**IEP ROAD MAP** for Families

**Individualized Education Program**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Student</th>
<th>UID#:</th>
<th>DOB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Grade:</td>
<td></td>
<td>Age:</td>
</tr>
<tr>
<td>Primary Eligibility:</td>
<td>Secondary Eligibility:</td>
<td></td>
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</tr>
</tbody>
</table>

**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)

Feeling lost? Need a jump start? Give ECAC a call at 1-800-962-6817
**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 SPECIALY DESIGNED INSTRUCTION (SDI) must be addressed within the IEP (e.g. annual goals, accommodations, specially-designed instruction, behavior intervention plan, etc.)

<table>
<thead>
<tr>
<th>Area(s) Assessed</th>
<th>Source of Relevant Information</th>
<th>AREA(S) IN NEED OF SDI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Include date of assessment and baseline data. Scores should be self-explanatory. If not, an explanation must be included.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

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.**

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<td></td>
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<td>Yes / No</td>
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</tbody>
</table>

Present Level of Performance:

**We have to know where we are starting from in order to make a plan for getting where we need to be.**

**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
Is there anything "medical" that you want to document, or a diagnosis or condition that you want to mention? (Allergies, seizures, asthma, anxiety, etc)

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

The IEP team must determine the current level of impact (aka adverse effect) that the disability has on educational (academic and/or functional) performance in regards to involvement and progress in the general curriculum.

Consideration of Special Factors:

<table>
<thead>
<tr>
<th>YES / NO</th>
<th>If yes, location in the IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the student an English Learner?</td>
<td></td>
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<tr>
<td>Additional information:</td>
<td></td>
</tr>
<tr>
<td>Does the student have any special communication needs?</td>
<td></td>
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<tr>
<td>Additional information:</td>
<td></td>
</tr>
<tr>
<td>Does the student require assistive technology devices or services?</td>
<td></td>
</tr>
<tr>
<td>Additional information:</td>
<td></td>
</tr>
<tr>
<td>Does the student require the instruction in or use of Braille?</td>
<td></td>
</tr>
<tr>
<td>Additional information:</td>
<td></td>
</tr>
<tr>
<td>Does the student have a documented hearing loss? If yes, the IEP Team has considered each of the following using the Communication Plan Worksheet:</td>
<td></td>
</tr>
<tr>
<td>- The child's language and communication needs;</td>
<td></td>
</tr>
<tr>
<td>- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode;</td>
<td></td>
</tr>
<tr>
<td>- Academic level;</td>
<td></td>
</tr>
<tr>
<td>- Full range of needs, including opportunities for direct instruction in the child's language and communication mode;</td>
<td></td>
</tr>
<tr>
<td>Additional information:</td>
<td></td>
</tr>
<tr>
<td>Does the student have behavior(s) that impede his/her learning or that of others? If yes, how is behavior being addressed?</td>
<td></td>
</tr>
<tr>
<td>- Behavior Intervention Plan (BIP);</td>
<td></td>
</tr>
<tr>
<td>- Behavior goal(s);</td>
<td></td>
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<tr>
<td>- Accommodations;</td>
<td></td>
</tr>
<tr>
<td>Additional information:</td>
<td></td>
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</tbody>
</table>

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

(2) 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)]

**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

- 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 ensuring these activities and/or supports are achieved.

<table>
<thead>
<tr>
<th>Postsecondary Goals</th>
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<tbody>
<tr>
<td>Education/Training</td>
</tr>
<tr>
<td>After high school, [Student] will:</td>
</tr>
<tr>
<td>Employment</td>
</tr>
<tr>
<td>After high school, [Student] will:</td>
</tr>
</tbody>
</table>

C. EC File, Parent/Guardian

**What is Secondary Transition?**

Think of Secondary Transition as 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 IEP teams determine the appropriate course of study for the student. Two options lead to a diploma, and one option leads to a certificate of graduation.
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

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

What is a SMART goal?

- Specific
- Measurable
- Ambitious and Attainable
- Realistic
- Time-bound

Commented [PC33]: 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 team should address areas of specially designed instruction rather than subject or classes.

Commented [PC34]: The goal 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 goals should be written to address the unique needs of the student.

Commented [PC35]: The IEP team must indicate what criteria the student must meet in order to master the annual goal.
What is the Least Restrictive Environment?

Each Local Education Agency “must ensure that-- (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.

(Authority: 20 U.S.C. 1412(a)(5); 34 CFR 300.114)"

Taken from the NC Policies Governing Services for Children with Disabilities
**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, modifications, 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.

<table>
<thead>
<tr>
<th>Specific Area(s) of Need</th>
<th>Supplemental Aids/Services</th>
<th>Implementation Specifications</th>
<th>Implementation Subject/Activity Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

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.

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 special needs. Some may need support and/or 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.
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.

Only students on the Extended Content Standards, often referred to as the Adapted Curriculum, can participate in the alternate assessment.

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.

How do IEP teams determine if the NCEXTEND1 is appropriate for a student?

IEP teams must determine if a student is eligible to take the NCEXTEND1 alternate assessment. Only students who are instructed using the Extended Content Standards in ELA, Math, and Science are eligible. The Extended Content Standards are considered for students who:

- have a significant cognitive disability
- whose disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently
- requires extensive and repeated individualized instruction and support
- use substantially adapted materials and individualized methods of accessing information in alternative ways
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.

Need info 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.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent/Guardian/Student</td>
<td></td>
</tr>
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<td></td>
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<tr>
<td></td>
<td>LEA Representative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education Teacher</td>
<td></td>
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<tr>
<td></td>
<td>General Education Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpreter of Instructional Implications of Evaluations</td>
<td></td>
</tr>
</tbody>
</table>

Your signature does not mean that you agree, it only means that you were present and participated. Not signing does not stop the IEP from being implemented as written.

Commented [PCS10]: the IEP team must complete an ESY worksheet to determine if the student is eligible for extended school year services. If the student is not being rated at this meeting, the IEP team should determine if extended school year services will be made. It is recommended that the decision whether a child needs extended school year services or not should occur closer to the time extended school year services will be offered.

Still Lost? Hit a Road Block? Need a Lift? Give ECAC a call at 1-800-962-6817