is meant to provide a record of the program that must be implemented for an individual student. Its use does not necessarily document the processes that must be used to develop that program. Use of the optional model IEP form, in and of itself, will not exempt the ARD committee from fulfilling its procedural obligations under federal and state special education law in developing individualized programs and services that will meet the needs of individual students with disabilities eligible for special education in Texas.

# Individualized Education Program (IEP)

Section A: The school district may include in this section student identifying information (such as name, address, date of birth, etc.)

Please duplicate sections B - G, as needed.

Section B: **ANNUAL GOAL AREA** (content, skill and/or service)

Section C: **PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE** including how student's disability affects involvement and progress in the general education curriculum, or, for a preschool child, how student's disability affects participation in appropriate activities:  
34 CFR §300.320(a)(1)

Section D: **MEASURABLE ANNUAL GOAL(S)**: 34 CFR §300.320(a)(2)(i)

Section E: **HOW PROGRESS TOWARD MEETING ANNUAL GOAL(S) WILL BE MEASURED:** 34 CFR §300.320(a)(3)(i)

Section F: **BENCHMARKS OR SHORT-TERM OBJECTIVES** for students 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)

Section G: **SPECIAL EDUCATION AND RELATED SERVICES DESIGNED TO MEET THE STUDENT'S NEEDS RELATED TO THE ABOVE-OUTLINED GOAL(S):** 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 student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately toward attaining the annual goals and to be involved in and make progress in the general education curriculum. 34 CFR §300.320(a)(4)(i),(ii), 34 CFR §300.320(a)(7), 19 TAC §89.1075(d)

Types of Services	Frequency of Services	Amount of Time	Beginning/Ending Date	Location of Service
<b>Special Education</b>				
<b>Related Services</b>				
<b>Supplementary Aids and Services</b>				
<b>Program Modifications</b>				
<b>Supports for Personnel</b>				

Section H: **FREQUENCY FOR REPORTING THE STUDENT'S PROGRESS TO PARENTS:** 34 CFR §300.320(a)(3)(ii)

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Section I: **Determination of Participation in State and Districtwide Assessments**

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<b>Assessment/Content Area</b> 34 CFR §300.320(a)(6)(ii)(B) 19 TAC §101.1009	<b>Assessment/Content Area</b> 34 CFR §300.320(a)(6)(ii)(B) 19 TAC §101.1009	<b>Detail of Accommodations</b> 34 CFR §300.320(a)(6)(i) 19 TAC §101.5, 19 TAC §101.1009

Section J: **OPPORTUNITIES TO PARTICIPATE IN EXTRACURRICULAR AND NONACADEMIC ACTIVITIES**

Provide 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 student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to participate in extracurricular and other nonacademic activities and to be educated and participate with other students with disabilities and students without disabilities in extracurricular and other nonacademic activities.

34 CFR §300.320(a)(4)(ii), (iii)

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**Section K: JUSTIFICATION FOR NONPARTICIPATION**

Provide an explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular class, extracurricular and other nonacademic activities. 34 CFR §300.320(a)(5)

Empty box for justification for nonparticipation.

**Section L: INSTRUCTIONAL SETTING AND LENGTH OF STUDENT'S SCHOOL DAY:** 19 TAC §89.63, 19 TAC §89.1075(d)

Empty box for instructional setting and length of student's school day.

Section M: **Admission, Review, and Dismissal (ARD) COMMITTEE MEMBERS**

<b>Signature</b> 19 TAC §89.1050(h)	<b>Membership Role</b>
	Parent(s)
	Regular Education Teacher
	Special Education Teacher
	School District Representative
	Individual Who Can Interpret Instructional Implications
	Student
	Auditory Impairment (AI) Teacher
	Visual Impairment (VI) Teacher
	Language Proficiency Assessment Committee (LPAC) Member
	Career Technical Education (CTE) Representative
	Other
	Other
	Other

Section N: If mutual agreement is not reached, a written statement of the basis of the disagreement shall be included in the IEP. The members who disagree shall be offered the opportunity to write their own statements. 19 TAC §89.1050(h)(5)