

IEP Road Map for North Carolina Families



At ECAC, we believe that informed and empowered families are essential partners in achieving positive outcomes for children with disabilities. Our IEP

Road Map is designed for North Carolina families whose child has been found eligible for an **Individualized Education Program (IEP)**. This guide is intended to help families understand the IEP development process, navigate the North Carolina IEP forms and meaningfully participate in their child's IEP meetings.

Whether you're preparing for your first IEP meeting or are a seasoned advocate for your child, this guide offers:

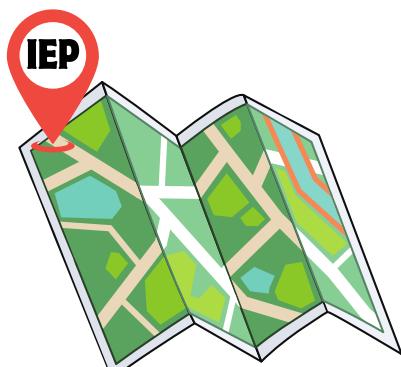
- A clear explanation of each section of the NC Individualized Education Program (IEP).
- Key questions to ask and tips to consider at every step.
- A visual "road map" to help you anticipate what comes next and stay organized.

For Families:

You'll find tips and information that support confidence and clarity so that you can advocate for your child's needs, collaborate with your child's school team, and help shape services that support growth and success in school and beyond.

For Professionals and Educators:

This guide can also support your work with families. Use it to promote transparency, build trust, and empower families in the special education process.



The term **Individualized Education Program** or **IEP** means a written statement for each child with a disability that is developed, reviewed, and revised in an IEP meeting that must include:

-  A statement of the child's **present levels** of academic achievement and functional performance, including how the child's disability affects their involvement and progress in the general education curriculum meaning, the same curriculum as for nondisabled children. For preschool children, the IEP Team must address how the disability affects the child's participation in appropriate activities.
-  A statement of **measurable annual goals**, including academic and functional goals designed to meet the child's needs that result from their disability to enable them to be involved in and make progress in the general education curriculum. The goals should be designed to meet each of the child's other educational needs that result from their disability.
-  A description of **benchmarks** or **short-term objectives** for children with disabilities who take alternate assessments aligned to alternate academic achievement standards. In North Carolina, our alternate academic achievement standards are referred to as the Extended Content Standards.
-  A description of how the child's **progress** toward meeting the annual goals will be measured and that periodic reports on the progress the child is making toward meeting the annual goals will be provided concurrent with the issuance of report cards.
-  A statement of the **special education** and **related services** and **supplementary aids** and **services** to be provided to the child, or on behalf of the child, as well as a statement of the program modifications or supports for school personnel that will be provided to enable the child -
 - To advance appropriately toward attaining the annual goals
 - To be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities
 - To be educated and participate with other children with disabilities and nondisabled children in the activities described above
-  An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described above. This is referred to as the **Least Restrictive Environment Justification** statement on the NC IEP.

 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



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 the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child. The alternate assessment is referred to as the NC EXTEND1.

 The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.

Transition services

 Beginning not later than the first IEP to be in effect when the child turns **14**, or younger if determined appropriate by the IEP Team, and updated annually, the IEP must include a statement of initial transition components including the child's needs, preferences and interests, and course(s) of study (such as advanced placement classes or a vocational education program).

 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, the IEP must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. The IEP must also include the services needed to assist the child in reaching those goals. The IEP should include, if appropriate, a statement of interagency responsibilities or any needed linkages.

 Beginning not later than one year before the child reaches **18**, which is the **age of majority** under NC law, the IEP must include a statement that the child has been informed of their rights under IDEA if any, that will transfer to the child on reaching the age of majority.



Parents are REQUIRED members of the IEP Team. Public schools must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place.

Free Appropriate Public Education

A core purpose of the Individuals with Disabilities Education Act (IDEA) is to ensure that all children with disabilities have available to them a **free appropriate public education** that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.



Think of the IEP as the “vehicle” that delivers a free appropriate public education (FAPE) to the student.

What is the A in FAPE? FAPE = FREE APPROPRIATE PUBLIC EDUCATION

The U.S. Supreme Court says:

Schools can't give students an education that goes nowhere.
Every child must have the chance to make real progress. (Endrew F., 2017).



Not acceptable:
A “broken-down car” education, one that fails to move students forward.



The goal:
Find the right vehicle for each child, one that fits their needs and abilities to help them reach their destination.



Not required:
A “luxury car” education, the very best or most expensive options.

IT IS APPROPRIATE IF . . .

- Plans are individually tailored to the student's needs
- Goals are challenging and ambitious for the student

IT MAY NOT BE APPROPRIATE IF . . .

- Goals are repeated each year
- Changes aren't made when there is a lack of progress
- Goals are met early and not updated

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Scan to Watch
the FAPE
Webinar



Free appropriate public education or **FAPE** means special education and related services that -

- Are provided at public expense, under public supervision and direction, and without charge
- Meet the standards of the State Education Agency (SEA), including the requirements of the Individuals with Disabilities education Act (IDEA). (The North Carolina Department of Public Instruction is our SEA.)
- Include an appropriate preschool, elementary school, or secondary school education
- Are provided in conformity with an individualized education program (IEP)

Further, each child with a disability is entitled to receive **FAPE** in the **least restrictive environment** (LRE).



The Primary Eligibility category on the IEP is determined at the Eligibility Meeting. Students can also have a secondary eligibility category. NC has 14 eligibility categories.



The IEP Team must select one of the three Meeting Purpose options to show the type of meeting that has been convened in order to develop an IEP for a student.



The start date of the IEP should match the implementation date listed on the Prior Written Notice. The end date should be no more than 364 days from the start of the IEP.



IEP Teams should summarize assessment information (e.g. from early intervention providers, child outcome measures, curriculum-based measures, state and district assessment results, etc.) and review the progress of the student on current IEP goals. The team should consider input from the parents and other teachers about the child and how their current abilities can be utilized when developing the IEP.

Individualized Education Program			
Student:	Student UID#	DOB:	
School:	Grade:	Age:	
Primary Eligibility:	Secondary Eligibility:		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)



Meeting Purpose: Initial Annual Review Addendum

Meeting Date:	
From:	To:



Student Profile

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



What input can you share about your child regarding existing strengths and abilities that the team can build on?

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



SUPER IMPORTANT SECTION!

Utilize this space to document your concerns. Consider coming to the meeting with your concerns already in writing.

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



What do you and your child hope for in the future? You can include short-term (increase in specific skills, decrease in specific needs) and long-term visions. (Employment, College, Independent Living)



IEP Teams should document any concerns expressed by the parent(s) as it pertains to their child's academic and functional performance in school. This item should not be left blank. If the parent did not attend the meeting, the team should state that the parent(s) did not attend.



The IEP Team should document the parent's (and child's - if available) vision for their future.

 The IEP Team should develop a Present Level of Academic and Functional Performance for each area assessed. The IEP Team will determine if the area assessed is in need of specially-designed instruction. The areas should include all general categories of functioning relevant to educational programming and may include academic areas, social-emotional, communication self-help and prevocational/vocational skills. Academic areas could include written expression, math calculation/reasoning, reading comprehension, and basic reading, listening comprehension, fluency, and oral expressing skills.

 The IEP Team must document the data source for the present levels of performance. This not only includes the names of norm or criterion referenced tests, but also includes teacher made tests, interviews, inventories, rating scales, functional behavior assessments, vocational assessments or any other valid data sources.

Individualized Education Program		
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(s) Assessed	Source of Relevant Information	AREA(S) IN NEED OF SDI Yes / No
		
Present Level of Performance: It is VERY important that this information is accurate and up to date, as the present levels serve as the foundation of the IEP. We have to know where we are starting from in order to make a plan for getting where we need to be.		



If the IEP Team indicates that this is an area in need of specially-designed instruction (SDI), then a Measurable Annual Goal with corresponding service is required.



Present Levels of Performance include descriptive information based on norm or criterion referenced data that:

- Includes specific skill strengths and specific skill deficits
- Indicates where the student is currently functioning
- Is presented in a manner that is easily understood
- Serves as the basis for the Measurable Annual Goals

Why is Specially Designed Instruction provided to students with disabilities?



- To meet the unique needs of students with disabilities as described in the IEP
- To address gaps and/or accelerate academic, behavioral, and/or functional progress toward age- and grade-level standards
- To ensure a free, appropriate, public education (FAPE)
- To support graduation and meaningful post-secondary outcomes for students with disabilities
- To ensure all school programs, activities, and environments are accessible

Taken directly from the NCDPI 2018 "Considerations for Specially Designed Instruction" Guidance Document

Describe any relevant medical information:

Is there any health related information that you want to mention, such as medications, diagnosis or condition? (Allergies, Seizures, Asthma, Anxiety, etc)

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



If the IEP Team should summarize the impact of the disability on the child's involvement and progress in the general curriculum. The description should be a current representation of how the disability actually **does** impact the child's access rather than how it might. This should not be a justification for specific services, modifications or accommodations, location of services, nor a statement of eligibility.

What does the Individuals with Disabilities Education Act state regarding Special Factors?

Consideration of special factors.

The IEP Team must -

- (i) In the case of a child whose **behavior** impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- (ii) In the case of a child with **limited English proficiency**, consider the language needs of the child as those needs relate to the child's IEP;
- (iii) In the case of a child who is **blind or visually impaired**, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
- (iv) Consider the **communication needs** of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and (v) Consider whether the child needs **assistive technology** devices and services.

(§300.324(a)(2))

AT

Assistive technology (AT) **device** means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

The term does not include a medical device that is surgically implanted, or the replacement of that device.



Assistive technology **service** means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

The IEP Team must select yes or no for all of the Special Factors.		YES / NO	If yes, location in the IEP (examples: goals, services, accommodations, communication plan worksheet)
Consideration of Special Factors:			
Is the student an English Learner?			
Additional information:			
Does the student have any special communication needs?			
Additional information:			
Does the student require assistive technology devices or services?			
Additional information:			
Does the student have a documented visual impairment including blindness?			
Additional information:			
For the student with a documented visual impairment including blindness, is the instruction in or use of braille required?			
Additional information:			
Does the student have a documented hearing loss? If yes, the IEP Team has considered each of the following using the Communication Plan Worksheet:			
<ul style="list-style-type: none"> o The child's language and communication needs; o Opportunities for direct communications with peers and professional personnel in the child's language and communication mode o Academic level o Full range of needs, including opportunities for direct instruction in the child's language; and o Communication mode. 			
Additional information:			
Does the student have behavior(s) that impede his/her learning or that of others? If yes, how is behavior being addressed?			
<ul style="list-style-type: none"> o Behavior Intervention Plan (BIP) o Behavior goal(s) o Accommodations 			
Additional information:			
Does the student require Adapted Physical Education (APE)?	<input type="checkbox"/> Yes <input type="checkbox"/> No		



If the child has limited English Proficiency, the IEP Team **must** consider the language needs of the child as they relate to the child's IEP.



The IEP Team needs to consider if the child's language and communication needs could impede the learning of the child. If so, these needs should be considered and addressed as the team develops or revises the IEP.



The IEP Team needs to consider whether the child requires assistive technology devices and services.

-  In the case of a child who is blind or visually impaired, the IEP Team will use information gathered from a learning media assessment to determine if the child requires instruction to be provided in Braille.
-  If the child has any documented hearing loss, a communication plan **must** be completed.
-  If the IEP Team **must** consider if the child's behavior is impeding their learning or that of others. If yes, the behavior needs of the child **must** be addressed within the IEP.
-  Children with disabilities shall have equal access to the provision of physical education. Adapted physical education (also called specially designed or special physical education) is instruction in physical education that is designed on an individual basis specifically to meet the needs of a child with a disability.

Is the IEP Team considering instruction on the Extended Content Standards for this student?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, the Alternate Assessment Eligibility Worksheet must be completed by the IEP Team.
Additional Information:	
Is the student instructed towards Extended Content Standards & participating in the Alternate Achievement Assessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, the Alternate Assessment Assurance Document must be completed by the IEP Team.
Additional Information:	



Forgot a concern? Mention it here.

Additional Parent Concerns Yes No

If parent(s) express additional concerns after discussion of Present Level / Data Review and Special Factors, return to page one and record their concerns.

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

Anything big happening? Moving? New sibling? Surgery? Medication changes?



The IEP Team **must** select yes or no.



The IEP must indicate any additional supports that will be necessary for any personal, academic or functional changes the student will encounter during the life of the IEP.



North Carolina has developed **Extended Content Standards** to guide the instruction for students with the most significant cognitive disabilities. The Extended Content Standards (ECS) are directly connected to the NC Standard Course of Study standards and may adjust the complexity, breadth, or depth of knowledge, based on each student's unique needs and abilities. These adapted standards, often referred to as the "adapted curriculum" or "extensions", set an expectation of performance that differs in complexity from a grade-level achievement standard.

IEP Team members, which includes parents, decide whether a child will follow the NC Extended Content Standards based on data from a wide range of sources. These sources typically include evidence of significant deficits in cognitive and adaptive skills, work samples, results from assessments, data from evidence-based interventions and the need for instruction on a substantially lower grade level than that of peers with disabilities, the use of substantially adapted materials and accessing information in alternate ways, and extensive and repeated individualized instruction. The decision to place a student on the Extended Content Standards is not an academically lifelong decision. The decision must be made and reviewed at each annual review to ensure students are receiving the appropriate instruction and assessment.

ALTERNATE ASSESSMENT

Federal laws and state policies require schools to give certain tests to ALL students, including End of Year or End of Course testing in certain subject areas and grade levels. Some students with the most significant cognitive disabilities take an **alternate assessment** known as NCEXTEND1. If the student is participating in any alternate assessment(s), the IEP Team **must** explain why the regular testing program, with or without accommodations, is not appropriate, and why the alternate assessment is appropriate. IEP Teams determine whether a student will participate in the alternative assessment.

SECONDARY TRANSITION

What is Secondary Transition?

Secondary Transition is the process of preparing students with disabilities for adult life after they leave high school. In North Carolina, transition planning begins at age 14, or younger if determined appropriate by the IEP team, as students consider their goals for the time after graduation. Students **must** be invited to IEP Meetings at age 14 or anytime transition is being considered. (Students are required to receive an invitation via prior written notice, but they are not required to attend). This is also when the IEP Team determines the appropriate course of study for the student. North Carolina has two options that lead to a diploma, and one option that leads to a certificate of graduation.

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 Members School Staff
 Adult Service Agency Representative: (specify) _____
 Other: (explain) _____

Course(s) of Study:

Complete beginning at age 14 (or 8th grade) and updated annually.



Future Ready Core Course of Study: Leading to a NC Diploma
 Future Ready Occupational Course of Study: Leading to a NC Diploma
 Extended Content Standards: Leading to Graduation Certificate



This section **must** be completed for the year in which the child turns 14 years of age or older. At age 14, and whenever transition is being considered, the child **must** be invited to the IEP meeting and sign the IEP as a member of the team.

IEP Teams must discuss the course of study during the year that your child will turn 14 or in the 8th grade. This decision must be reviewed annually, and it is possible to change a student's course of study. North Carolina public schools offer three courses of study.



Future Ready Core Course of Study - a combination of required courses and electives that most students with disabilities will take, and that all students without disabilities take. It is designed to prepare students for careers and for college, and students graduate with a high school **diploma**.

Occupational Course of Study (OCS) - only available to a specific group of students with disabilities who need a modified curriculum that prepares them for work and independent living after high school. OCS students graduate with a regular high school **diploma**; however, they will not be eligible to apply to a 4-year university.

Extended Content Standards (ECS) - only available to students with the most significant cognitive disabilities. The extended content standards represent an effort to assure a balance of functional and academic skills and are designed to help students to develop intellectually, physically, emotionally, and vocationally. Students receive a **Graduation Certificate**.

 If the student will be age 16 or older during the life of this IEP, postsecondary goals and supports **must** be addressed. The IEP Team may complete this section earlier.

 In determining postsecondary supports, the IEP team should examine the experiences that the child will need that will assist them in obtaining their desired post-secondary goals and be prepared for adult life.

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, [Student] will:	
Employment	After high school, [Student] will:	
Independent Living (if appropriate)	After high school, [Student] will:	
Postsecondary Supports		
Transition Services	Transition Activities	Responsible Person(s) or Agency
Instruction:	Activities that are the responsibility of special education should be reflected in the Measurable Annual Goals	<i>If an outside agency will be responsible for a specific transition activity, the IEP Team must obtain parental consent to invite them to the IEP meeting prior to sending the invitation to the meeting.</i>
Related Services:	Related Services are developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education	
Community Experiences:	Community experiences are those services that are provided outside of the school building, in community settings by schools and other agencies such as community based work experiences, transportation, independent living centers, etc.	
Employment Development:	Employment Development may include learning job application and interview skills, participating in job readiness workshops and work experiences (school- or community-based), and enrolling in Pre-Employment Transition Services (Pre-ETS).	
Daily Living Skills: (if appropriate)	Daily living skills are those activities that adults do every day, such as preparing meals, budgeting, maintaining a home, paying bills, laundry, grooming, etc	
Functional Vocational Evaluation: (if appropriate)	A functional vocational evaluation is an assessment that provides information on job/career interests, aptitudes and skills. It may be gathered through situational assessments, observations, or formal measures.	

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 N/A

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 N/A 



Based on the results of transition assessments and student input, the IEP Team will indicate the post-secondary or training goal for the student.



Based on the results of transition assessments and student input, the IEP Team will indicate the post-secondary employment goal for the student.



Based on the results of transition assessments and student input, the IEP Team will indicate the independent living goal for the student (if applicable).



The IEP Team **must** select Yes or N/A.



What is the Age of Majority?

The age of majority is the legally defined age at which a person is considered an adult. In North Carolina, 18 is the age of majority. This means that the educational rights, including the rights under the Individual with Disabilities Education Act, transfer from the parent to the student at age 18. (Educational rights remain for parents who have obtained guardianship.)

Beginning at least one year before the child reaches the age of majority, the child's IEP must include a statement that the child has received notice and been told about the rights (if any) that will transfer to him or her at age of majority under §300.520.

Measurable Annual Goals

Academic and/or functional goals should be designed to meet the student's unique 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	Criteria for Mastery	Method of Measuring Progress	Assistive Technology (y/n)	Related to Transition Goals (y/n)
				

IMPORTANT!

Be sure to include **all** general categories of functioning relevant to educational programming such as academic areas, social-emotional, communication, self-help and prevocational, vocational skills.

-  All areas indicating a need for specially designed instruction under "Present Levels of Performance" on the IEP **must** be addressed in this section. The IEP should address areas of specially designed instruction rather than subjects or classes.
-  The goals should describe what the student can reasonably be expected to accomplish within the life of this IEP as a result of the provision of special education and related services.
-  The IEP Team **must** indicate what criteria the student must meet in order to master the annual goal.
-  The IEP Team **must** indicate what method(s) will be used to measure progress.

What should the IEP Team consider when developing Annual Goals?

- Special Factors that were identified
- Primary concerns stated on the original referral or current IEP
- Amount of time the student has left in school and the age of the student
- Skills needed to progress to the next level of performance
- Skills needed to succeed throughout the day- including the general curriculum, regular classroom, special education, art, lunch, recess, etc.
- The parent's/student's vision for the future

A SMART Goal is:



 This section should include a description of all special education to be provided directly to the student. These services include instruction that is provided to a child with a disability by a special education teacher/provider and is designed to meet the educational needs of the eligible child.

Least Restrictive Environment

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:

Related Services:

Service	Amount of Time in Minutes	Frequency	Location	Duration		Service Type	
				Begin	End		
						<input type="checkbox"/> Goal <input type="checkbox"/> Supplemental Aids/Services (Time and frequency are not required for SAS)	

Transportation is required as a related service.

Transportation is required as a service.

Transportation is required as a related service.

Describe special transportation services.

The IEP Team should indicate the length of each session to be provided.

The IEP Team must indicate the number of sessions within an appropriate unit of time needed for the student to obtain mastery of IEP goals (i.e. week, month, reporting period).

When indicating the location of services to be provided, the team should indicate either Special Education or General Education as determined not by the specific room, but rather by whom the student is with - disabled or non-disabled peers.

 The IEP Team should indicate the dates on which a specific service will begin and end. This should be reflected as month/day/year.

 The IEP Team will indicate any related services provided directly to the student by the appropriately licensed provider and is necessary for the student to benefit from their specially designed instruction.

 The IEP Team will determine whether the student's needs can be addressed through a direct service delivery with corresponding goals or through supplemental aids, services, accommodations or modifications.

What are Related Services?

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. Related services also include school health services and school nurse services, social work services in schools and parent counseling and training.

What are Supplemental Aids, Services, Accommodations, and Modifications?

IDEA's definition of this term (at §300.42) reads: Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate...

Accommodations are supports, adaptations or adjustments to the environment, instruction or materials that allow a student with a disability to access the content or complete assigned tasks. Accommodations do not alter what is being taught.

Modifications is a term used to describe a change in the curriculum or measurement of learning.

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.

Specific Area(s) of Need	Supplemental Aids/Services Accommodations/Modifications	Implementation Specifications	Implementation Subject/Activity Areas
			

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

Supports for school personnel:

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

Not everyone that works with your child will have knowledge and experience in serving students with disabilities. Some may need support and/or training.



The IEP Team should list specific aids, services, modifications and/or supports that are unique to this child that are required for them to progress in the general curriculum and meet IEP goals. The team should indicate N/A if none are required. This should not include materials and services already in place for all children.

-  The IEP Team should indicate implementation specifics so that no misunderstandings occur - such as the maximum number of students in a small group.
-  Consultation is a service which provides the regular classroom teacher needed guidance and support that is unique to the needs of a particular child with a disability in a regular classroom. This consultation can focus on particular teaching strategies, materials, communication methods, etc. that enable an eligible child to be provided an education in a regular classroom with the student's non-disabled peers.

Every individual involved in providing services to your student should know and understand his or her responsibilities for carrying out the IEP. This will help ensure that your student receives the needed services that have been identified by the IEP team, including the specific modifications and accommodations determined to be necessary.

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.

Statewide Test	District Test	Testing Method	Accommodations	Specifications
		<input type="checkbox"/> Standard Administration <input type="checkbox"/> With Accommodations <input type="checkbox"/> Alternate Assessment	Testing accommodations must be routinely used during instruction and similar classroom assessments, and should be in place for at least thirty (30) school days before the test date to use the accommodation.	

Alternate Assessment Justification

If the student is participating in any alternate assessment(s), explain why the regular testing program, with or without accommodations, is not appropriate, and why the assessment is appropriate:

The NCEXTEND1 is a performance-based alternate assessment designed to assess students with significant cognitive disabilities who are being taught using the Extended Content Standards.

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.

Use this space to document any reasons why the student's needs require special education services outside of the general education. The LRE statement should explain why the services cannot be delivered with nondisabled peers with use of supplemental aids and services.

N/A The student will not be removed from nondisabled peers.



The IEP Team should determine what accommodations/modifications are needed by the student for any tests in which they may participate within the life of the IEP. They should be designed to meet their unique needs and administered in accordance with the NCDPI *Testing Students with Disabilities* Manual. The IEP should include clear descriptions so that no misunderstandings occur in this area. The IEP Team may not use "as needed" or "at student discretion" but should reflect what will be routinely provided within the educational program.



If the IEP has determined that the student meets the participation criteria for Alternate Assessments, the team must describe why the alternate assessment is most appropriate based on the unique needs of the student.



The IEP Team will provide a statement with specific reasons why the child is being removed from the regular class and not being educated with typical peers. The statement should not be a summary of the services provided, but rather an explanation of why the student cannot remain in and participate in regular classes with non-disabled peers using appropriate modifications and accommodations. This statement must be based on the unique needs of the student rather than a particular disability category, service delivery location, etc.



What is the Least Restrictive Environment? (LRE)

Each Local Education Agency must ensure that 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 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.



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:)

Need information sooner? Or more often? Say so here.

Extended School Year Status:

ESY worksheet must be completed.

Is not eligible for extended school year based on current data
 Is eligible for extended school year
 Eligibility is under consideration and will be determined by: ___/___/___

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 asterisk (*) any team member who used alternative means to participate.)

Name	Position	Date
Your signature does not mean that you agree, it only means that you were present and participated.	Parent/Guardian/Student	
Not signing does not stop the IEP from being implemented as written.	Parent/Guardian/Student	
	LEA Representative	
	Special Education Teacher	
	General Education Teacher	
	Interpreter of Instructional Implications of Evaluations	

The IEP Team must complete an ESY worksheet to determine if the student is eligible for extended school year services. If the decision is not being made at this meeting, the IEP Team should determine the date the decision for ESY will be made. It is recommended that the decision whether a child needs extended school year services or not should be made closer to the time when ESY services will be offered.

What is Extended School Year?



Extended School Year or ESY refers to special education and related services that are provided to eligible students beyond the normal school year, based on the student's Individualized Education Program (IEP). ESY is not summer school! Services are based on each child's unique needs, so they range widely in terms of the type of service and how it is delivered. ESY services are often intended to help the child **maintain** their skills, not make progress. For example, a child may only get physical therapy, and just enough to maintain their range of motion.

During the development of each new IEP, the team must decide if the student is, or is not eligible for ESY services. Some of the key things for the IEP team to consider are:

- Whether the student regresses, or slides backward, during long breaks from instruction, and takes an unusually long time to relearn lost skills, or
- Whether there is a risk that a long break will erase most of the gain that the student made during the regular school, or
- Whether the student is showing that they are beginning to learn a critical skill, and the "window of opportunity" might be lost if there are long breaks from instruction.