

**Directions for Completing the IEP Forms**

1. Fill out the demographics (i.e., name, grade, DOB, primary language, parent’s name, home village, contact number, and mailing address).
2. Check whether it is an INITIAL or IEP REVIEW.

**3. Post Secondary Goals**

Write the student’s goals after he/she leaves high school in each of the areas below:

- a. Employment – What type of work does he/she want to do?
- b. Post-secondary education – Write down the student’s goal for continuing his/her education after high school.
- c. Other – Such as independent living, mobility, health, etc. – list additional goals that the student would like to achieve by the time he/she leaves high school.

Examples:

- a. Employment: to get a job as a cook
- b. Post-secondary education: To attend College of Micronesia (COM)
- c. Transportation: to obtain a driver’s license.

**4. Present levels of Academic Achievement and Functional Performance**

In section **c**, state how the child is doing in school. Write a statement of how the child is performing in academic areas and functional skills affected by the disability.

*Examples for a child in 10<sup>th</sup> grade with a specific learning disability:*

Math: Brigance Placement – 3<sup>rd</sup> grade for math computation – 9/20/2005

Reading:

Informal Reading Inventory – Orally reads 75 words per minute (wpm) on 3<sup>rd</sup> level; 180 wpm on 2<sup>nd</sup> grade level assessed on 9/19/2002.

Reading comprehension – Independent level – 2<sup>nd</sup> grade, Instructional level – 3<sup>rd</sup> grade; Frustration level – 4<sup>th</sup> grade

Functional skill mobility: Has not passed the driver’s test.

Also state how the disability affects progress and involvement in the regular classroom.

*Example*: Student is not able to read grade level textbook due to the low reading ability.

**5. Annual Goal**

In section **d**, state an annual measurable goal for each academic area and functional skill affected by the disability. Measurable means you can count whatever you identify as the goal.

*Examples*:

Math: To increase math performance level by at least two grade levels.

Reading: Oral Reading – To read at least 150 wpm given 5<sup>th</sup> grade reading materials.

Functional skill mobility: To pass a driver’s education class.

**6. Special Education, Related Services, and Supplementary Aids and Services**

In Section **e**, there are 5 parts. Work on each one separately. Make sure that each part relates to the present level of performance and the annual goal.

**a. Special Education**

State the “specially-designed instruction” that will be provided to the child. Specially-designed means adapting “content (WHAT)”, “methodology (HOW)”, or “delivery of instruction.”

*Example*: Intensive reading instruction using direct instruction program.

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**b. Related Services**

*Example:* Speech therapy services.

**c. Supplementary Aids and Services**

*Example:* Tutoring services for all classes that require reading.

**d. Program Modifications**

What needs to be done in order for the student to participate and be involved in the general curriculum.

*Example:* For all classes requiring reading, class reading shall be provided in tapes.

**7. Start Date for Each Service and Modifications, Frequency, Location, and Duration of Services**

In section **f**, identify the start date for each service and modification. Also identify the frequency, location and duration of services.

*Example:*

<b>Service</b>	<b>Start Date</b>	<b>Frequency</b>	<b>Location</b>	<b>Duration</b>
Direct instruction in reading	10/15/2005	45 min/daily 5Xweek	Resource Room	10/15/2005-10/15-2006 (excludes summer/holidays)
Taped readings	10/15/2005	Daily for each academic class	Science/SS classroom	10/15/2005-10/15-2006 (excludes summer/holidays)

**8. Explanation of Nonparticipation in Regular Education Environment, Extracurricular, or Nonacademic Activities**

In Section **c**, explain why the student is not participating in any regular education environment such as regular education class, extracurricular such as clubs, dances, etc., and other nonacademic activities such as lunch, recess, etc.

*Example:* Student is not participating in regular English class because he is in need of intensive instruction in reading in lieu of English class.

**9. Statewide Assessment:** Section h has 4 questions.

- a. 1<sup>st</sup> question: Determine if the student will participate in all parts of the statewide assessment (i.e., the NST). If the answer is YES, determine the accommodations, if any that will be needed. If accommodations are needed, determine the accommodations needed that matched those given for instruction. If the answer to this question is YES, skip the rest of the questions. If the answer is NO, go to the next question.

*Example:* Student has a reading disability.

Possible Accommodation - Read the subtests that do not measure reading.

- b. 2<sup>nd</sup> Question: Will the child participate in parts of the statewide assessment.

If the answer is YES, determine the accommodations if any that will be needed for those parts. The accommodations should match with those already given for instruction. If the student is not taking all the parts of the statewide assessment, he/she must be given an alternate assessment.

*Example:* Student will participate in science and social studies subtests.

Accommodation: Read the passages and questions to the student.

- c. 3<sup>rd</sup> Question: For each part of the statewide assessment that the student will not be taking, explain why it is not appropriate.

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*Example:* Student is not taking the reading subtest because the student's oral reading ability is three years below grade level and student is working on decoding skills.

- d. 4<sup>th</sup> Question: For each part of the statewide assessment in which the student will be given an alternate assessment, state why the particular alternate assessment is appropriate for the student.

*Example:* Student's reading ability will be assessed using the AIMSweb Oral reading Fluency and Reading Comprehension subtests. These tests measure the child's progress in decoding skills and then assess reading comprehension based on performance on oral reading.

### 10. Progress Report on Annual Goals

- a. Determine how the annual goals will be measured.

*Example:* Annual goal for reading will be measured using the Brigance Oral Reading and Comprehension subtests.

- b. Determine how often you will inform parents of the child's progress on the annual goals. The minimum requirement is to inform them as often as report cards are sent to parents.

*Example:* Parents will be informed of child's progress on the annual goals at least quarterly at the same time that report cards are given to all students.

### 11. Transition Services: Section **1** has two parts:

- a. Courses of study: List the courses that student will take for the year that is related to his/her post-secondary goals.

*Example:* 9<sup>th</sup> grade – English, World Geography, Physical Science, Cooking, etc.

- b. Determine what transition services the student will need in each of the areas below, if any, to meet post-secondary goals:

- Instruction
- Community experiences
- Related services
- Development of employment and other post-school adult living objectives
- Acquisition of daily living skills and functional vocational evaluation

*Example:*

- Instruction: Driver's education
- Community experiences: Community-based instruction for use of community agencies
- Related services: None
- Employment experiences: A minimum of 4 hours weekly work experience

### 12. Transfer of Rights

This only applies to students who will be 18 within one year or prior to the next IEP. The IEP Team must inform the student that all rights related to IDEA will transfer to him/her upon reaching the age of 18.

### 13. Considerations of Special Factors

For each special factor, respond to the question. If the response is "YES", then provide a statement as required by the special factor.

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Example: Factor #a). Is the child's behavior preventing him or others from learning? If the answer is "NO", leave it blank. If the answer is "YES", write what the school will do to address the problem.