

Development of the IEP

The IEP must be developed by the ARD Committee to confer educational benefit to the student. Developing the IEP begins with a careful analysis of the student's present levels of academic and functional performance including:

- How the child's disability affects that child's involvement and progress in the general education curriculum
- For preschool children, as appropriate, how the disability affects the child's participation in age-appropriate activities

Present Levels of Academic Achievement and Functional Performance

At least annually, the student's ARD Committee will discuss the student's present levels of academic achievement and functional performance. The discussion will include information regarding the student's

- Present strengths and competencies (physical, academic, functional and/or behavioral)
- Academic development (grades, semester exams, semester averages and conduct)
- State assessment results
- Areas of concern (academic, behavioral, physical, functional or vocational)
- Areas of concern are addressed in the student's IEP goals and/or objectives or behavioral intervention plan (BIP).