

Individualized Education Program

Student's Full Name:

IEP Meeting Date:

Student Information

Student's Full Name: _____ DOB: _____
IEP Grade(s): _____ Age: _____
Parent(s)/Guardian(s): _____
Address: _____
Phone Number(s): _____
School: _____ Student ID: _____
Meeting Date: _____ Purpose: _____
IEP Review Due: _____ Finalized: _____

Eligibility

Applicable Eligibility:

IEP Team

Name	Role	Signature	Method
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Transfer Student Information

If this student was receiving services in another district or state, please include information about that here.

Student's Full Name:

IEP Meeting Date:

Extended School Year Consideration

Will Extended School Year be considered while developing this IEP?

- Yes
- N/A (Student is Gifted)

ESY Determination

The IEP Team in making its determination of a student's need for ESY shall review documentation that the student exhibits, or may exhibit:

- Significant regression during an interruption in educational programming;
- A limited ability to recoup, or relearn skills once programming has resumed;
- Regression/recoupment problem(s) that interfere with the maintenance of identified critical skills as described in the current IEP; and
- Other factors that interfere with the maintenance of identified critical skills as described in the current IEP , such as predictive data; degree of progress; emerging skills and breakthrough opportunities; interfering behaviors; nature and/or severity of the disability; and special circumstances.

(The lack of clear evidence of such factors may not be used to deny a student ESY services, if the IEP Team determines the need for such services and includes ESY in the IEP .)

Does the student need Extended School Year Services?

- Yes
- No
- Defer until:

ESY Parent Acceptance

Does the parent accept or reject ESY services?

- Accept
- Reject

Student's Full Name:

IEP Meeting Date:

Consideration of Factors for IEP Development / Annual Reviews

In developing each student's IEP, the IEP Team must consider:

- Strengths of the student;
- Concerns of the parents for enhancing the education of their child;
- Results of the initial evaluation or most recent evaluation of the student; and
- Academic, developmental and functional needs of the student.
- Special factors as applicable

If the student understands instructional content at grade level, but is unable to read with sufficient accuracy and fluency to support comprehension at the same rate as his/her peers; or cannot physically manipulate the print medium; or due to blindness/low vision cannot see standard print materials, then click the links to learn more about Accessible Educational Materials. Please refer to the Accessible Educational Materials guidance documents on the WVDE website.)

- _____ Is the student identified as gifted?
- _____ Does the student need assistive technology devices or services?
- _____ Does the student have communication needs?
- _____ Does the student's behavior impede his or her learning or that of others?
- _____ Does the student have blindness or low vision?
- _____ Is the student deaf or hard of hearing?
- _____ Does the student have limited English proficiency?
- _____ Does the IEP team intend to invite a representative from a participating agency to the NEXT IEP meeting to discuss transition services?
- _____ Will this IEP address Transition Services?
- _____ Are additional evaluations needed?

Student's Full Name:

IEP Meeting Date:

Assessment Data

Interim, Formative, Transition (TR6), and Additional Assessment Data

Using current, annual data, list the interim, formative, and transition assessments (TR6) that have been used with the student and describe the results and implications for specially designed instruction. This could include data relevant to student behavior, setting demands, work habits/ learning skills, technology skills, workplace skills, independent living skills, performance based assessments. Describe the results and implications for specially designed instruction.

Assessment:	Date:	Results/Implications:
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Student's Full Name:

IEP Meeting Date:

Age of Majority

Age of Majority (students reaching age 17 within the next 12 months):

The student and parent have been informed of the transfer of educational rights that will occur on reaching age 18.

_____ Yes

Date

_____ No

Parent(s)/Adult Student Consent (TR1)

Did the parent(s)/adult student consent to invite each Outside Agency **before** the **current** IEP meeting?

_____ Yes

_____ No

_____ n/a

Outside Agency Invite (TR1)

Were any Outside Agencies invited to the **current** IEP meeting? (TR1)

_____ Yes

_____ No

_____ n/a

Student Invite (TR2)

Was the student invited to the **current** IEP meeting?

_____ Yes

_____ No

Student's Full Name:

IEP Meeting Date:

Student Preferences - Transition Considerations (TR2)

How were the student's preferences and interests considered? (TR2)
Do not leave blank.

Transition Considerations - PEP Alignment (TR7)

How does the IEP Transition Plan align with the student's Personalized Education Plan (PEP) (TR7)?
Do not leave blank.

Post-secondary Education/Training Goal (TR3) - Required - write as a SMART goal

Includes a timeline, is specific, measurable, and supported by transition assessment results.

Post-secondary Employment Goal (TR4) - Required - write as a SMART goal

Includes a timeline, is specific, measurable, and supported by transition assessment results.

Post-secondary Independent Living Goal (TR5) - as appropriate - write as a SMART goal

Includes a timeline, is specific, measurable, and supported by transition assessment results. DO NOT LEAVE BLANK.

Student's Full Name:

IEP Meeting Date:

Career Cluster

Select one of the following career clusters:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communication
- Business Management and Administrations
- Education and Training
- Finance
- Government and Public Administration
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Correction, and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

Career Pathway Options

NOTE: Specific course selections should be documented in the student's Personalized Education Plan (PEP). A copy of the PEP should be kept with the student's IEP.

Specify the career pathway the aligns with the career cluster the student selected:

- CTE: State Approved CTE Program of Study
(Limited to District Offerings and Enrollment)
- CTE: State Approved Individual Work Ready Competencies (IWRC)
- Non-CTE: Personalized Program of Study

Individualized Education Program

Student's Full Name:

IEP Meeting Date:

Transition Services (TR8) - Activities/Linkages

Identify activities needed for attaining post-secondary outcomes and the lead party/agency responsible for those services.

Activity	Parent/ Student	School	Agency	Description of Service	Annual Goal to Support Activity
Workplace readiness training / Instruction / Education / Related Service					
Counseling for transition and postsecondary program / Vocational aptitude / interest					
Job Exploration / Career awareness / work-based learning					
Employment					
Self-advocacy training / Independent living / mobility					
Agency referral / application					

Student's Full Name:

IEP Meeting Date:

Present Levels of Academic Achievement and Functional Performance

Area:

Present Level:

Area:

Present Level:

Area:

Present Level:

Individualized Education Program

Student's Full Name:

IEP Meeting Date:

Area:

Expectation:

Present Level:

Impact:

Area:

Expectation:

Present Level:

Impact:

Individualized Education Program

Student's Full Name:

IEP Meeting Date:

Standard Type

Grade Level:

Standards Version:

Grade Level:

Standards Version:

Diploma Type

Alternate diploma brochure is available on the WVDE website.

The student's educational program will lead to a:

General Diploma

Alternate Diploma

Student's Full Name:

IEP Meeting Date:

Alternate Standards Guidelines

TO BE COMPLETED ONLY IF THE IEP TEAM HAS SELECTED ALTERNATE STANDARDS

ALTERNATE STANDARDS GUIDELINES

Alternate Standards are designed for students with the most significant cognitive disabilities. Students following the Alternate Standards will participate in the statewide Alternate Assessment and are on track to receive an alternate diploma which has implications regarding post-secondary education and career opportunities.

The following three statements must be answered yes when determining if the student's program of study should be based on the Alternate Standards:

1. The student has a significant intellectual disability.

NOTE: WV Policy 2419, Chapter 4, Section 3.I, states that an intellectual disability is defined as significantly sub-average intellectual functioning that exists concurrently with deficits in adaptive skill areas. These deficits are manifested during the developmental period and adversely affect the student's educational performance. The student with moderate to severe intellectual disability has general intellectual functioning more than three standard deviations below the mean, in consideration of 1.0 standard error of measurement as determined by a qualified psychologist, using an individually administered intelligence test.

2. The student will be primarily instructed using the Alternate Assessment.
3. The student requires extensive direct individualized instruction and substantial support to achieve measurable gains in the grade and age appropriate curriculum.

The following are NOT allowable considerations to determine participation in the Alternate Assessment:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

The IEP Team must check the box below to confirm:

State guidelines were followed when making the decision to select Alternate Standards, including the use of the Eligibility Determination Checklist for Participation in the West Virginia Alternate Summative Assessment (WVASA) to determine the appropriate assessment for this student.

_____ Yes

Individualized Education Program

Student's Full Name:

IEP Meeting Date:

Annual Goals

How and when will the student's progress toward the IEP goals be reported to the parent(s)?

How:

When:

Area:

Critical:

Area:

Critical:

Area:

Critical:

Individualized Education Program

Student's Full Name: _____

IEP Meeting Date: _____

Services

Services designated with a July 1 initiation date (start of the fiscal year) will go into effect on the first day of school as specified on each Local Education Agency's approved academic calendar. This start date will not impact services provided through extended school year identified in IEP PART III B: Extended School Year Services.

Supplementary	Env.	Extent / Frequency	From Date	Duration
Special Education Services	Env.	Extent / Frequency	From Date	Duration
Related Services	Env.	Extent / Frequency	From Date	Duration
Extended School Year	Env.	Extent / Frequency	From Date	Duration

Environment Key

SEE-C: Concurrent Special Education | GEE: General Education Environment | SEE: Direct Special Education Environment |
 ESY: Extended School Year | INDIRECT: INDIRECT | OSE: Out of School Environment |
 GEE-S: Supplementary General Education Environment | TRANSP: Transportation | ALL: All Settings |Settings

Waive 5 Day Initiation Period for Services

By checking this box, the parent and district agree to waive the 5 day initiation period for student services.

_____ Waived

Individualized Education Program

Student's Full Name:

IEP Meeting Date:

Justification Statement for Removal from GEE

Explain the extent, if any, to which the student WILL NOT participate in the general education classroom and/or extracurricular and other non-academic activities. Present levels of academic achievement and functional performance must explain why full participation is not possible.

Least Restrictive Environment (LRE) Code

Percentage of time in:	_____	General Education Environment	_____	Special Education Environment
LRE Code:				

Percentage of time in:	_____	General Education Environment	_____	Special Education Environment
LRE Code:				

Least Restrictive Environment (LRE) Considerations

The IEP Team has considered:

- _____ Annual placement determination based on the IEP.
- _____ Only schools and classroom settings appropriate to the student's chronological age.
- _____ Education in a general classroom with the use of supplementary aids and services.
- _____ Potentially harmful effects of the selected LRE placement on the student and the quality of the student's services.
- _____ Education with age-appropriate non-exceptional peers.
- _____ Placement as close to home as possible, in the school the student would normally attend if not exceptional, unless the IEP requires other arrangements.

State-administered Assessment Accommodations Indicator

*If no is selected, you must remove all accommodations from the IEP.

- _____ Yes
- _____ No

Student's Full Name:

IEP Meeting Date:

Accommodations

Please refer to the WV Guidelines for Participation in State Assessment for Guidance and complete descriptions of accommodations.

Presentation Accommodations

- P01 - Text-to-Speech, excluding ELA reading passages Allowed for: WVGSA Grades 3-8
- P02 - Human read aloud, excluding ELA reading passages (must also have T10 accommodation) Allowed for: WVGSA Grades 3-8, ELPA21, and Alt-ELPA
- P03 - Paper Braille Test booklet (must also have R04 accommodation) Allowed for: WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21
- P06 - Test presented through sign language, locally provided, excluding ELA passages (must also have T10 accommodation) Allowed for: WVGSA Grades 3-8, WVASA, and ELPA21
- P13 - Text-to-speech, including ELA reading passages (must also have T03 and either T17 or T20 accommodations for SAT School Day) Allowed for: WVGSA Grades 3-8, SAT School Day, and WVASA
- P14 - Human read aloud, including ELA reading passages (must also have T10 accommodation for WVGSA or T03, T10, and either T17 or T20 accommodations for SAT School Day) Allowed for: WVGSA Grades 3-8, SAT School Day, and WVASA
- P15 - Item specific directions read aloud by human reader (must also have a T09 or T10 accommodation) Allowed for: WVGSA Grades 3-8
- P16 - Directions presented through sign language, locally provided Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes in Participation Guidelines), and ELPA21
- P17 - Braille computer test - computer adaptive test format Allowed for: WVGSA Grades 3-8
- P17a - Brailiant 40 cell - Braille computer test - computer adaptive test format Allowed for: SAT School Day
- P17b - Qbraille XL - Braille computer test - computer adaptive test format Allowed for: SAT School Day
- P17c - Active Braille - Braille computer test - computer adaptive test format Allowed for: SAT School Day
- P17d - Braille note touch 32 cell - Braille computer test - computer adaptive test format Allowed for: SAT School Day
- P17e - Other - Braille computer test - computer adaptive test format Allowed for: SAT School Day
- Indicate device: _____
- P18 - Simplified test directions (must also have T10 accommodation) Allowed for: WVGSA Grades 3-8
- P19 - Large print paper test (must also have R04 accommodation) Allowed for: WVGSA Grades 3-8 (book must be ordered by the CTC) and ELPA21
- P19a - 14-point font - Large print paper test (must also have R04 accommodation) Allowed for: SAT School Day
- P19b - 20-point font - Large print paper test (must also have R04 accommodation) Allowed for: SAT School Day
- P19c - Larger than 20-point font - Large print paper test (must also have R04 accommodation) Allowed for: SAT School Day
- Indicate font size: _____
- P21 - Screen-reading software used with computer (must also have R21 for WVGSA or R21 and either T17 or T20 accommodations for SAT School Day) Allowed for: WVGSA Grades 3-8 and SAT School Day
- P22 - Enlarge text on computer screen (must also have P43 accommodation for the WVGSA) Allowed for: WVGSA Grades 3-8, SAT School Day, ELPA21, and Alt-ELPA
- P23 - Magnifying device to enlarge assessment material Allowed for: WVGSA Grades 3-8, WVASA, ELPA21, and Alt-ELPA
- P23a - Other- Magnifying device to enlarge assessment material Allowed for: SAT School Day
- Indicate device: _____
- P24 - Translator (Human) Allowed for: WVASA
- P27 - Approved bilingual/dual language word-to-word dictionary for directions only Allowed for: WVGSA Grades 3-8 (For SAT School Day, a word-to-word/word-to-sign dictionary is also available for the complete test and directions; see accommodation code P41)
- P28 - High contrast for computer-based assessments Allowed for: WVGSA Grades 3-8, SAT School Day, ELPA21, and Alt-ELPA
- P30 - Translated test directions Allowed for: WVGSA Grades 3-8, SAT School Day, ELPA21, and Alt-ELPA
- P32 - Translations for computer-based assessments Allowed for: WVGSA Grades 3-8 (mathematics and science, Spanish only)
- P34 - Embedded American Sign Language Allowed for: WVGSA Grades 3-8 (excluding writing)
- P35 - Braille computer-based fixed form with paper booklet for tactile graphics Allowed for: WVGSA Grades 3-8 (mathematics) and SAT School Day
- P36 - Closed captioning Allowed for: WVGSA Grades 3-8
- P37 - Masking Allowed for: WVGSA Grades 3-8, SAT School Day, ELPA21, and Alt-ELPA
- P38 - Color contrast (must also have P40 accommodation) Allowed for: WVGSA Grades 3-8, ELPA21, and Alt-ELPA
- P39 - Color overlays Allowed for: WVGSA Grades 3-8, SAT School Day ELPA21, and Alt-ELPA
- P40 - Print-on-demand Allowed for: WVGSA Grades 3-8, ELPA21, and Alt-ELPA
- P41 - Provide translation glossary Allowed for: SAT School Day (See College Board website for approved glossary list)
- P42 - Noise buffers Allowed for: WVGSA Grades 3-8, SAT School Day, ELPA21, and Alt-ELPA
- P42a - Other - Noise buffers Allowed for: SAT School Day
- Indicate device being used as a noise buffer: _____
- P43 - Streamlined mode for computer-based assessments Allowed for: WVGSA and Alt-ELPA
- P44 - Line tracker Allowed for: WVGSA Grades 3-8, ELPA21, and Alt-ELPA
- P46 - Human read aloud in a language other than English or ASL (must also have T10 accommodation) Allowed for: WVGSA Grades 3-8 (mathematics and science)
- P47 - Alternate form - visual impairment Allowed for: WVASA
- P48 - Scripts Allowed for: WVGSA Grades 3-8 and ELPA21 (Retiring end of 2024-2025 School year - use P36 Closed Captioning)
- P49 - Amplification System Allowed for: SAT School Day (WVGSA and WVASA – See Participation Guidelines) SAT School Day students MUST have a documented disability requiring auditory amplification on their IEP, EL plan, or Section 504 plan
- P50 - Test presented through sign language, locally provided, including ELA reading passages (must also have T03, T10, and T17 accommodations for SAT School Day) Allowed for: WVGSA Grades 3-8, SAT School Day (Presentation must be in Signed Exact English), WVASA, ELPA21, and Alt-ELPA

Student's Full Name:

IEP Meeting Date:

Accommodations

Please refer to the WV Guidelines for Participation in State Assessment for Guidance and complete descriptions of accommodations.

Response Accommodations

- R03 - Braille writer or tactile to respond (must also have R04 accommodations) Allowed for: WVGSA Grades 3-8
 R03a - Perkins Embosse- Braille writer or tactile to respond (must also have a R04 and R11 accommodations) Allowed for: SAT School Day
 R03b - ViewPlus Embosser- Braille writer or tactile to respond (must also have R04 and R11 accommodations) Allowed for: SAT School Day
 R03c - PixBlaster Embosser- Braille writer or tactile to respond (must also have R04 and R11 accommodations) Allowed for: SAT School Day
 R03d - Other- Braille writer or tactile to respond (must also have a R04 and R11 accommodations) Allowed for: SAT School Day
 Indicate device: _____
- R04 - Scribe - including ELA essay (must also have T10 accommodation for WVGSA/ELPA21 or T03, T10, and either T17 or T20 accommodations for SAT School Day) Allowed for: WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21
- R05 - Abacus Allowed for: WVGSA Grades 3-8, SAT School Day, and WVASA
- R11 - Assistive technology - alternate response options Allowed for: WVGSA Grades 3-8, WVASA, ELPA21, and Alt-ELPA
 R11a - Other - Assistive technology - alternate response options Allowed for: SAT School Day
 Indicate device: _____
- R15 - Bilingual word-to-word glossary Allowed for: WVGSA Grades 3-8 and SAT School Day (For SAT School Day, translation glossaries must be word-to-word/word-to-sign translations, not dictionaries. See College Board website for approved list)
- R19 - Calculator - tactile/talking calculator, available only for designated calculator items Allowed for: WVGSA Grades 3-8 (Grades 6-8 only)
 R19a - Orion T1-84 Plus Talking Graphing Calculator - tactile/talking calculator, available only for designated calculator items Allowed for: SAT School Day
 R19b - Calculator - tactile/talking calculator, available only for designated calculator items Allowed for: SAT School Day
 Indicate device (see College Board approved calculator list): _____
- R20 - Multiplication table Allowed for: WVGSA Grades 3-8 (mathematics Grades 4-8 only) and SAT School Day
- R21 - Permissive mode for secure browser Allowed for: WVGSA Grades 3-8 (if used to access the embedded speech-to-text support only for the WVGSA use R31), ELPA21, and Alt-ELPA
 R21a - Dragon series for speech-to-text - Permissive mode for secure browser Allowed for: SAT School Day
 R21b - Other - Permissive mode for secure browser Allowed for: SAT School Day
 Indicate device/program: _____
- R23 - 100s number table Allowed for: WVGSA Grades 3-8 (mathematics Grades 4-8 only) and SAT School Day
- R24 - 4 function calculator (square root and percentage keys are acceptable) for the non- calculator portion of the mathematics test Allowed for: NAEP and WVASA except when prohibited by TIPs pages
- R25 - Word Processor Use (must also have a T17 or T20 accommodation) Allowed for: (The SAT School Day administered in West Virginia does not have a separate essay section – however, this accommodation is still available for AP tests.)
- R26 - Listening Domain Exemption Allowed for: ELPA21 and Alt-ELPA
- R27 - Reading Domain Exemption Allowed for: ELPA21 and Alt-ELPA
- R28 - Speaking Domain Exemption Allowed for: ELPA21 and Alt-ELPA
- R29 - Writing Domain Exemption Allowed for: ELPA21 and Alt-ELPA
- R30 - Familiar Listener Allowed for: ELPA21
- R31 - Embedded speech-to-text (must also have R11 and T10 accommodations for WVGSA or R11, T10, and T17 accommodations for SAT School Day) Allowed for: WVGSA Grades 3-8 (essay section only) and SAT School Day
- R32 - Personal health management monitoring devices Allowed for: WVGSA Grades 3-8, WVASA, ELPA21, and Alt-ELPA
 R32a - Blood Glucose Monitoring device and cell phone app (i.e., Omnipod or Freestyle Libre with paired smart devices) - Personal health management monitoring devices (must also have T16 accommodation) Allowed for: SAT School Day
 R32b - Seizure monitoring and alert device/cell phone app (i.e., Embrace or Bay Alert Medical SOS Smartwatch) - Personal health management monitoring devices (must also have T16 accommodation) Allowed for: SAT School Day
 R32c - Migraine monitoring and alert device/cell phone app (i.e., Nerivio with paired smart devices) - Personal health management monitoring devices (must also have T16 accommodation) Allowed for: SAT School Day
 R32d - Other - Personal health management monitoring devices (must also have T16 accommodation) Allowed for: SAT School Day
 Indicate device: _____
- R34 - Printed test book (must also have R04 accommodation and T10 accommodation if scribe is needed for more than transcription) (order through WVDE Office of Assessment) Allowed for: WVGSA Grades 3-8, SAT School Day, WVASA, ELPA21, and Alt-ELPA

Student's Full Name:

IEP Meeting Date:

Accommodations

Please refer to the WV Guidelines for Participation in State Assessment for Guidance and complete descriptions of accommodations.

Timing Accommodations

- T03 - Extra breaks (no studying) (must also have a T09 or T10 accommodation for SAT School Day) Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21
- T07 - Flexible scheduling (no studying) - delayed start (must also have a T09 or T10 accommodation for SAT School Day) Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21
- T09 - Separate setting (small group) Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21
- T10 - Separate setting (one-to-one) Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21
- T11 - Testing environment modifications Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21
- T12 - Preferential seating Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21
- T13 - Outside of traditional setting (homebound/hospital or alternate school setting) Allowed for: WVGSA Grades 3-8, WVASA, ELPA21, and alt-ELPA
- T13a - Home/hospital setting - Outside of traditional setting (homebound/hospital or alternate school setting) Allowed for: SAT School Day
- T13b - Other - Outside of traditional setting (homebound/hospital or alternate school setting) Allowed for: SAT School Day
- Indicate location: _____
- T14 - Flexible scheduling - limited timed testing (must also have a T09 or T10 accommodation for SAT School Day) Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21
- T15 - Extended breaks (must also have a T09 or T10 accommodation for SAT School Day) Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21
- T16 - Breaks as needed (must also have T10 accommodation for SAT School Day) Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21
- T17 - Extended time - +50% whole test (must also have a T03 and T09 accommodation for SAT School Day) Allowed for: SAT School Day and other timed tests
- T19 - Extended time +50% Math (must also have T09 accommodation for SAT School Day) Allowed for: SAT School Day and other timed tests
- T20 - Extended time +100% whole test (must also have T03, T15, and either T09 or T10 accommodations for SAT School Day) Allowed for: SAT School Day and other timed tests
- T22 - Extended time +100% Math (must also have T03 and T09 accommodations for SAT School Day) Allowed for: SAT School Day and other timed tests

Student's Full Name:

IEP Meeting Date:

Prior Written Notice

Prior Written Notice

As a result of:

The district is proposing to _____ the educational evaluation or reevaluation of the student.

Specifically, the district is proposing:

The district is proposing this action because:

The evaluation procedures, assessments, records, or reports the district used as a basis for the proposed action are:

Other options the district considered, but rejected, include:

The reasons the above options were rejected include:

Other factors relevant to the district's position include:

Director of Special Education Phone Number:

Parent Educator Resource Center Phone Number:

PWN Signature

Signature: _____

Individualized Education Program

Student's Full Name:

IEP Meeting Date:

Initial Placement Consent

PART XIII: CONSENT Completed only for initial placement:

Parent Signature: _____ Date: _____

Parent Signature: _____ Date: _____