

PART I	Student Information
1	Enter the full name (not abbreviated) of the district (county).
2	Enter the full legal name (first, middle, last) of the student. Do not use a nickname.
3	Write the actual date of the IEP meeting (Month, Day, Year). This date must correspond to the scheduled date on the meeting notice. If the date of the meeting changes, document this change on the parent/student notice or on attached documentation of conference form. Always document the reason for the change (Example: school cancellation, parent request).
4	Enter the full legal name (first, middle, last) of the student. Add nickname here if appropriate.
5	Verify and enter the date of birth of the student. Use numerals (Example: 07/29/1995).
6	Enter the name(s) of the parent(s), guardian(s) or surrogate parent of the student. The parent or guardian is the person with whom the child is living.
7	Enter the age of the student, in years , as of the date of the IEP meeting.
8	Verify and enter the mailing address of the parent(s), guardian(s) or surrogate parent.
9	Enter the current grade level of the student.
10	Verify and enter the complete nine digit WVEIS # of the student.
11	Enter all telephone numbers of the parent(s), guardian(s) or surrogate parent.
12	Verify and enter the reevaluation date. Calculate this date 3 years from the date of the last eligibility committee report. (<i>Three years minus one day</i>)
13	Select the appropriate reason for the IEP. Initial – First IEP completed within 30 calendar days following the eligibility determination Annual Review – Reviewed at least annually, once every 365 days Reevaluation Review – IEP meeting held for completion of Reevaluation Determination Plan Other: (Additional detail is required)
14	Enter the school/district/state from which the student transferred, if applicable. <i>Note: Follow WVDE Policy 2419 timelines and procedures related to the transfer of a student.</i>
15	Enter the date the student transferred into the district, if applicable.

PART II	Documentation of Attendance
<p>16</p>	<p>Only those members in attendance sign the IEP. IEP Team members:</p> <ul style="list-style-type: none"> • The parents of a student with an exceptionality; • Not less than one general education teacher of the student (if the student is, or may be, participating in the general education environment); for preschool-aged students, the general education teacher may be the kindergarten teacher or other appropriate designee (care provider, Head Start teacher or an appropriately licensed community preschool teacher); • Not less than one special education teacher of the student, or when appropriate, not less than one special education provider (speech/language pathologist or other therapist); • A representative of the district who is qualified to provide or supervise the provision of special education, knowledgeable about the general education curriculum and knowledgeable about the available resources of the district and has the ability to authority to allocate resources (Speech only - speech/language pathologist may serve as a district representative, if the criteria are met); • An individual who can interpret the instructional implications of evaluation results; • At the discretion of the parent or the district, others with knowledge or special expertise regarding the student, including related service personnel as appropriate; and • The student when appropriate, but required when the purpose of the meeting is consideration of the postsecondary goals and transition services (beginning with the first IEP to be in effect when the student is 16). <p>In Addition:</p> <ul style="list-style-type: none"> • To the extent appropriate and with parent or adult student consent a representative of any participating agency likely to be responsible for providing and paying for transition services. • For a child previously served under West Virginia Birth to Three, at the request of the parent, invite the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services. • For students being considered for or currently in a private school placement made by the IEP team, ensure participation of a representative of the private school or facility through attendance at the meeting or other methods, such as conference calls. <p><i>Note: The representative of the district and individual who can interpret the instructional implications of evaluation may serve in a dual role if so designated.</i></p>
<p>17</p>	<p>If an IEP team member participates via an alternate method enter the name, position and alternate method of participation (Example: video conferences, conference calls).</p>

PART III	Extended School Year Determination and Services
1	<p>Will ESY be considered while developing this IEP? Select YES or N/A</p> <p><i>Note: For students with disabilities, the IEP Team shall annually determine and document a student's need for ESY services.</i></p>
2	<p>After examining the regression/recoupment data and other factors, the IEP Team determines whether the student needs ESY services and selects YES or NO.</p> <p>If the team defers determination until additional data can be collected, select Defer and indicate when the IEP Team will meet to determine the need for ESY services Example: 4/24/2010, Spring 2010, April 2010.</p>
3	<p>When the student is in need of ESY, list the service(s) required to maintain critical skills. Example: articulation therapy, reading comprehension, behavior, functional living skills</p>
4	<p>Enter an ESY Service: Example: instruction, occupational therapy, consultative services</p>
5	<p>ESY services must be indicated as Direct or Indirect.</p> <p>Direct Services are instruction, therapies or interventions provided one-on-one or in groups to an eligible student in the general education environment (GEE) or special education environment (SEE), the home or community settings.</p> <p>Indirect Services are consultative services provided by special educators and service providers to other educators responsible for the provision of services to directly benefit the student.</p>
6	<p>Enter the Physical Location of each ESY service.</p>
7	<p>Enter the Extent/Frequency of each ESY service Example: 60 minutes per month, 45 minutes per week, 30 minutes per day). List additional detail as warranted.</p>
8	<p>Enter the Initiation Date of each ESY service (Month/Day/Year Example: 04/24/2010).</p>
9	<p>Enter the Duration date of each ESY service (Month/Year Example: 04/2010).</p>
10	<p>The district has the responsibility to inform the parent ESY services may be refused. Document the parent decision by indicating Accept or Reject.</p>

PART IV	Consideration of Factors for IEP Development/Annual Reviews
	<p>The IEP team must consider all of the following factors:</p> <ul style="list-style-type: none"> • Strengths of the student • Concerns of the parent • Results of the initial or most recent evaluation of the student.  <ul style="list-style-type: none"> ○ Specify any additional evaluations needed. • Academic, developmental and functional needs of the student • Revisions needed to address a lack of progress of the student
	<p>The IEP Team must consider these additional factors and select YES or NO.</p> <p style="text-align: center;"><i>All YES responses must be reflected in the Present Levels narrative.</i></p> <ul style="list-style-type: none"> • Gifted: Acceleration is moving through a prescribed course of study at a faster pace or in a shorter time span. For a student identified as gifted or exceptional gifted, document whether acceleration is the focus of services and document in present levels how and when the student will complete the credits necessary for high school graduation. • Assistive Technology Devices or Services: If the IEP Team determines, based on evaluation results, the student is in need of an assistive technology device/service, the IEP Team must include the nature or type of the service, the amount (extent/frequency) and the location in IEP Services. If the device is to be used in the home, provision for home use is documented in Considerations. • Communication: Consider if the student exhibits deficits in articulation, expressive and/or receptive language, and whether the student requires an alternate communication system. • Behavior: Determine whether a student's behavior impedes his/her learning or that of others, regardless of the student's exceptionality. If yes, the IEP Team must consider and identify appropriate strategies, including positive behavior interventions and supports, to address that behavior. Behaviors of concern should be addressed through present levels and annual goals. • Blindness or Low Vision: For the student who has blindness or low vision, provide for instruction in braille and the use of braille unless the IEP Team determines and documents that braille is not appropriate for the student. This determination can only be made after an evaluation of the student's reading & writing skills, needs and appropriate reading & writing media that instruction in braille or the use of braille is not appropriate for the student. The determination must include an evaluation of the student's future needs for instruction in braille or the use of braille. • Deaf or Hard of Hearing: For a student who is deaf or hard-of-hearing, the IEP Team must consider the language needs of the student, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, the student's academic level and his or her full range of needs, including opportunities for direct instruction in the student's language and communication mode. • Limited English Proficiency: For a student with limited English proficiency, the IEP Team must consider the student's language needs as they relate to the student's IEP. • Transition: Prior to the first IEP to be in effect when a student is sixteen years old (or sooner at the discretion of the IEP Team), permission must be obtained annually to invite agency representatives to the next IEP meeting. Specify agency(ies) and obtain or request parent or adult student consent. Document with date and initials.

PART V	Assessment Data
<p>Assessment Data must include both summative and formative data for the student. Document the assessment data for WESTEST2 and APTA in the tables provided. All other summative and formative assessment data must be entered in the Additional Assessment Data table.</p> <p> • Student Assessment Data: Enter WESTEST2 and APTA data for each applicable year including the student's scaled score (SS) and performance level (PL) for reading/language arts, math, science and other relevant areas. Also include Lexile (LX) and Quantile (QT) scores as available.</p> <p> • Additional Assessment Data: In this section, list additional assessment data, including benchmark, formative and summative assessments. The assessments listed should describe the student's performance and offer implications for specially designed instruction. These assessments should inform the Present Levels. (Examples: Acuity, Writing Roadmap, DIBELS, daily behavior checklist, toileting chart, worksite checklist, supported work-based evaluation, sensory integration, audiological evaluation, Woodcock Johnson, Functional Behavioral Assessment, ACT Assessments (PLAN, EXPLORE, WorkKeys, ACT), WISC and Arizona Articulation Scale.)</p>	

PART VI	Transition Planning
Examples and further guidance for Transition Planning may be found within the IEP Checklist Training Packet located on the Office of Special Programs webpage.	
1	<p>Transfer of Rights (At age of majority): Not later than the student's 17th birthday, the IEP Team must discuss the transfer of special education rights to the student. If the parent and/or student are not present at the IEP team meeting, parent and student initials (along with date) must be obtained prior to the student's 17th birthday. <i>(The initials and date may be secured and recorded on the IEP document following the IEP meeting.)</i></p> <ul style="list-style-type: none"> • Select YES if transfer of rights was discussed during the IEP meeting. • Select NO if the student is not of an appropriate age. <p><i>Note: The Age of Majority brochure may be accessed on the Office of Special Programs web site . The IEP Team must discuss the rights that will transfer to the student at the age of 18. As appropriate, provide the parent information regarding guardianship. The resources for guardianship may include the local Parent Educator Resource Center, Circuit Court and Developmental Disabilities Council.</i></p>
2	<p>Transition Planning Considerations: Select all methods used to determine the student's preferences and interests.</p>
3	<p>Transition Assessments Reviewed: List assessment tools used to determine post secondary goals and IEP annual goals. Transition Assessments may include Global 21 Performance Assessments for technical education, interviews, community or in-school work experiences, the EXPLORE, PLAN, or WorkKeys ACT assessments, formal and informal interest and aptitude assessments, and if appropriate may include emotional/social and ability testing. Also include parent input, information from other agencies and other pertinent evaluation data. If transition assessments previously have been recorded in Additional Assessment Data, please make a notation in this section.</p>
4	<p>Select the type of diploma to be issued as a result of the student's educational program (standard or modified). An eligible student with a disability who has been determined by an IEP Team to be unable, even with extended learning opportunities and significant instructional modifications, to meet state and county standard graduation requirements may receive a modified diploma. See Policy 2510 for additional information. Students receiving instruction using the Alternate Academic Achievement Standards (AAAS) who meet criteria for the WV Alternate Performance Task Assessment (APTA) and are presumed to be working toward a modified diploma.</p>
5	<p>Post Secondary Goals: Annually write measurable goals to describe the post school environments for education (or training) and employment identified as part of ongoing transition activities and services. If appropriate, measurable post secondary goals for independent living also are documented. Record course of study information from the Individualized Student Transition Plan (ISTP) in collaboration with the school counselor. See Policy 2510 for graduation requirements.</p>
6	<p>Transition Services: Indicate transition services areas, at least one, for which annual goals will be developed in Part VIII of the IEP.</p>
7	<p>Activities and Linkages: Annually select the activities and linkages to support acquisition of post-secondary goals. Check whether the parent/student, school or agency will be the lead party for the activity or linkage. Name the agency, if an agency is the lead party. Briefly describe the service or linkage Example: visit a job site, complete employment application, conduct McCarron-Dial.</p>

Part VII**Present Levels of Academic Achievement and Functional Performance****Narrative Description of Present Levels:**

 The IEP Team identifies and develops statements of present levels of academic achievement and functional performance, including progress on annual goals and/or objectives. Present levels describe the student's relevant academic, behavioral, developmental, or functional needs.

Statements of present levels of academic achievement and functional performance must document:

1. How a school-age student's disability or giftedness affects his or her involvement and progress in the general education curriculum, i.e., the same curriculum used by students without disabilities [West Virginia Content Standards and Objectives (CSOs)]; or
2. How a preschool student's disability affects his or her involvement and progress in the West Virginia Early Learning Standards Framework and how the disability affects the student's participation in appropriate activities.

Although the content of present levels of academic achievement and functional performance statements is different for each student, each statement must:

1. Be written in objective, measurable terms and easy-to-understand non-technical language;
2. Establish a basis for the other components of the IEP, including annual goals, and, if applicable, benchmarks/objectives and special education services for students who participate in the West Virginia Alternate Performance Task Assessment (APTA);
3. Provide a starting point for goal development; and
4. Articulate any gaps that may exist between the student's grade level expectations (CSOs) and his or her demonstrated performance.

Note: 1.) *It is recommended the first statement describe the purpose of the meeting.*

2.) *Present levels justifies any removal from the general education environment or activities.*

Transition: For students with disabilities beginning with the first IEP to be effective at age 16, present levels must include information from age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills in relation to their post-secondary goals. Present levels must address transition services (including courses of study) needed to assist the student in reaching those goals as well as transition needs in the areas of instruction, employment and other post-school adult living, community experiences, related services and, when appropriate, acquisition of daily living skills and functional vocational evaluation. Present levels must take into consideration the student's strengths, preferences and interests.

Gifted: For students who meet criteria for gifted, including exceptional gifted students, present levels describe the impact of the student's giftedness on the student's educational performance in the four core curricular areas of the WV CSOs: 1) English/Language Arts; 2) Mathematics; 3) Social Studies; and 4) Science, as appropriate based on assessment.

Note: *When using the WVDE Online IEP, guidance prompts are available to assist the user.*

PART VIII	Annual Goals, Part A Content Standards and Objectives (CSOs)
<p>Measurable academic and functional annual goals must be related to the needs described in the present levels of academic achievement and functional performance statements. Specifically, annual goals:</p> <ol style="list-style-type: none"> 1. Include a measurable statement that describes what a student is reasonably expected to accomplish from the special education program within the time period covered by the IEP, generally one year. 2. Enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability or giftedness. 3. Include the timeframe, condition, behavior and the evaluation procedure with performance criteria. <p>For students taking the APTA on Alternate Academic Achievement Standards (AAAS), each goal must have at least two benchmarks/objectives. Benchmarks/objectives must include a statement of how far the student is expected to progress toward the annual goal and by what date.</p> <p>The IEP Team has the discretion to use benchmarks/objectives as described above for any student eligible for IEP services.</p> <p>For purposes of determining the need for extended school year services for each student with a disability, the IEP Team must identify at least one critical skill area that is needed for the student to maintain levels of performance. A critical skill is denoted by marking an annual goal or short term objective.</p> <p>The IEP must include a statement describing how the student's progress toward IEP goals will be measured and when the parent or adult student will be informed of the student's progress toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).</p> <p><i>Note:</i></p> <ol style="list-style-type: none"> 1. For extensive resources on the CSOs, including a feature for searching the CSOs online for key concepts/skills, which produces a list of objectives teaching the concept across the grade levels, please visit the Teach 21 Web site at http://wvde.state.wv.us/teach21/ and click on Interactive CSOs. 2. When using the WVDE Online IEP a minimum of two goals is required. 	
1	<p>Time Frame: Include the time period, generally one year, that represents when the student can realistically be expected to attain the annual goal. Example: By June 2011, By the end of the first semester, Within one year.</p>
2	<p>Condition: The condition identifies the circumstances under which the behavior will occur. The condition should describe the specially designed instruction necessary for the student to perform the behavior. This could include scaffolding strategies or other accommodations. Example: given a graphic or advance organizer; after pre-teach; given re-teach; using a research-based problem-solving model; when presented with a visual schedule; utilizing a self-calming technique</p>
3	<p>Behavior: Stated in positive terms, the behavior refers to observable, measurable actions the</p>

student will perform. **Example:** the student will construct a 3-paragraph essay with no more than one punctuation error; the student will solve 3-digit addition and subtraction problems with regrouping; the student will consider multiple perspectives selecting effective strategies to solve a problem to complete a task.

4 **Evaluation Procedures with Criteria:** Identify the specific evaluation method(s) required to determine whether the goal/objective has been attained. The goal **criteria** specify the expected amount of growth or level of performance (how much, how often and to what standards) required to achieve the goal. The criteria identify when the goal is considered accomplished. **Example:** at the highest level of a 4-level rubric for 3 out of 4 trials; 100% for 3 consecutive sessions based on therapy notes; 80% on quizzes and tests; 75% accuracy through teacher observation recorded on daily checklist.

5 **Critical Skills for Extended School Year:** The first step in determining the need for extended school year (ESY) services for **each** student with a **disability** is the identification of critical skill areas, which may require extended services to **maintain** the student's level of performance. The IEP Team must delineate the critical skill area(s) needed for each student with a disability to maintain levels of performance. Determine which of the annual goals are critical skills and mark. **At least one critical skill area must be identified per IEP document (excluding gifted).** Measurement of these critical skill areas throughout the school year will determine the regression and recoupment of these specified skills and whether the student requires specially designed instruction beyond the standard school year to maintain the levels of performance in the critical skill area(s). All students, including children ages 3 through 5 who are in preschool and those transitioning into the school system from a WV Birth-to-Three Program (Part C), must be considered for ESY services. For preschool children, critical skill areas should focus on the maintenance of skills needed for the child to function independently and participate in age-appropriate environments.

Examples:

	Timeframe	Condition	Behavior	Evaluation Procedure with Criteria
*	By June 20XX	given specific comprehension strategy instruction	Bill will read and understand literary passages and texts	with an 80% average on comprehension assessments per grading period.
	By the end of the 20XX-20XX school year	given a computer or portable word processor	Raymond will complete assignments in 9 th grade English class	95% of assignments per six-week grading period.

6

Reporting IEP Progress: Specify how and when the student's progress toward mastery of IEP goals will be reported to parents (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).

7

Documenting IEP Progress: The Mastery and Progress Codes are a means of documenting regression/recoupment for ESY and student progress toward IEP annual goals and/or objectives. A teacher or district IEP progress report form is an acceptable option in documenting the extent to which progress is sufficient to enable the student to achieve IEP goals by the end of the year. These progress reports are in addition to the traditional report card. Traditional report cards by themselves are not acceptable.

Note: Document on the lines provided the dates the Progress Reports are provided to the parents. (Instructional item #6)

ESY Mastery Codes document the evaluation of critical skills as part of the decision-making process in determining whether the student with a disability needs ESY services. Consequently, mastery codes only apply to the goals and/or objectives identified as critical skills for ESY. The Mastery Codes of 0 = Regression, 1 = Maintained and 2 = Recouped are used to document the regression, maintenance or recoupment of critical skills previously identified by the IEP Team that are necessary for the student to maintain his/her current levels of performance. These codes and the evaluation date(s) are applied to the critical skills according to the local education agency's (LEA) criteria for determining whether the student needs special education and related services in excess of the regular school year to maintain identified critical skills as described on the IEP. After each identified critical skill, indicate the appropriate code under the Mastery column and the actual date this determination was made.

IEP Progress Codes are used to document and report a student's progress in attaining the annual goals on the IEP. The Progress Codes (P = Progress Sufficient, A = Achieved, IP = Insufficient Progress and N/A = Not Applicable) will be used during the grading period to report to parents. After each annual goal indicate the appropriate code under the Progress column and the actual date this determination was made. If a current Annual goal is determined to be Achieved (A) and the service is to be dismissed, discussion of dismissal factors should be reflected in the next IEP present level along with evaluation results.

PART VIII	Annual Goals, Part B Alternate Academic Achievement Standards
1	<p>Annual Goals: Refer to Part VIII Annual Goals, Part A for development of goals.</p> <p>Note:</p> <ol style="list-style-type: none"> 1. Visit the Teach 21 Web site at http://wvde.state.wv.us/teach21/essd.html and click on Get the Extended Standards to access the Extended CSO search page and resources. 2. When using the WVDE Online IEP, a minimum of two goals is required, and each goal requires a minimum of two objectives.
	<p>For students taking the West Virginia Alternate Performance Task Assessment (APTA) on Alternative Academic Achievement Standards (AAAS), each goal must have two benchmarks/objectives. Benchmarks/objectives must include a statement of how far the student is expected to progress toward the annual goal and by what date.</p> <ul style="list-style-type: none"> • Short-term objectives identify the areas for which specially designed instruction is needed to close identified achievement gaps. Short-term objectives are written for all goals in the IEP. After first considering grade level standards and skills, the IEP Team may find it necessary to use extended standards to provide a pathway to closing the identified achievement gap as described in WVDE Policy 2520.16: <i>Alternate Academic Achievement Standards</i>. The policy addresses mathematics, reading/language arts and science. • Short-term objectives must include timeframe, conditions, behavior and criteria for evaluating progress. Each goal should have at least two objectives. Denote a critical skill by marking an annual goal or short term objective.
2	Time Frame: See Annual Goals, Part A (<i>Instructional item #1</i>)
3	Condition: See Annual Goals, Part A (<i>Instructional item #2</i>)
4	Behavior: See Annual Goals, Part A (<i>Instructional item #3</i>)
5	Evaluation: See Annual Goals, Part A (<i>Instructional item #4</i>)
6	Critical Skills: See Annual Goals, Part A (<i>Instructional item #5</i>)
7	Reporting IEP Progress: See Annual Goals, Part A (<i>Instructional item #6</i>)
8	Documenting IEP Progress: See Annual Goals, Part A (<i>Instructional item #7</i>)

PART IX	<p style="text-align: center;">Services</p> <p style="text-align: center;">A. Supplementary Aids, Services/Program Modifications</p>
<p>1</p>	<p>Supplementary Aids and Services/ Program Modifications to enable the student to be educated in general education environments to the maximum extent appropriate:</p> <ul style="list-style-type: none"> • must be considered prior to removing a student from a General Education Environment (GEE); • may be needed for a variety of general education programs, including core academics, physical education, art, music and technical education; • must foster independence in the classroom, be implemented consistently and documented; and • must be reflected in this section and provided routinely to the student in the GEE prior to implementation on the West Virginia Measures of Academic Progress (WVMAP). <p>Examples: scaffolding, pre-teaching, re-teaching, organizers, extended time, assistive technology devices, instructional/physical assistance, positive behavior supports and interventions, escort for transitions, direct adult supervision, acceleration, interpreting, note taking, environmental adaptations</p> <p><i>Note: Supplementary aides and services/modifications may be included as a condition of an annual goal or short-term objective.</i></p>
<p>2</p>	<p>Specify Location of Services for each supplementary aid and service/program modification.</p> <p>Examples: math class, cafeteria, assemblies, physical education class, vocational/technical education class, hallways, community, workplace</p>
<p>3</p>	<p>Enter Extent/Frequency for each supplementary aid and service/program modification. This requires a specific quantitative amount of time or a specific description of the instructional/environmental circumstances. Specifying a range is only acceptable if the IEP Team determines that it is necessary to meet the unique needs of the student. A range may not be used because of personnel shortages or uncertainty regarding the availability of staff or services.</p> <p>Examples: one day per week, during all tests, prior to initial instruction, daily, 10-20 minutes per assignment, during note taking activities</p>
<p>4</p>	<p>Enter the Initiation Date for each service (Month/Day/Year Example: 04/24/2010).</p> <p><i>Note: Initiation date for each service must allow at least a five day timeline for Prior Written Notice (PWN). For initial IEPs, services must be implemented as soon as possible. A short delay during the school year may occur when arrangements for services (e.g., transportation) must be made, but should not exceed fifteen days. IEPs developed during the summer will be implemented as indicated in the IEP and no later than the start of school.</i></p>
<p>5</p>	<p>Enter the Duration date specifying when each service ends (Month/Year Example: 04/2010). The duration of each service never exceeds one year.</p>

PART IX	Services B. Special Education Services
6	<p>Identify Special Education Services to enable the student to achieve the annual goals, make progress in the general education curriculum and participate in extracurricular and other non-academic activities. Special education services document the goal area requiring specially designed instruction.</p> <p>Example: reading comprehension, written language, math problem solving, social skills instruction, daily living skills, developmental skills instruction, articulation therapy, Braille instruction, vocabulary development</p>
7	<p>Select Direct (D) or Indirect (I) for each special education service.</p> <p>Direct Services are instruction, therapies or interventions provided one-on-one or in groups to an eligible student in the general education environment (GEE) or special education environment (SEE), the home or community settings.</p> <p>Indirect Services are consultative services provided by special educators and service providers to other educators responsible for providing IEP services to directly benefit the student.</p>
8	<p>Select Location of Services as GEE, SEE or Other (home, public library, alternative education center, hospital)</p>
9	<p>Enter Extent/Frequency for each special education service. This requires a specific quantitative amount of time, minutes per week or minutes per month Example: 60 minutes per week, 120 minutes per month.</p>
10	<p>Enter the Initiation Date for each service (Month/Day/Year Example: 04/24/2010).</p> <p><i>Note: Initiation date for each service must allow at least a five day timeline for Prior Written Notice (PWN). For initial IEPs, services must be implemented as soon as possible. A short delay during the school year may occur when arrangements for services (e.g., transportation) must be made but should not exceed fifteen days. IEPs developed during the summer will be implemented as indicated in the IEP and no later than the start of school.</i></p>
11	<p>Enter the Duration date specifying when each service ends (Month/Year Example: 04/2010). The duration of each service never exceeds one year.</p>

PART IX	Services C. Related Services
12	<p>Enter the Related Services, developmental, corrective and other supports, required to assist an eligible exceptional student to benefit from special education. These services include, but are not limited to:</p> <ul style="list-style-type: none"> • Assistive technology • Audiology • Speech therapy • Language therapy • Interpreting services • Psychological services • Physical therapy • Occupational therapy • Therapeutic recreation • Counseling services • Early identification and assessment of students' exceptionalities • Rehabilitation counseling services • Orientation and mobility services • Medical services for diagnostic or evaluative purposes • School nurse services • Social work services in school • Supports for school staff • Parent counseling and training includes helping a parent: • Transportation (describe special circumstance) • Travel training
13	<p>Select Direct (D) or Indirect (I) for each related service. Direct Services are instruction, therapies or interventions provided one-on-one or in groups to an eligible student in the general education environment (GEE) or special education environment (SEE), the home or community settings. Indirect Services are consultative services provided by special educators and service providers to other educators responsible for providing IEP services to directly benefit the student.</p>
14	<p>Select Location of Services as GEE, SEE or Other (home, public library, alternative education center, hospital, etc.)</p>
15	<p>Enter Extent/Frequency for each related service. This requires a specific quantitative amount of time or a specific description of the instructional/environmental circumstances.</p> <p>Examples: 60 minutes per week, to and from school, 30 minutes per month, see Health Plan attached, once per semester</p>
16	<p>Enter the Initiation Date for each service (Month/Day/Year Example: 04/24/2010). NOTE: <i>Initiation date for each service must allow at least a five day timeline for Prior Written Notice (PWN). For initial IEPs, services must be implemented as soon as possible. A short delay during the school year may occur when arrangements for services (e.g., transportation) must be made but should not exceed fifteen days. IEPs developed during the summer will be implemented as indicated in the IEP and no later than the start of school.</i></p>
17	<p>Enter the Duration date specifying when each service ends (Month/Year Example: 04/2010). The duration of each service never exceeds one year.</p>

PART X**Statewide Testing**

All students participate in the West Virginia Measures of Academic Progress (WVMAPS) at the grade level in which they are enrolled. The IEP Team must specify how the student will participate, including West Virginia Educational Standards Test 2 (WESTEST 2) and WESTEST 2 Online Writing or West Virginia Alternate Performance Task Assessment (APTA). Detailed information regarding standardized testing conditions and **allowable accommodations** in the administration of the WESTEST 2, WESTEST 2 Online Writing and APTA are provided in the annual publication of the [West Virginia Guidelines for Participation in State Assessments](#).

WESTEST 2

 The IEP Team determines how the student will participate in WESTEST 2 and the WESTEST 2 Online Writing Assessment by selecting: a) will participate under standard conditions, or b) will participate under standard conditions with accommodations.

- A. Standard Conditions – Standard conditions refer to the prescribed procedures followed during the administration of a specific assessment.

OR

- B. Standard Conditions with Accommodations – Testing accommodations are changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these changes, which do not change what is intended to be measured by the assessment or the meaning of the resulting scores. Accommodations may vary according to test formats. Not every accommodation used in instruction is appropriate or helpful in assessment; however, **no accommodations may be used in the assessments that are not routinely used during classroom instruction or assessment.**

WV APTA

APTA is designed for a small number of students with significant cognitive disabilities whose performance cannot be adequately assessed through WESTEST 2, even with extensive accommodations. Prior to determining if the student will participate in the APTA, the IEP team must carefully consider the implications of that decision.

 The IEP Team determines how the student will participate in the APTA by selecting: a) will participate under standard conditions, or b) will participate under standard conditions with accommodations. A statement justifying eligibility for the APTA also is required. The APTA is designed with integrated accommodations, including large print format. Students being considered for standard conditions with accommodations would be those requiring braille.

***Note:** Not all students earning a modified diploma must take the APTA; however, students who are working toward a standard diploma do not meet criteria for the APTA. For additional information, see WVBE Policy 2510, Assuring the Quality of Education: Regulations for Education Programs sections 6.4.8 and 6.4.9.*

1.)

A. Standard Conditions – Standard conditions refer to the prescribed procedures followed during the administration of a specific assessment.

OR

B. Standard Conditions with Accommodations – Testing accommodations are changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these changes, which do not change what is intended to be measured by the assessment or the meaning of the resulting scores. Accommodations may vary according to test formats. Not every accommodation used in instruction is appropriate or helpful in assessment. However, **no accommodations may be used in the assessments that are not routinely used during classroom instruction or assessment.**

2.)

3

Justify how the student meets criteria for the APTA and why participation in WESTEST 2 and WESTEST 2 Online Writing Assessment are not possible.

4

Check each accommodation to be provided to the student. Identified accommodations should correlate to informal and formal assessment needs specified in the present levels and services sections of the IEP. These same accommodations may apply to college entrance exams for students approaching graduation.

5

List the specific test(s) to which each accommodation is to be applied. List only those assessments identified as WVMAPS.

PART XI	Placement
<p>An eligible student must be educated with general education students in the general education classroom to the maximum extent appropriate. This requirement is known as Least Restrictive Environment (LRE). An appropriate LRE is one that enables the student to receive IEP services and make reasonable gains toward goals identified in an IEP.</p>	
<p></p>	<p>Explain the extent, if any, to which the student will not participate in the general education classroom, the general education curriculum, or extracurricular or other non-academic activities. Discussion throughout the development of previous sections of the IEP including present levels, goals (and objectives, if appropriate) and services must provide the justification for this statement. <i>Note: If the student participates fully in the general education setting, 100% GEE, construct a statement to that effect.</i> Example: the student participates fully in the general education setting</p>
<p style="text-align: center;">Ages 6 – 21 Least Restrictive Environment (LRE)</p> <p> Document the percentage of time the student participates in the general education environment with non-exceptional peers, document the percentage of time the student does not participate with non-exceptional peers in the general education environment.</p> <p> Select the appropriate LRE from the options provided. For students in school settings, use percentages for FT, PT and SC.</p> <p><i>Note:</i></p> <ol style="list-style-type: none"> <i>Each school has an assigned school day (bell-to-bell). Use bell-to-bell minutes to determine percentages. Only Direct SEE minutes are calculated to determine the LRE. When using the WVDE Online IEP the percentages calculate and populate based on the pre-determined school day as entered by the program administrator.</i> <i>When using the WVDE Online IEP, the program automatically pre-selects the LRE of FT and PT, but all other LRE options must be manually selected by the IEP Team.</i> <ul style="list-style-type: none"> General Education: Full-Time (FT) - The student's specially designed instruction and related services are delivered inside the general education classes or integrated community settings for 80% or more of the school day. (<i>WVEIS LRE Code: 0</i>) General Education: Part-Time (PT)- The student's specially designed instruction and related services are delivered inside the general education classes or integrated community settings for no more than 79% of the school day and no less than 40% of the school day. (<i>WVEIS LRE Code: 1</i>) Special Education: Separate Class (SC)- The student's specially designed instruction and related services are delivered inside the general education classes or integrated community settings for less than 40% of the school day. (<i>WVEIS LRE Code: 2</i>) Special Education: Special School - Public or Private (SS) – The student’s specially designed instruction and related services are delivered in a special school that serves only exceptional students for more than 50% of the student’s school day. (<i>WVEIS LRE Code: 3</i>) Special Education: Out-of-School Environment (OSE) – the student’s specially designed 	

instruction and related services are **temporarily** delivered in a non-school environment, such as a public library, group home, mental health center, a medical treatment facility/hospital, or the home.
(WVEIS LRE Code: 5)

- **Special Education: Residential Facility – Public or Private (RF)** – The student’s specially designed instruction and related services are delivered in a facility that provides twenty-four (24) hour care and supervision.
- **Parentally Placed in Private School (8)** – The student is placed in private school by the parent and receives services through a Service Plan. **This applies only to students ages 6-21**
- **Correctional Facility (9)** – The student receives IEP services in a correctional facility (services provided by the Office of Institutional Education Programs).

Ages 3-5 Least Restrictive Environment (LRE)

A Regular Early Childhood Program (RECP) is a program that includes a majority (at least 50%) of nondisabled children (i.e., children not on IEPs). This may include, but is not limited to: Head Start; kindergartens; preschool classes offered to an eligible pre-kindergarten population by the public school system; private kindergartens or preschools; and group child development center or child care. Private kindergartens include children with disabilities enrolled by their parents in a private elementary school and receiving special education and related services in accordance with a Service Plan. The private elementary school must be a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.

A. For students in a Regular Early Childhood Program (at least 50% nondisabled)

- A1** 1. Enter the total daily RECP program hours multiplied by the number of days per week the program is in session. **Example:** 4.5 hours daily x 4 days = 18 total RECP hours weekly)
- A2** 2. Enter total hours per week of **special education and related services** that are delivered **in the regular early childhood program**. *Note: These minutes should be a reflection of the “Direct GEE” minutes listed in Part IX: Services*
- A3** 3. Enter total hours per week of **special education and related services** delivered in some **other location**. *Note: 1.) These minutes should be a reflection of the “Direct SEE” minutes listed in Part IX: Services 2.) In some other location = Services delivered in a setting outside of the RECP*

Note: When using the Online IEP program special education and related services hours indicated as Direct Instruction in the regular early childhood program (GEE) and in some other location (SEE) import directly from the IEP Services page.

4 To identify the environment where a majority of the special education and related services are provided, first determine if the student participates in the RECP either **at least** 10 hours per week or **less than** 10 hours per week using the calculation of A1 minus A3. The difference between A1 and A3 should equal at least 10.00 hours weekly to qualify as “RECP at least 10 hours per week.”

Next, identify the greater of A2 and A3 to determine the environment where a majority of the special education and related services are provided. Select from the provided choices the environment where the majority (at least 50%) of special education services are delivered. *Note: See the next page for examples.*

Example 1:

A. For students in a Regular Early Childhood Program (RECP) (at least 50% nondisabled)

19 = Hours per week of the RECP.
 4 = Hours per week of special education and related services delivered in the RECP.
 2 = Hours per week student receives special education and related services in some other location.

$19 (A1) - 2 (A3) = 17$
hours per week of RECP

4 is greater than or equal to 2

In a Regular Early Childhood Program at least 10 hours per week

- Majority of hours of special education and related services in the RECP
- Majority of hours of special education and related services in some other location

WVEIS LRE Code

W

X

In Regular Early Childhood Program less than 10 hours per week

- Majority of hours of special education and related services in the RECP
- Majority of hours of special education and related services in some other location

Y

Z

Example 2:

A. For students in a Regular Early Childhood Program (RECP) (at least 50% nondisabled)

19 = Hours per week of the RECP.
 2 = Hours per week of special education and related services delivered in the RECP.
 2 = Hours per week student receives special education and related services in some other location.

$19 (A1) - 2 (A3) = 17$
hours per week of RECP

2 is greater than or equal to 2

In a Regular Early Childhood Program at least 10 hours per week

- Majority of hours of special education and related services in the RECP
- Majority of hours of special education and related services in some other location

WVEIS LRE Code

W

X

In Regular Early Childhood Program less than 10 hours per week

- Majority of hours of special education and related services in the RECP
- Majority of hours of special education and related services in some other location

Y

Z

Example 3:

A. For students in a Regular Early Childhood Program (RECP) (at least 50% nondisabled)

11 = Hours per week of the RECP.
 4 = Hours per week of special education and related services delivered in the RECP.
 2 = Hours per week student receives special education and related services in some other location.

$11(A1) - 2(A3) = 9$ hours per week of RECP

4 is greater than or equal to 2

In a Regular Early Childhood Program at least 10 hours per week

- Majority of hours of special education and related services in the RECP
- Majority of hours of special education and related services in some other location

WVEIS LRE Code

W

X

In Regular Early Childhood Program less than 10 hours per week

- Majority of hours of special education and related services in the RECP
- Majority of hours of special education and related services in some other location

Y

Z

OR

B. For students not in a Regular Early Childhood Program (as defined above)

Select the appropriate location where special education services are provided using the definitions below.

5

- **Separate Special Education Class (M).** The student attends a program in a class that includes less than 50% students without disabilities and receives no services in an early childhood program.
- **Separate School (N).** The student receives education programs in public or private day schools designed specifically for children with disabilities and does not attend an early childhood program.
- **Residential Facility (P).** The student receives education programs in publicly and privately operated residential schools or residential medical facilities on an inpatient basis and does not attend an early childhood program.
- **Home (R).** The student receives some special education and related services in the principal residence of the student's family or caregivers, and receives no services in an early childhood setting or in a special education setting. The student may receive some services in a service

provider location. The term caregiver includes babysitters.

- **Service Provider Location (S).** The student receives **all** special education and related services from a service provider, does not attend an early childhood program or a special education program and **does not** receive services at home. For example, speech instruction provided in:
 - private clinicians' offices,
 - clinicians' offices located in school buildings, (e.g., speech only services provided in a school)
 - hospital facilities on an outpatient basis, and
 - libraries and other public locations.



The **LRE Considerations** section provides verification for the discussion of least restrictive environment options. When a student's placement in the **least restrictive environment (LRE)** is determined, removal from the general education environment occurs only when the nature or severity of the exceptionality is such that education in general classes and other settings with general education students cannot be achieved satisfactorily even with the use of supplementary aids and services. **The placement is as close to home as possible, in the school the student would normally attend if not exceptional, unless the IEP requires other arrangements.** An appropriate LRE is one that enables the student to be educated in general classrooms for the greatest amount of time with sufficient IEP services and support to make reasonable progress in the general curriculum and on IEP goals.

Placement is determined annually, based on the IEP. A continuum of placement options must be made available to meet individual needs based on the IEP. In determining an appropriate placement in the LRE, the IEP Team begins by considering **the general education environment with supplementary aids and services.** If the student's IEP cannot be implemented in that environment with an expectation of reasonable progress on and achievement of IEP goals, when given support, a placement on the continuum of placement options providing less education with non-exceptional peers may be considered. An eligible student is not to be removed from age-appropriate general education classrooms solely because of needed accommodations and modifications to the general education curriculum. **The student is to be educated with non-exceptional peers of a similar chronological age to the maximum extent appropriate.** Whether in general education or another setting, only **schools and classroom settings appropriate to the student's chronological age are considered.** **Consideration must be given to any potentially harmful effects of the placement on the student or on the quality of services.**

PART XII	Prior Written Notice
1	Select the type of meeting in which the proposal or refusal took place: IEP Team meeting (including the date of the meeting) or other (specify).
2	Select whether the proposed or refused action is relevant to educational evaluation or reevaluation, educational services and/or placement, the provision of FAPE or other. If other is selected, please describe.
3	Select whether the district is proposing or refusing an action in the IEP then describe the action.
4	Describe, in detail , the reasons for the proposal/refusal to initiate/change the IEP (e.g., up-dated present levels, annual goals and increased service time in reading to address deficiencies; incorporated recommendations from independent evaluator; included a pre-teach/re-teach strategies to enhance math skills).
5	Select again whether the district is proposing or refusing an action. List any evaluation procedures, assessment information, student records or reports the district used as a basis for the proposal/refusal (e.g., formative and summative assessment data from the current school year; district psycho-educational evaluation and the Independent Educational Evaluations (IEE) provided by the parent; formative assessment in math).
6	Describe any other option(s) considered (e.g., co-teaching model of instruction; administering additional evaluations; direct special education instruction for math).
7	Describe the reason(s) those option(s) were rejected (e.g., student requires additional instruction in reading to address the severity of the reading deficiencies; IEP Team determined sufficient evaluative data was available to determine student's need; student's deficits could be addressed utilizing the aforementioned strategies).
8	Describe any other factors relevant to the proposal, if applicable. (e.g., failure to address reading instruction may result in widening of the achievement gap; recommendations were valid and appropriate to address the student's deficits; this continues to provide the student instruction in the least restrictive environment).
9	The provided statement is a procedural safeguard afforded to students and parents which should include the phone numbers of the county's special education director and Parent Resource Center to contact for assistance in understanding the parent's/student's rights.
10	The designee responsible for completing the PWN should also sign and date the document.

PART XIII	Consent
1	Obtain parent signature(s) and date of signature(s) for initial placement only .