**Overview of the Revised IEP Form**

* **Revision 1: School Year/Student’s Name:** A line for the student’s name and school year has been added to the header of each page of the IEP.
* **Revision 2: Secondary Eligibility Category:** A line for a student’s secondary eligibility category has been added (i.e., Language/Speech (articulation)).
* **Revision 3: Evaluations:** This section has been added for the IEP Committee to document any additional evaluations that the student may need (i.e., Functional Behavior Assessments, Assistive Technology Assessments, or other assessments for special education or related service needs).
* **Revision 4: Written Parental Permission for Initial Placement:** This section has been moved from the back of the IEP to the front. Please note that this section may **not** be signed until **after** the IEP has been reviewed in its entirety.
* **Revision 5: PLAAFP Summary Statement (Ages 3 – 5):** The language of this section has been changed to clarify what information should be included in the PLAAFP Summary Statement.
* **Revision 6: PLAAFP Summary Statement (Ages 6 – 20):** The language of this section has been changed to clarify what information should be included in the PLAAFP Summary Statement.
* **Revisions 7 – 10:** **Document the Basis of the Decision:** For each section under Special Considerations, the IEP Committee must document the basis for the decision unless the IEP Committee marks N/A.
* **Revision 11: Behavior Intervention:** Several changes have been made to the Behavior Intervention section. The IEP Committee must indicate if the student has behavior goals and interventions in place to meet those goals. The IEP must indicate if a Functional Behavioral Assessment (FBA) has been conducted as well as if a Behavior Intervention Plan based on the Functional Behavioral Assessment has been developed.

**Overview of the Revised IEP Form**

* **Revision 12: Area:** The option “All Subjects” has been deleted from this section.
* **Revision 13: State- or District-Wide Assessments for Students with a Significant Cognitive Disability:** This section has been revised to reflect the current assessments for students with Significant Cognitive Disabilities.
* **Revision 14: Acknowledgement of Requirements for Participation in High School Subject Area Tests:** The language of this section has been revised to reflect the change in the coding of State Board Policy. Note: If a student is participating in the Mississippi Assessment Program-Alternate (MAP-A), then the Parent/Guardian will sign the acknowledgement on this page of the IEP and does not have to sign the acknowledgement on the following page.
* **Revision 15: State- or District-Wide Assessments for Students without a Significant Cognitive Disability:** This section has been revised to reflect the current assessments for a student without a Significant Cognitive Disability. Additionally, the *Subject Area Testing Program, 2nd Edition Alternative Assessment (SATP2AA)/3rd Edition (SATP3AA)* section has been deleted.
* **Revision 16: Acknowledgement of Requirements for Participation in the MKAS2/3rd Grade Summative Assessment:** This section has been added to clarify the circumstances under which a student will be required to participate in the MKAS2/3rd Grade Summative. A parent will be asked to sign and date.
* **Revision 17: Acknowledgement of Requirements for Participation in High School Subject Area Tests:** The language of this section has been revised to reflect the change in the coding of State Board Policy. Note: If a student is participating in the Mississippi Assessment Program-Alternate (MAP-A), then the Parent/Guardian will sign the acknowledgement on this page of the IEP and does not have to sign the acknowledgement on the following page.
* **Revision 18: State-Wide/District-Wide Test Accessibility/Accommodations:** The language of this section has been revised to reflect the current assessments.
* **Revision 19: Test:** The language of this section has been revised to reflect the current assessments.
* **Revision 20: Age-Appropriate Transition Assessments:** The “Needed” column has been deleted from this section.
* **Revision 21: Exit Options:** This section has been added to require a parent/guardian signature in order to indicate that Exit Options have been fully explained to the student.
* **Revision 22: Determination of ESY Decision:** A single consideration box has replaced themultiple boxes that needed to be checked when considering criteria for ESY.
* **Revision 23: Determination of ESY Decision:** A blank has been added in order for the IEP Committee to indicate which criterion qualifies the student for receiving ESY services. A statement has been added that would allow the IEP Committee to indicate that the parent/guardian does not accept ESY services.

**ADDITIONAL INFORMATION:**

Current IEPs do NOT have to be switched to the revised form. Begin using the revised form as students become eligible to receive Special Education Services or when annual review/revisions are made.

OSE is working to update/revise the IEP Guidance Document.

The revised IEP form that was sent out on July 25, 2016 has since been updated. Please use the most recent version of the IEP form with a revision date of 8/4/2016.

The revised IEP form and this webinar will be posted to the Office of Special Education’s website.

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