

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: _____

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	[]	[]
• Does the student have limited English proficiency?	[]	[]
• Does the student need instruction in Braille and the use of Braille?	[]	[]
• Does the student have communication needs (deaf or hearing impaired only)?	[]	[]
• Does the student need assistive technology devices and/or services?	[]	[]
• Does the student require specially designed P.E.?	[]	[]
• Is the student working toward alternate achievement standards and participating in the <i>Alabama Alternate Assessment</i> ?	[]	[]
• Are transition services addressed in this IEP with an annual goal(s)?	[]	[]

TRANSPORTATION AS A RELATED SERVICE

Student's mode of transportation: Please check one

[] Regular bus [] Bus for special needs [] Parent contract [] Other: Van, Car, Walk

Does the student require transportation as a related service? [] YES [] NO

If yes, check any transportation needs:

- [] Bus assistance: [] Adult support [] Medical support
 - [] Preferential seating
 - [] Behavioral Intervention Plan
 - [] Wheelchair lift and securement system
 - [] Restraint system
- Specify type:

[] Other. Specify: _____

[] Bus driver and support personnel are aware of the student's behavioral and/or medical concerns.

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

Will the student have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

- [] YES.
- [] YES, with supports. Describe:

[] NO. Explanation must be provided: _____

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every _____ weeks).

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STUDENT'S NAME:									
DOB		SCHOOL YEAR		-		GRADE		-	
IEP INITIATION/DURATION DATES		FROM				TO			
<small>THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN EXTENDED SCHOOL YEAR SERVICES.</small>									
STUDENT PROFILE – WILL INCLUDE GENERAL STATEMENTS REGARDING:									
Strengths of the student:									
<p>Include positive comments about the student that are not totally based on academics, such as character traits, work study habits, and social skills. Relative strengths may also be included</p> <p>Record mastery of previous goals.</p>									
Parental concerns:									
Record parent perspective as to why the student is having difficulty in academic, social and/or behavioral area(s).									
Student Preferences and/or Interests:									
Provide information obtained from parent, teacher(s), and the student regarding needs, preferences and interests.									
Examples: learning styles, career goals, and extra-curricular activities									
<i>Transition information must be provided in this text box when transition is being addressed in the IEP.</i>									
Results of the most recent evaluations:									
Record the results of applicable evaluations including but not limited to the following: ARMT, STAR, AHSGE, DIBELS, EXPLORE, PLAN, local criteria tests (DCA, AMPS, EQT), behavior data, and /or speech/language testing. Use meaningful terms so the parent and service providers have a clear understanding of the evaluation results.									
The academic, developmental, and functional needs of the student:									
Address the specific academic, developmental, and functional needs of the student on which the annual goals will be based. Use meaningful terms so the parent and service providers have a clear understanding. Also include the statement of adverse effect.									
<i>There should be a direct link between the profile page and other elements of the IEP.</i>									
Record non-mastery of previous goals and include whether the goal will continued or discontinued. If a goal will be discontinued, include the reason for discontinuing the goal.									
Other:									
Provide information pertinent to the development of the IEP that was not included in any other section of the profile page.									
Examples: ESY, teacher input, medication									
For the child transitioning from EI to Preschool, justify if IEP will not be implemented on the child's 3rd birthday:									