





This sample is intended for reference and training purposes only. By clicking on the  you can navigate to a "Tip Sheet" with references, resources and reminders for specific components of the IEP.

Student: Henry Test	Student UID #: 112245	DOB: 05/13/2009
School: DPI Test School	Grade: Third Grade	Age: 10
Primary Eligibility: LD	Secondary Eligibility:	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Meeting Purpose: Annual Review

Meeting Date: 10/08/2019

From: 10/15/2019 **To:** 10/07/2020 

Student Profile

Student's overall strengths that contribute to success in the educational environment: 

Positive attitude and relationships with others: Henry is a friendly and cooperative student who wants to do well in school. He gets along well with his peers and teachers. Typically, Henry puts forth his best efforts on assignments.

Ability to self-monitor: Agendas and/or task lists help Henry stay on track and not only complete but turn in his assignments.

High interest in Science and Math: He is curious, enjoys science, particularly learning about the environment, animals and conducting experiments. In addition to science, Henry enjoys math and he demonstrates academic strengths in rote counting and skip counting.

Grade level comprehension of high interest texts: Henry enjoys listening to books read aloud, and is able to comprehend at grade level, when it is a high interest topic such as when books are related to science.

Decoding skills: Henry is making progress with his phonics skills and now is able to decode CVC (consonant-vowel-consonant) words.

Parental concerns, if any, about their child's academic and functional performance in school:

Mr. and Mrs. Test want to see Henry continue not only to work hard but also to continue to increase his basic reading and math skills. They are concerned that if his reading does not significantly improve that he will get so far behind that he can't catch up. They want to see him performing at grade level.

Parent /student's vision for the future: (Include, specifically, vision for after high school, if appropriate.)

Mr. and Mrs. Test want Henry to do well in school, graduate with his friends, and pursue post-secondary education. Since Henry regularly checks out science books from the local library and also loves to conduct science experiments at home, they think he might look into a course of study in the sciences.

Present Level(s) of Academic and Functional Performance 

Complete the current descriptive information by using norm-referenced, criterion-referenced, or any other valid data sources, as well as descriptive information for each of the relevant areas. Include current academic and functional performance, behaviors, social/emotional development, transition and other pertinent information. All areas assessed should be addressed and a determination made as to whether the data indicates an area is in need of specially designed instruction.

AREA(S) IN NEED OF SPECIALLY DESIGNED INSTRUCTION (SDI) must be addressed within the IEP (e.g. annual goals, accommodations, specially-designed instruction, behavior intervention plan, etc.)

Area Assessed:	Source(s) of Relevant Information:	Area in Need of SDI:
Math	Progress Monitoring-Math (10/08/2019) Progress Monitoring-Math (10/11/2019)	Yes



Present Level of Performance:

Henry is able to solve one-step math problems involving addition and subtraction independently but is unable to consistently solve problems with more than one step being able to answer only 1 or 2 problems out of 5. He is unable to compare and order two three-digit numbers but can order numbers through 100 consistently with 95% accuracy. He confuses composing and decomposing numbers above 50 (he is less than 50% accurate on 5 samples). and he cannot work with all addition and subtraction problem types if unknowns are placed in any position other than the final position, which is a second-grade level skill. When trying to solve these problems, he will add or subtract the numbers that are available in any order and will visually misrepresent the equation. His strengths lie in rote counting, skip counting, and concepts such as bigger and smaller. He continues to depend on his fingers to add and subtract bigger values but has mastered most adding and subtracting facts.

Area Assessed:	Source(s) of Relevant Information:	Area in Need of SDI:
Reading	Other - Review of Existing Data (Educational)	Yes

Present Level of Performance:

Proposed

Henry is able to accurately read 9/10 closed syllable words containing consonants blends and digraphs. He can decode CVC words with blends (ie: sp-, br-). Henry does not decode words with long vowel patterns (CVCe) or vowel team syllables. He is unable to apply phonics and word analysis skills to decode unfamiliar words in 2nd grade levels passages with accuracy and automaticity. Henry currently reads about 75 words per minute which is in the lower 25th percentile for his age group.

Area Assessed:	Source(s) of Relevant Information:	Area in Need of SDI:
Behavior	Other - Structured Student Interview (07/17/2019)	Yes

Present Level of Performance:

Henry has progressed from not being able to actively engage with a set agenda and schedule to being able to complete all tasks, in order, within an appropriate time frame, and checking them off his list when given a 3-task check list with picture clues. When not provided the task list, Henry has begun to respond to visual prompts from the teacher to encourage him to reengage in the activity. When Henry does not have the task list, he requires up to 10 verbal cues from adults to remain on task for more than 2 minutes.

Area Assessed:	Source(s) of Relevant Information:	Area in Need of SDI:
Writing	Other - Review of Existing Data (Educational)	Yes

Present Level of Performance:

Based on informal writing assessments, Henry is able to write complete sentences with correct beginning capitalization and ending punctuation with 80% accuracy when given assistance. Using a graphic organizer/model, he can generate sentences featuring supporting details that he is able to brainstorm independently. However, Henry has demonstrated an inability to write introductory or concluding sentences to allow his thoughts to transition smoothly between paragraphs. When writing assignments require a multiple paragraph response, this lack of transition makes it difficult to follow Henry's train of thought and reasoning. On the last three essay responses of 3 paragraphs or more, Henry's earned an average of 63% accuracy, as measured by a writing rubric.

Area Assessed: Expressive Language	Source(s) of Relevant Information: Speech Language - Receptive One-Word Picture Vocabulary Test, 4th Edition (ROWPVT-4)	Area in Need of SDI: Yes
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Present Level of Performance:

Henry is able to use age level vocabulary to describe events. He is able to produce all /l/ and /s/ blends with carryover into conversational skills. Henry was given the Quick Articulation Screener which shows continued errors on /r/, r- blends and r-controlled vowels which is usually developed at his age . Henry demonstrates continued errors with regular verb tense markers; however, in therapy he is over 75% accurate when completing regular verb tense activities. Henry is over 85% intelligible to a familiar listener. When he tries to pronounce multi-syllabic words more errors are heard in his articulation with less than 50% accuracy vs. 85% accuracy for single syllable words.



Describe any relevant medical information:

Mrs. Test indicates that there are no current changes to Henry's medical history. He continues to be seen by his family doctor for attention deficit disorder and takes Ritalin in a time-released form daily. His medication is given at home.

Describe how the disability impacts involvement and progress in the general curriculum:




Henry's disability affects his comprehension of materials he reads independently because he must stop frequently when encountering unfamiliar words. He is unable to accurately respond to comprehension questions after reading grade level passages. He struggles to complete tasks consistently and independently. Because of this, he is performing significantly below grade level and does not progress at a rate sufficient to keep up with his peers or grade level expectations.

Consideration of Special Factors:	YES / NO	If Yes, Location in the IEP
Is the student an English Learner? 	No	
Additional Information:		
Does the student have any special communication needs?	Yes	Goals, Services
Additional Information: Henry is currently receiving speech language services.		
Does the student require assistive technology devices or services?	No	
Additional Information:		
Does the student require the instruction in or use of Braille?	No	
Additional Information:		
Does the student have a documented hearing loss?	No	
Additional Information:		
For the student who is deaf or hard of hearing, the following have been considered:	No	
<ul style="list-style-type: none"> • The student's language and communication needs • Opportunities for direct communications with peers and professional personnel in the student's language and communication mode • Academic level • Full range of needs, including opportunities for direct instruction in the student's language Communication mode 		



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Additional Information:		
Does the student have behavior(s) that impede his/her learning or that of others? If yes, how is behavior being addressed? Behavior Intervention Plan (BIP) Behavior Goal(s) Supplemental Aids/Supports	Yes	Goals
Additional Information:		
Does the student require Adapted Physical Education (APE) ?	No	
Additional Information:		
Is the student receiving instruction using the Extended Content Standards?	No	
Additional Information		
Are there additional parent concerns?	No	

Supports for academic, functional, personal changes or circumstances (if applicable):

What information is known about the student that will assist in developing an individualized education program?
Not applicable at this time

Secondary Transition



The student is 14 years or older or will be during the duration of the IEP: Yes No

The following people provided information about the student's needs, strengths, preferences and interests and course of study selection:

- Student
- Parent(s), Guardian(s) and Family Member(s)
- Adult Service Agency Representatives School
- Staff
- Other



Course(s) of Study:

Beginning at age 14 (or 8th grade) and updated annually:

Complete beginning at age 16 (or earlier, as appropriate) and updated annually.



Postsecondary Goals and Supports:

Postsecondary goals are based upon age appropriate transition assessments as described in the present level of academic and functional performance. Indicate any activities and/or supports needed to assist student in making progress towards postsecondary goals (after high school) during the span of this IEP and the person (people) responsible for assuring these activities and/or supports are achieved.

Postsecondary Goals	
Education/Training	After high school, Henry Test will:
Employment	After high school, Henry Test will:
Independent Living (if appropriate)	Not Applicable



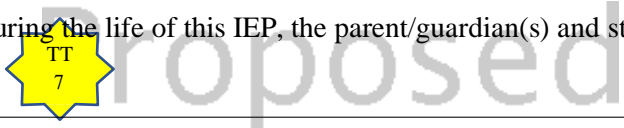
Postsecondary Supports			
Transition Services	Transition Activities	Responsible Person(s)	Responsible Agency
Adult Living Skills			
Employment Development			
Functional Vocational Evaluation (if appropriate)			
Instruction			
Related Services			
Community Experiences			
Daily Living Skills (if appropriate)			



If the student is age 17 or younger during the life of this IEP, has the parent/guardian(s) and student have been informed of his/her rights will transfer to the child upon reaching age 18? Yes No




If the student is age 18 or older during the life of this IEP, the parent/guardian(s) and student have been notified that the rights have transferred. Yes No




Measurable Annual Goals

Academic and/or functional goals designed to meet the student's needs. Goals should be clearly defined and measurable. For students who take alternative assessments aligned to alternative achievement standards, include a description of benchmarks or objectives.

Specific Area of Need	Math			
Observable Skill / Behavior	Criterion for Mastery	Method of Measuring Progress	Assistive Technology	Related to Transition Goals
<p>Henry will increase his mastery of math skills from a mid-second grade level to at least a beginning third grade with at least 80% accuracy.</p> <ul style="list-style-type: none"> Henry will solve two step problems involving adding and subtracting with at least 80% accuracy. Henry will compose and decompose numbers using various groupings of hundreds, tens, and ones with at least 80% accuracy. 	<p>80</p> 	<p>Informal assessments; Work portfolio</p>	<p>No</p>	<p>No</p>
<p>Supplemental Aids and/or Services:</p>			<p>Supplemental Aids and/or Services for ESY:</p>	



Specific Area of Need		Reading		
Observable Skill / Behavior	Criterion for Mastery	Method of Measuring Progress	Assistive Technology	Related to Transition Goals
Given a reading passage at his instructional level, Henry will read 105 words or more per minute in 4 out of 5 trials with 100% accuracy.	100	Running records, Data sheets, Anecdotal records	No	No
Henry will decode two syllable words with long vowels, diagraphs, prefixes and suffixes on a Curriculum Based Measure at a beginning 3rd grade level in 3 consecutive curriculum-based measurements.	100	Data sheets, Informal assessments	No	No
Supplemental Aids and/or Services:	tracker for text 		Supplemental Aids and/or Services for ESY:	

Specific Area of Need		Writing		
Observable Skill / Behavior	Criterion for Mastery	Method of Measuring Progress	Assistive Technology	Related to Transition Goals
Given a writing prompt, Henry will use writing strategies taught to him to plan out and write a rough draft of at least three paragraphs that include introductory sentence, a minimum of three supporting details and a closing sentence with 80% accuracy.	80	Work portfolio	No	No
Given a writing prompt, Henry will plan out and write a rough draft of at least three paragraphs that use correct verb tense with 80% accuracy.	80	Work portfolio	No	No
Supplemental Aids and/or Services:			Supplemental Aids and/or Services for ESY:	



Specific Area of Need	Behavior			
Observable Skill / Behavior	Criterion for Mastery	Method of Measuring Progress	Assistive Technology	Related to Transition Goals
Given daily assignments, Henry will use his class agenda in order to independently complete classroom assignments and tasks 9 out of 10 days.	90	Anecdotal records, Therapy notes	No	No
Supplemental Aids and/or Services:		Supplemental Aids and/or Services for ESY:		

Specific Area of Need	Speech			
Observable Skill / Behavior	Criterion for Mastery	Method of Measuring Progress	Assistive Technology	Related to Transition Goals
Henry will correctly produce all age appropriate sounds in multi-syllabic vocabulary with 100% accuracy in 4 of 5 trials. After having a story read to him, Henry will recall story details regarding setting, main character, and actions, events with 90% accuracy over 5 consecutive trials.	100	Therapy Notes	No	No
Supplemental Aids and/or Services:		Supplemental Aids and/or Services for ESY:		Supplemental Aids and/or Services:

Least Restrictive Environment

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Description of Specially Designed Instruction and Related Services

Indicate the least restrictive environment in which the student can achieve the goal(s).

Specially Designed Instruction:

Service	Amount of Time in Minutes	Frequency	Location	Duration
Reading	30 minute(s)	5 per week	Special Education	10/15/2019 to 10/07/2020
Math	30 minute(s)	3 per week	Special Education	10/15/2019 to 10/07/2020
Writing	20 minute(s)	3 per week	General Education	10/15/2019 to 10/07/2020
Behavior	20 minute(s)	1 per day	General Education	10/15/2019 to 12/30/2019

Related Services:

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Service	Amount of Time in Minutes	Frequency	Location	Duration	Service Type
Speech/Language	30 minute(s)	1 per week	Special Education	10/15/2019 to 10/07/2020	<input checked="" type="checkbox"/> Goal <input type="checkbox"/> Supplemental Aids / Services / Accommodations / Modifications

Transportation is not required as a related service.

Supplemental Aids/Services/Accommodations/Modifications:

In the space provided, list the subject/activity area in which the student will participate and the supplemental aids, supports, modification, and/or accommodations required (if applicable) to access the **general curriculum** and make progress toward meeting annual goals. If supplemental aids/services, modifications/accommodations and/or assistive technology will be provided in **special education** classes, include in the table below.

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Proposed



Classroom Activities	
Art - All: Participating in Regular Class/Activity	Location: General Ed
Assemblies - All: Participating in Regular Class/Activity	Location: General Ed
Lunch - All: Participating in Regular Class/Activity	Location: General Ed
Career Technical Education Class: Not Participating	Location:
Computer Skills: Not Participating	Location:
Math - All: Participating with Accommodations	Location: Both
Supplemental Aids/Services/ Accommodations/Modifications	Implementation Specifications
Scheduled Extended Time - Approximately _____minutes	Henry will receive an additional 60 minutes of extended time.
Test Read Aloud (in English) (Requires specifics)	Computer reads aloud everything for online assessments and Read aloud everything by teacher for paper/pencils assessments
Testing in a Separate Room - Small Group	Test in small group of no more than 10 students
Physical Education - All: Participating in Regular Class/Activity	Location: General Ed
Reading - Elementary: Participating with Accommodations	Location: Both
Supplemental Aids/Services/ Accommodations/Modifications	Implementation Specifications
Scheduled Extended Time - Approximately _____minutes	Henry will receive an additional 60 minutes of extended time.
Test Read Aloud (in English) (Requires specifics)	Computer reads aloud everything for online assessments and Read aloud everything by teacher for paper/pencils assessments
Testing in a Separate Room - Small Group	Test in small group of no more than 10 students
Student Reads Test Aloud to Self	
Science - All: Participating with Accommodations	
Location: General Ed	
Supplemental Aids/Services/ Accommodations/Modifications	Implementation Specifications
Scheduled Extended Time - Approximately _____minutes	Henry will receive an additional 60 minutes of extended time.
Test Read Aloud (in English) (Requires specifics)	Computer reads aloud everything for online assessments and Read aloud everything by teacher for paper/pencils assessments
Testing in a Separate Room - Small Group	Test in small group of no more than 10 students
Student Reads Test Aloud to Self	
Social Studies - Elementary/Middle: Participating with Accommodations	Location: General Ed



Supplemental Aids/Services/ Accommodations/Modifications	Implementation Specifications
Scheduled Extended Time - Approximately _____minutes	Henry will receive an additional 60 minutes of extended time.
Test Read Aloud (in English) (Requires specifics)	Computer reads aloud everything for online assessments and Read aloud everything by teacher for paper/pencils assessments
Testing in a Separate Room - Small Group	Test in small group of no more than 10 students
Student Reads Test Aloud to Self	
Writing: Participating with Accommodations Location: General Ed	
Supplemental Aids/Services/ Accommodations/Modifications	Implementation Specifications
Scheduled Extended Time - Approximately _____minutes	Henry will receive an additional 60 minutes of extended time.
Test Read Aloud (in English) (Requires specifics)	Computer reads aloud everything for online assessments and Read aloud everything by teacher for paper/pencils assessments

If the student is in preschool, describe how the student is involved in the general education program.

Not applicable at this time



Supports for school personnel:

Describe consultation and/or training for school staff to meet the unique needs of the student.

Not applicable at this time

State and District-wide Testing:



For each subject tested in the child's grade, choose the method of assessment below. If "with accommodations" is chosen for any subject, provide description of the accommodations for each subject in the right columns. Alternate Assessment, if chosen, must apply to all tests taken.

District Tests	
District Assessment: Participating with Accommodations	
Accommodations	Implementation Specifications
Scheduled Extended Time - Approximately _____minutes	Henry will receive an additional 60 minutes of extended time.
Test Read Aloud (in English) (Requires specifics)	Computer reads aloud everything for online assessments and Read aloud everything by teacher for paper/pencils assessments
Student Reads Test Aloud to Self	Student Reads Test Aloud to Self
Testing in a Separate Room - Small Group	Test in small group of no more than 10 students
State Tests	
End-of-Grade Mathematics: Participating with Accommodations	
Accommodations	Implementation Specifications
Scheduled Extended Time - Approximately _____minutes	Henry will receive an additional 60 minutes of extended time.
Test Read Aloud (in English) (Requires specifics)	Computer reads aloud everything for online assessments and Read aloud everything by teacher for paper/pencils assessments
Testing in a Separate Room - Small Group	Test in small group of no more than 10 students
End-of-Grade Reading: Participating with Accommodations	
Accommodations	Implementation Specifications
Scheduled Extended Time - Approximately _____minutes	Henry will receive an additional 60 minutes of extended time.

Test Read Aloud (in English) (Requires specifics)	Computer reads aloud everything for online assessments and Read aloud everything by teacher for paper/pencils assessments
Student Reads Test Aloud to Self	
Testing in a Separate Room - Small Group	Test in small group of no more than 10 students

Alternate Assessment Justification 

If the student is participation in any alternate assessment(s), explain why the regular testing method, standard administration or with accommodations, is not appropriate, and why the selected is appropriate:
Not applicable at this time

Least Restrictive Environment Justification 

If the student will be removed from nondisabled peers for any part of the day, explain why the services cannot be delivered with nondisabled peers with the use of supplemental aids and services.

Henry will be removed from his nondisabled peers for specially designed instruction in reading and speech. He needs instruction that is several grade levels-below what is taught in his current grade level. He can be easily distracted at times. In order for Henry to receive meaningful benefit and make educational progress instruction must be provided in a quiet setting with minimal distractions.

Progress Reports:


Progress Reports on IEP goals will be issued in accordance with school report card schedule.
(If the IEP team determines that more frequent progress reports are needed, indicate the schedule below:)
A more frequent progress report is not needed at this time

Extended School Year Status: 


ESY worksheet must be completed.
Eligibility is under consideration and will be determined by: 05/31/2020

IEP TEAM PARTICIPANTS 

The following individuals were present and participated in the IEP Team decision. (A Request to Excuse Required IEP Team Member(s) has been obtained if any of the below participants are identified as excused. Note with an * any team member who used alternative means to participate.)

Name	Position	Date
Barbara EC Admin Test	LEA Representative	10/08/2019
Jerri SpecialEd Test	Special Education Teacher	10/08/2019
Elise Reg Ed Test	Regular Education Teacher	10/08/2019
Jerri SpecialEd Test	Interpreter of Instructional Implications of Evaluation Results	10/08/2019
Shamari Zambrano-Arias	Other Team Member	10/08/2019
Sally Test	Mother 	10/08/2019

Explanation of team participants/absence of participants (if needed):

Mr. Test participated by phone. 



Student: Henry Test	Student UID #: 112245	DOB: 05/13/2009
School: DPI Test School	Grade: Third Grade	Age: 10
Primary Eligibility: DD	Secondary Eligibility:	

ELIGIBILITY WORKSHEET – EXTENDED SCHOOL YEAR (ESY)

I. ESY Eligibility Determination

After the consideration of applicable data, the IEP Team has determined:

Yes	No	Cannot be Determined at this Time	Factors for Consideration
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	The student regresses or may regress during extended breaks from instruction and cannot relearn the lost skills within a reasonable time; or
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	The benefits a student gains during the regular school year will be significantly jeopardized if he or she is not provided with an educational program during extended breaks from instruction; or
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	The student is demonstrating emerging skill acquisition ("window of opportunity") that will be lost without the provision of an educational program during extended breaks from instruction.

Based on the information above:

Yes	No	Determination
<input type="radio"/>	<input type="radio"/>	The student is eligible to receive Extended School Year services.
<input type="radio"/>	<input type="radio"/>	The student is not eligible to receive Extended School Year services.
<input checked="" type="radio"/>	<input type="radio"/>	Eligibility cannot be determined at this time. The IEP Team will determine eligibility by 05/31/2019.

II. ESY Program Description

Describe the ESY program for this student by indicating the type(s) of service (special education and/or related service) and the number/length/location of session(s).

Type of Service	ESY Sessions		
	Number	Length	Location

ESY Start Date:	
ESY End Date:	



Student: Henry Test
School: DPI Test School
IEP Start Date 10/15/2019

Student UID #: 112245
Grade: Third Grade
IEP End Date 10/07/2020

DOB: 05/13/2009
Age: 10

Confidential One-Time Permission to Release Information for Medicaid Billing

The federal special education law, the Individuals with Disabilities Education Improvement Act 2004 (IDEA), permits school districts to seek payment from public insurance programs for some services provided at school. Under the Family Education Rights and Privacy Act (FERPA), your consent is required for the school system to release information about Henry Test to the North Carolina Division of Medical Assistance Medicaid program in order to access you or Henry Test's public benefits. You are entitled to a copy of any information the school system releases to the state Medicaid program. You may inquire about this program or revoke your consent at any time by contacting _____ at _____. Your decision to allow the school district to release this information and access you or Henry Test's public benefits will not affect Henry Test's special education program. This consent form is completed for each child receiving special education evaluations and/or services.

ECATS Training Site uses the money it collects to provide valuable and necessary additional staffing to meet therapy needs of students, education for staff to learn new therapeutic techniques, assistive technology equipment, and materials for individual student needs.

Please mark the appropriate statement, sign, and date at the bottom:

_____ **I give my consent** for ECATS Training Site to access my or Henry Test's North Carolina Medicaid benefits for services provided through Henry Test's individualized education program (IEP). My signature does not give consent to bill my private insurance company. The school system may release the following information to access these public benefits:

- Henry Test's name;
- Henry Test date of birth;
- Henry Test's IEP documentation including evaluations;
- The dates and times services are provided to Henry Test at school;
- Reports of Henry Test's progress, including therapist notes, progress notes and report cards.

I understand:

- Henry Test will continue to receive IEP services at no cost to me.
- I can revoke my consent at any time and withdrawing my consent does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to me.

_____ **I do not give my consent** for this information to be released. I understand refusing to consent or revoking consent does not change the school district's responsibility to provide IEP services at no cost to me.

Child's full name: Henry Test
School: DPI Test School
Service: Speech/Language - 1 sessions/wk of 30 min

Parent/guardian's name (print): _____




Parent/guardian's signature: _____




Signature Date: _____

IEP Tip Sheet: References, Resources and Reminders




The NC Policies Governing Services for Students With Disabilities can be found at:




<https://ec.ncpublicschools.gov/conferences-profdev/march-institute/2018-march-institute-handouts/policy-updates-legal-trends/amendedmarch2018policy.pdf>





IEP Item	References and Resources	Reminders:
	NC 1503-5.1(b)1(i) When IEPs Must be in Effect	<ul style="list-style-type: none"> At the beginning of each school year, an IEP must be in effect for each child with a disability. IEP Teams must review each child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and revise the IEP, as appropriate, to address any lack of expected progress. For each student found eligible for special education, an IEP must be developed and placement completed within 90 days of the initial referral. <p><i>To promote compliance with this requirement, in ECATS the IEP end date must be no more than 364 days from the meeting date. Other compliance indicators will alert the case manager of approaching due dates.</i></p>
	NC 1503-5.1 Development, Review, and Revision of IEP	The IEP Team must consider: <ul style="list-style-type: none"> the child's strengths, Parent concerns for enhancing their child's education, the results of the initial/most recent evaluation, and the child's academic, developmental, and functional needs.
	Present Levels of Academic and Functional Performance NC 1503-4.1 through NC 1503-5.1 Definition of an Individualized Education Program https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/4apallfp.pdf	IEPs must include a statement of the child's present levels of academic achievement and functional performance. <i>The PLAAFP should:</i> <ul style="list-style-type: none"> ï contain skill strengths and skill deficits ï be relevant and based on the data referenced in the review of existing data ï provide the baseline data to identify the gaps and guide the development of goals aligned with state standards ï lead to annual goals, targeting what the student cannot do but needs to learn; in other words, the critical skills needed to make progress ï lead to ambitious annual goals which should be sufficiently ambitious to help close the gap ï be written in language that is parent friendly and free of jargon. <i>Anyone should be able to read the present level and know where the student is functioning.</i>

<p style="text-align: center;"></p>	<p>Present Levels of Academic and Functional Performance</p> <p>NC 1503-4.1 through NC 1503-5.1 Definition of an Individualized Education Program</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/4apallfp.pdf</p>	<p>An IEP must include a statement of the child's present levels of academic achievement and functional performance, including:</p> <ul style="list-style-type: none"> (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); (ii) or (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities <p><i>The impact statement must clearly state how the student's disability limits their access to or progress in the general curriculum currently rather than forecasting how the disability might impact the student later on. It should not restate that the student needs special education services (eligibility decision) or what specific services the student needs – but clearly state how the disability affects the student on a daily basis in the school setting.</i></p>
<p style="text-align: center;"></p>	<p>Special Factors</p> <p>NC 1503-5.1 Development, Review, and Revision of IEP</p> <p>NC 1501-2.3 Assistive Technology; and</p> <p>NC 1501-14.3 Access to Instructional Materials</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/4apallfp.pdf</p>	<p>The IEP Team must consider and address, as necessary, the special factors described in policy: Behavior, Limited English Proficiency, Blind or Visually Impaired, Communication needs, Assistive Technology needs.</p> <p><i>If “Yes” is indicated for any factor, then it must be addressed within the IEP. Possible ways to address Limited English Proficiency as a special factor include, but are not limited to: inviting the ESL teacher to the meeting to discuss language learning progress and needs, WAPT testing, etc.</i></p> <p><i>Behavior, if marked “yes” is addressed through either a behavioral goal or behavior intervention plan.</i></p> <p><i>If the student has any documented hearing loss a communication plan is required. The Communication Plan Worksheet guides the IEP team in a discussion that reviews the current data of a student with a documented hearing loss to determine if the student has the communication, language, and literacy skills necessary to acquire grade-level academic skills and concepts in the general education curriculum.</i></p>
<p style="text-align: center;"></p>	<p>Adaptive PE</p> <p>NC 1501-2.6 Physical Education</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/4apallfp.pdf</p>	<p>Physical education services must be made available to every child with a disability. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless--</p> <ul style="list-style-type: none"> (1) The child is enrolled full time in a separate facility; or (2) The child needs specially designed physical education, as prescribed in the child's IEP.




	<p>Extended Content Standards</p> <p>NC 1501-12.4 Participation in Assessments</p> <p>https://ec.ncpublicschools.gov/disability-resources/significant-cognitive-disabilities/extended-content-standards-support-tools</p>	<p>IEP teams must ensure that parents of students selected to be assessed (thus instructed on the extended content standards) using an alternate assessment aligned with alternate academic achievement standards are informed that their child’s achievement will be measured based on alternate academic standards, and of how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.</p>
	<p>Measurable Annual Goals</p> <p>NC 1503-4.1(a)(2) Definition of an Individualized Education Plan</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-4c.pdf</p>	<p>2) (i) A statement of measurable annual goals, including academic and functional goals designed to –</p> <p>(A) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and</p> <p>(B) Meet each of the child’s other educational needs that result from the child’s disability. For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.</p> <p><i>Goals are developed so that students should be able to successfully accomplish them within the life of the current IEP. Goals must be observable and measurable with a clear criterion for mastery to which the goal will be accomplished. If goals use “improve” or “increase”, they must include a baseline measurement (ie. improve from 75% to 85%, etc.). Goals should also include the conditions under which the student will demonstrate the ability to accomplish the goal.</i></p>
	<p>Supplementary Aids and Services</p> <p>NC 1503-4.1(a)(4) Definition of an Individualized Education Plan</p>	<p>Supplementary Aids and Services are defined as aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extra-curricular and non-academic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with the least restrictive environment requirements.</p> <p><i>Supplemental Aids and/or Services is one place to record those elements previously recorded on the Related Services Support Plan.</i></p>

	<p>Description of Specially Designed Instruction and Related Services</p> <p>NC 1500-2.32 Special Education</p>	<p>A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—</p> <ul style="list-style-type: none"> (i) To advance appropriately toward attaining the annual goals; (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section; <p><i>The frequency and duration of services should be reasonably calculated to allow the student the opportunity to achieve the measurable annual goals outlined in the IEP. Frequency and duration of services should not be calculated based upon administrative convenience or student course schedules. However, the team may anticipate that the student will achieve some goals sooner than others. In this case, flexibility in the frequency and duration of services can be documented by entering the area of specially designed instruction with different duration dates.</i></p>
	<p>NC 1500-2.27 Related Services</p>	<p>Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. Related services include, but are not limited to, speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes.</p> <p>Related services also include school health services and school nurse services, social work services in schools and parent counseling and training.-</p>
	<p>NC 1501-2.5 Nonacademic Services</p>	<p>(a) The LEA must take steps to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities, including the provision of supplementary aids and services determined appropriate and necessary by the child’s IEP Team.</p> <p>(b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.</p>

	<p>Preschool NC 1501-3.2 Continuum of Alternative Placements</p>	<p>For preschool children, the continuum required in paragraph (a) of this section includes:</p> <ul style="list-style-type: none"> (1) Regular early childhood program; (2) Special education program provided in a separate class, separate school, residential facility; (3) Service provider location; or (4) Home instruction.
	<p>NC 1503-4.1(6) Definition of Individualized Education Program</p>	<p>The IEP must include:</p> <ul style="list-style-type: none"> (i) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16) of the IDEA
	<p>NC 1503-4.1(6) Definition of Individualized Education Program</p>	<p>If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why—</p> <ul style="list-style-type: none"> (A) The child cannot participate in the regular assessment; and (B) The particular alternate assessment selected is appropriate for the child
	<p>NC 1500-2.20 Least Restrictive Environment</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-4d.pdf</p>	<p>Least restrictive environment means that, to the maximum extent appropriate, children with disabilities shall be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p> <p>(2) Each LEA must ensure that—</p> <ul style="list-style-type: none"> (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. <p><i>The LRE statement must answer the question “why” the student’s specially designed instruction and/or related services cannot be achieved in the regular education environment, even with supports and services.</i></p>



<p align="center">17</p>	<p>NC 1501- 2.4 Extended School Year Services</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-4d.pdf</p>	<p>Each public agency must ensure that extended school year services are available as necessary to provide FAPE.</p> <p>(b) Definition. As used in this section, the term extended school year services means special education and related services that—</p> <ul style="list-style-type: none"> (1) Are provided to a child with a disability— <ul style="list-style-type: none"> (i) Beyond the normal school year of the public agency; (ii) In accordance with the child's IEP; and (iii) At no cost to the parents of the child; and (2) The IEP Team must determine that extended school year services are necessary for the provision of FAPE to an individual child by considering: <ul style="list-style-type: none"> (i) Whether the student regresses or may regress during extended breaks from instruction and cannot relearn the lost skills within a reasonable time; or (ii) Whether the benefits a student gains during the regular school year will be significantly jeopardized if he or she is not provided with an educational program during extended breaks from instruction; or (iii) Whether the student is demonstrating emerging critical skill acquisition (“window of opportunity”) that will be lost without the provision of an educational program during extended breaks from instruction.
<p align="center">18</p>	<p>NC 1503-4.3 Parent Participation</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-1.pdf</p>	<p>Each LEA must take steps to ensure that one or both of the:</p> <ul style="list-style-type: none"> parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including-- <ul style="list-style-type: none"> ï Notifying the parent(s) of the meeting early enough to ensure that they will have an opportunity to attend; and ï Scheduling the meeting at a mutually agreed on time and place <p><i>The team should explore alternate ways to ensure parental participation (phone conferences, alternate locations, etc) before deciding to meet without a parent.</i></p>
<p align="center">19</p>	<p>NC 1503-4.3(c) Parent Participation</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-1.pdf</p> <p>https://ec.ncpublicschools.gov/policies/special-education-surrogate-parents/special-education-surrogate-parents-1</p>	<p>If neither parent can attend an IEP Team meeting, the public agency must use other methods to ensure parent participation, including individual or conference telephone calls. Before adding an alternate individual to serve as parent, check the policy manual to ensure that the individual can serve as parent.</p> <p>The NCDPI Surrogate Parent’s Handbook can be a great resource as well.</p>

	<p>NC 1503-4.3(d) Parent Participation https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-1.pdf</p> <p>https://ec.ncpublicschools.gov/policies/special-education-surrogate-parents/special-education-surrogate-parents-1</p>	<p>A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parent(s) that they should attend. In this case, the LEA must keep a record of its attempts to arrange a mutually agreed on time and place, such as-</p> <ul style="list-style-type: none"> (1) Detailed records of telephone calls made or attempted and the results of those calls; (2) Copies of correspondence sent to the parent(s) and any responses received; and (3) Detailed records of visits made to the parent’s home or place of employment, if appropriate, and the results of those visits. <p><i>If neither parent can attend an IEP Team meeting, the public agency must use other methods to ensure parent participation, including individual or conference telephone calls. Before adding an alternate individual to serve as parent, check the policy manual pages 15-16 to ensure that the individual can serve as parent. The NCDPI Surrogate Parent’s Handbook can be a great resource as well.</i></p>
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Transition Tip Sheet: References, Resources and Reminders

The NC Policies Governing Services for Students With Disabilities can be found at:




<https://ec.ncpublicschools.gov/conferences-profdev/march-institute/2018-march-institute-handouts/policy-updates-legal-trends/amendedmarch2018policy.pdf>




In addition to the NC Policies Governing Services for Students With Disabilities, the following resource may be helpful:

A Transition Guide To Postsecondary Education And Employment For Students And Youth With Disabilities from the Office Of Special Education And Rehabilitative Services/ United States Department Of Education <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-may-2017.pdf>

IEP Item	References and Resources:	Reminders:
	<p>Transition NC 1503-4.1(b) Definition of an Individualized Education Plan</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-4b.pdf</p>	<p>Beginning at age 14 (or younger if determined appropriate by the IEP Team) the meeting notice must also indicate:</p> <ul style="list-style-type: none"> that the development of a statement of the student’s transition services needs will be discussed; and, that the student will be invited to the IEP meeting. <p>The IEP must include a statement of initial transition components including the child’s needs, preferences and interests.</p> <p>Beginning at age 16 (not later than the first IEP to be in effect when the child turns 16) , the notice also must indicate that a purpose of the meeting will be the consideration of the student’s postsecondary goals and transition services; and that the student will be invited to the IEP meeting.</p> <p>Identify any other agency that will be invited to send a representative with prior parental consent.</p> <p><i>Remember you must have parent permission prior to inviting someone from an outside agency. Hint: Get the permission to invite prior to issuing the invitations. (Think about confirming the guest list in advance)</i></p>



	<p>Transition Participants NC 1503-4.2(b) IEP Team Members</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-4b.pdf</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-1.pdf</p>	<p>(3) To the extent appropriate, with the consent of the parent(s) or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.</p> <p><i>Remember you must have parent permission prior to inviting someone from an outside agency. Hint: Get the permission to invite prior to issuing the invitations. (Think about confirming the guest list in advance)</i></p>
	<p>Transition Assessments NC 1503-4.1(b) Definition of an Individualized Education Plan</p>	<p>Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include –</p> <ul style="list-style-type: none"> (i) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; <p><i>Select and administer varied transition assessments based on individual student need. LEAs, along with the student and family should determine the most appropriate types of transition assessments based upon a student's needs.</i></p>
	<p>Transition Goals NC 1503-4.1(b) Definition of an Individualized Education Plan</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-4b.pdf</p>	<p>The LEA must invite a child with a disability to attend the IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under NC 1503-4.1(b).</p> <p><i>Transition goals must clearly indicate what the student will do after high school. They must be measurable. "Hope to", "Plans to", "Would like to" are not measurable. While it is understandable that younger students will typically alter their post-secondary transition goals as they age, at each annual transition IEP meeting, the IEP team must help students analyze their individual areas of strengths, needs and interests to determine measurable post-secondary educational, employment and (as needed) independent living goals.</i></p>

	<p>Transition Services NC 1503-4.1(b) Definition of an Individualized Education Plan</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-4b.pdf</p>	<p>The IEP team must specify the transition services needed to help the student reach his/her post-secondary goals.</p> <p>(a) Transition services means a coordinated set of activities for a child with a disability that—</p> <ul style="list-style-type: none"> (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (2) Is based on the individual child’s needs, taking into account the child’s strengths, preferences and interests; and includes <ul style="list-style-type: none"> (i) Instruction; (ii) Related services; (iii) Community experiences; (iv) The development of employment and other post-school adult living objectives; and (v) If appropriate, acquisition of daily living skills <p>(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction; or a related service, if required to assist a child with a disability to benefit from special education.</p> <p>(3) To the extent appropriate, with the consent of the parent(s) or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.</p>
	<p>Transfer of Rights NC 1504-1.21 Transfer of Parental Rights at Age of Majority</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-4b.pdf</p>	<p>Beginning not later than one year before the child reaches the age of majority (BEFORE the child’s 17 birthday) which under State law is 18, the IEP must include a statement that <u>both the child and their parent</u> have been informed of the rights under Part B of the IDEA, that will transfer to the child upon reaching age 18.</p>
	<p>Transfer of Rights NC 1504-1.21 Transfer of Parental Rights at Ae of Majority</p> <p>https://ec.ncpublicschools.gov/conferences-profdev/training-materials/2018/module-4b.pdf</p>	<p>When a child with a disability reaches the age of 18 (except for a child with a disability who has been determined to be incompetent under State law):</p> <ul style="list-style-type: none"> The LEA must provide <u>any notice</u> required by these Policies to both the individual and the parents, All other rights accorded to parents under Part B of the IDEA transfer to the child, <p>The LEA must <u>notify both the (student) individual and the parents</u> of the transfer of rights.</p>