

**INDIVIDUALIZED EDUCATION PROGRAM**

\_\_\_\_ County Schools

Student's Full Name \_\_\_\_\_

Date \_\_\_\_\_

**PART IV: CONSIDERATION OF FACTORS FOR IEP DEVELOPMENT/ANNUAL REVIEWS**

The IEP team must consider the following factors for all students:

- The strengths of the student.
- The concerns of the parent.
- Results of the initial or most recent evaluation of the student.

If additional evaluations are needed (specify): \_\_\_\_\_

- Academic, developmental and functional needs of the student

Do the following special considerations apply? If yes, document in appropriate section(s) of the IEP.

		YES	NO
1.	Is the student identified as gifted? If yes, consider whether acceleration will be provided and document its effect on graduation.		
2.	Does the student need assistive technology devices or services? If yes, document the type of device and provision for home use, if any, and/or the nature and amount of services. Specify: _____		
3.	Does the student have communication needs? If yes, address in the IEP.		
4.	Does the student's behavior impede his or her learning or that of others? If yes, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.		
5.	Does the student have blindness or low vision? If yes, document provision of instruction in braille and the use of braille, or after an evaluation of the student's reading and writing skills, needs and appropriate reading and writing media, including an evaluation of the student's future needs for instruction in braille or the use of braille, document in the present levels a justification that instruction in braille or the use of braille is not appropriate for the student.		
6.	Is the student deaf or hard of hearing? If yes, consider the language and communication needs of the student, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, the student's academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode.		
7.	Does the student have limited English proficiency? If yes, consider the student's level of English language proficiency.		
8.	Does the IEP team intend to invite a representative from a participating agency to the NEXT IEP meeting to discuss transition services? If yes, written consent must be obtained to invite agency representatives prior to the next IEP meeting and the agency representative must be included on the next IEP meeting notice.		
9.	Will this IEP address Transition Services? If yes, the transition planning sections of the IEP must be addressed.		

*Accessible Educational Materials Guidance*

If the student understands instructional content at grade level, but is unable to read with sufficient accuracy and fluency to support comprehension at the same rate as his/her peers; or cannot physically manipulate the print medium; or due to blindness/low vision cannot see standard print materials, please refer to the *Accessible Educational Materials* guidance documents on the WVDE website.