

INDIVIDUALIZED EDUCATION PROGRAM (IEP) (DEC 4)

General Directions: Each student's educational placement must be based on his or her individualized education program (IEP). Steps must be taken to ensure parent or legal guardian participation. Refer to Procedures Governing Programs and Services for Children with Disabilities Sections .1504 for school-aged students and .1508 for preschool students for individuals who must be involved in the development and writing of the IEP.

Directions for completing form:

Complete the beginning and duration dates of the IEP. For the beginning date and student identifying information use the first day the student will receive special education services. The ending date may not exceed more than a 12 month period. Complete the student identifying information.

- I. **Area of Eligibility:** Indicate the student's primary category of disability. For "A" Additional Area(s) of Need indicate any other special needs that the student may have. For example, a student's primary disability may be Trainable Mentally Disabled (TMD) but the student may also have a secondary disability such as Visual Impairment (VI). These special needs must be addressed in goals and objectives and /or modifications.

- II. **Consideration of Special Factors:** The following factors should be discussed to determine which factors apply to the student to ensure the student is receiving appropriate services. This should be a serious discussion of student needs.
 - A. Student overall strengths: Indicate overall strengths that will facilitate planning appropriate instruction and enable the student to access and be successful in the general curriculum. For example, the student may be skilled in an academic area for which special education is not needed; organization, leadership, social skills, communication, athletics, the arts, etc.
 - B. Parent's concerns: Indicate any concerns, ideas or thoughts expressed by the parent regarding educational needs, as well as long range plans.
 - C. Special factors to be considered: Indicate (by checking) the factors which apply to the student.
 - If the response to these factors is YES, then the IEP Team must determine how the special factors will be addressed in present levels of performance, goals and objectives, and / or modifications.
 - In the case of a student with limited English proficiency, the IEP team must consider this when developing the student's IEP. Consideration must be given to the device, service, and intervention, accommodation, or other program modification that may be needed in order for the student to receive a free appropriate public education.
 - If behavior impedes learning, then the IEP Team must discuss how the behavioral need(s) of the student will be addressed in the present level of performance, goals and objectives, modifications, and / or Behavior Intervention Plan. If the Behavior Intervention Plan is developed, it must be attached to the IEP. If the behavior needs are addressed through modifications, use the "comment" section on DEC 4 (3 of 4) under Section VI.
 - If the student is deaf or hard of hearing, the following must be discussed:
 1. Language and communication needs.
 2. Opportunities for direct communications with peers and professional personnel in the student's language communication needs.
 3. Academic levels.
 4. Full range of needs, including direct instruction in the student's language and communication mode.
 5. Indicate either yes or no if the student requires assistive technology devices and /or services.
 - D. Other factors:
 - Indicate whether the student requires Adaptive Physical Education. If YES, present level of educational performance, goals, and objectives must be developed.
 - Transition must be addressed if the student is 14 years of age or older. Indicate where transition services are located in the IEP by checking "component attached" if you are using a district designed transition plan or by checking "stated in the IEP" if you are using DEC 4 (2a)/Transition and writing goals and objectives for transition.
 - Indicate if the student (age 17) has been informed of his/her rights.

Complete the beginning and duration dates of the IEP and student identifying information.

- III. **Present Level(s) of Educational Performance:** Using current evaluations (formal and informal), special consideration factors, and parent concerns, write a statement of the present level of performance. The major components of a present level of performance are the strengths (what the student can or is doing) and the needs (what the student cannot do or is not doing) in a particular academic or non-academic area. The strengths and needs should establish a baseline in describing where the student is currently performing in a particular educational area.

Example: Sam speaks using words and phrases. He doesn't use complete sentences or questions when speaking. He initiates and responds to greetings appropriately. He doesn't verbally express himself to gain others attention. Instead he grabs others and / or their clothing (e.g., hats, jackets) to initiate conversation or to join in a group.

- IV. **A. Annual Goals:** The needs identified in the Present Level of Educational Performance should be developed into broad, measurable annual goals that the student can reasonably be expected to accomplish within twelve (12) months. Annual goals consist of three components:

1. Academic/non-academic area
2. Direction of Change (verb)
3. Desired level of achievement/outcome (measurable).
The level of achievement/outcome must be clearly stated.

Example: Sam will increase his expressive language skills to initiate and join in conversations with others.

- B. Benchmarks of Short Term Objectives:** Additional pages may be needed to complete this section. If any benchmarks or instructional objectives are transition activities, the team may indicate by an asterisk (*) if desired.

Break down the annual goals into discrete, achievable components using either short-term objectives (measurable, intermediate steps) or benchmarks (major milestones) to enable the student to successfully master the annual goals. Using steps to reach the annual goal also allows the teacher(s), parent(s) or legal guardian(s) to monitor achievement of the goals during the year.

Short-term instructional objectives include the following components:

1. Who
2. Will do what
3. Under what conditions (optional) and
4. Level of attainment / objective criteria

Examples: In role-plays, Sam will use simple sentences and questions with 80% accuracy.

In classroom activities he will use simple sentences and questions with 85% accuracy.

Given spontaneous conversations, Sam will use simple sentences and questions 80% of the time.

Benchmarks consist of three components:

1. Who
2. Will do what
3. By what date

Examples: Sam will use simple sentences and questions in simulated (e.g., role-plays) conversation by 12/01/01.

Sam will use simple sentences and questions in structured conversations (e.g., classroom activities) by 02/15/01.

- C. How progress toward the annual goal is measured:** Indicates the methods used to measure progress toward annual goals. Examples include:

1. Teacher made tests
2. Observational data recorded in anecdotal notes
3. Logs
4. Charts
5. Projects
6. Portfolios
7. Work samples
8. Journals
9. Audio tapes, etc.

Complete the beginning and duration dates of the IEP along with student identifying information.

Transition: At ages 14 and 15, complete Sections A and B and at age 16 and above, complete Sections A, B, and C.

This page is to be used if the IEP Team indicated that transition services are “stated in the IEP” (p.1, II D). If the IEP Team indicated that the transition services “component attached” (p.1, II D), do not use this page.

- A. Beginning at age 14 and reviewed annually, write a statement of the transition service needs that focus on the student’s course of study and addresses a desired post-school outcome(s) such as participation in advanced placement courses or vocational educational program. The statement should relate directly to the student’s goals beyond secondary education and show how planned studies are linked to these goals. For example, a student is interested in exploring a career in computer science may have a statement of transition needs connected to technology coursework. Another student’s statement of transition service needs could describe why public bus transportation training is important for future independence in the community. It is important that the IEP Team work with each student and the family to select courses of study that will be meaningful to the student’s future and motivate the student to complete his / her education.
- B. Indicate which course of study the student will follow by checking in the appropriate space provided. The IEP Team will determine if the student is following the North Carolina Standard Course of Study, and which diploma path (Career Prep, College Tech Prep, College/University Prep, and Occupational) the student will follow. If the student is not following one of the four options, then check in the space “student is not pursuing a North Carolina diploma.”
- C. Select the needed transition services. Beginning at age 16 or younger, if determined appropriate by the IEP Team, a statement of needed transition services must be developed based on student needs, preferences, and interests.

Select the needed transition services from the five service areas which must be considered by the IEP Team (Instruction, Related Services, Community Experiences, Employment / Adult Living Skills, and if deemed appropriate, Daily Living and Functional Vocational Education.) Select the areas of needed services by listing the transition needs of the student for each area. If an area (example: daily living skills) is not a needed transition skill, then leave the space blank. A justification statement for why a service area is not addressed is not required. Indicate the agency responsible for delivering these services.

Goals and objectives for transition services or a district designed transition plan must be developed. If a district designed transition plan is used, it must be attached to the IEP.

Complete the beginning and duration dates of the IEP, and the student identifying information.

V. **Least Restrictive Environment (Placement)**

- A. Select appropriate supplementary aids, services, and modification(s)/ Accommodation(s) for instruction and testing and/or supports for school personnel (if any).

Note: Only the accommodations with an (*) are approved by the North Carolina Testing Program for test validity. **Exception**-Use of the read aloud accommodation on the End of Grade and End of Course Reading Tests invalidates the score. When adding accommodations that are not listed in Section V-A, consult the testing manual for test validity.

A1. Regular Program Participation : Select/circle the regular education classes/activities in which the student is or will be participating in. List the letters for any modifications in the blank provided (see Section V-A).

A2 North Carolina Testing Program : List the letter(s) on the line provided for each North Carolina testing program, accommodation(s) to be used. Refer to the “Note” listed above for approved accommodations and exception information.

Careful consideration must be given in determining the appropriate aids, services, accommodations, and modifications the student needs in order to access and be successful in the general education curriculum. The list provided is not intended to be a “wish list” but is a selection from which to choose appropriate modifications, supplementary aids and services based on the student’s individual needs. As these modifications must be used on a regular basis, careful consideration should be given to selecting appropriate modifications that can be reasonably accomplished in a general education classroom environment. If the modifications are being used in a special education environment as well, indicate under “comments.” It is critical that regular education teachers be present at IEP meetings, especially when determining modifications/accommodations. If an individual is unable to attend the scheduled IEP meeting, it is the responsibility of the team to review the IEP with the absent member(s), making him/her aware of all of the modifications/accommodations agreed upon by the IEP Team.

For preschool children, describe the activities the student is or will be participating in a regular program.

- B. Indicate the type of service (special education and related services), anticipated frequency and location (general education classroom, exceptional children classroom, total school environment, outdoor activities, gym, cafeteria, bus, speech/language therapy room, etc.) by completing the blanks provided.

Indicate the actual amount of number of sessions and time (no ranges) the student will receive services in special education and related services (excluding transportation).

Complete the beginning and duration dates of the IEP and student identifying information.

- C. Continuum of Alternative Placements: Check the alternative placements considered (must be more than one) by the committee, and circle the decision reached. One consideration must always be "Regular."
- D. If a student is not removed from the general education environment for special education services, it is not necessary to write a justification statement. If it is necessary to remove the student from the general education environment to provide special education services, then a statement must be written to explain **why**. This statement must be based on the needs of the student identified in the present level of performance and goals and objectives. This statement should reflect or indicate why supplementary aids, services, and modification(s) and/or supports in the general education classroom would not be adequate to allow student success. Reasons for removing students from general education may not be based on cost, administrative convenience, personnel, category, etc.

Example: Jon has emerging reading and writing skills and requires several modifications (modified assignments, alternative materials, and read aloud) across the general education curriculum. Even with modifications he needs frequent, intensive, and closely supervised instruction to develop reading recognition and fluency as well as written expression skills for continuing success in general education. He continues to need frequent opportunities to interact with peers who are not disabled.

Using a Behavioral Intervention Plan, Jill has made little progress in demonstrating appropriate behaviors when she becomes frustrated, provoked, or angry. Even with modifications in a general education classroom, such as modified assignments, stress reduction techniques, and self-imposed timeout, she continues to have verbal and physical outbursts during times of transition and larger group learning situations. She needs to demonstrate and practice appropriate behaviors in a very small and structured environment before applying the skills in the general setting.

- VI. **Progress toward annual goals:** Write a statement indicating how and when parents will be informed of progress towards annual goals. Each school system should develop a method (checklist or narrative) of reporting progress toward annual goals to the parents at least as often as parents of non-disabled students receive notice of progress (generally report card dates).
- VII. **Extended School Year:** Determine if the student is eligible and requires extended school year services. Indicate by checking in the appropriate blank. If ESY is required, annual goals and objectives for the determined service(s) must be completed as part of the IEP.
- VIII. **IEP Team:** IEP Team members who were present at the meeting and participated in the development of the IEP should sign names, positions, and date. Required Team members include:
 - LEA Representative
 - Special Education Teacher
 - Regular Education Teacher
 - Parent
 - Student (when appropriate)
- IX. **IEP Addendum Team:** IEP Team must sign at the time of an addendum (revisions/additions) to the IEP. The addendum becomes part of the IEP and must be reviewed on the IEP annual review date.
- X. **Reevaluation:** At reevaluation, the IEP Team must revisit the IEP to determine if it is still appropriate or if it requires any changes. If the IEP is appropriate, the Team signs, dates and indicates the annual review date. If the Team determines the IEP is not appropriate for the reevaluation, a new IEP must be developed.

Annual Review of the IEP: At least annually, the IEP Team must review the student's current IEP and determine if the annual goals were attained. A new IEP is developed at this time and placement, which must be determined annually, is decided.