

Student:

Birthdate:

IEP Date:

Factors to Consider in Order to Provide a Free and Appropriate Public Education (FAPE)

Consider (check) each of the following and comment as appropriate:

- ☐ strengths of the student
- ☐ parent input and concerns for enhancing the education of the student
- ☐ results of an initial evaluation or the most recent reevaluation of the student
- ☐ progress on the current IEP annual goals and objectives
- ☐ student's anticipated needs or other matters

Comments:

Consider (check) each of the following. Needs in any of the following **require** a statement in the comments below.

- ☐ communication needs of the student
- ☐ positive behavior intervention, supports, and strategies for students whose behavior impedes learning
- ☐ language needs for students with limited English proficiency
- ☐ Braille instruction for students who are blind or visually impaired
- ☐ communication and language for students who are deaf or hearing impaired
- ☐ the need for assistive technology devices or services

Present Level of Academic Achievement and Functional Performance— in understandable terms: explain the data, areas of need, and how the disability affects his/her involvement and progress in the general education curriculum (or participation in appropriate activities for preschool students).

ECDD

Least Restrictive Environment - This student will:

- Fully participate with students who are nondisabled in the general education setting except for the time spent in separate special education programs/services provided outside of the general education classroom as specified in this IEP.

☐ Yes ☒ No (explain): Always separate from same-aged peers.

- Be fully involved in and progress in the general education curriculum.

☒ Yes ☐ No (explain): Follow the gen ed curriculum--prerequisites that lead to gen ed curriculum goals/objectives

- Have the same opportunity as general education students to participate in nonacademic and extracurricular activities.

☒ Yes ☐ No (explain): _____