

IEP/PEP





PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

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TO Superintendents
Curriculum and Instruction Leaders
Exceptional Children Program Directors

FROM Rebecca Garland
Bill Hussey, Director, Exceptional Children
Robin McCoy, Director, K-12 Curriculum and Instruction
Carolyn Guthrie, Director, K-3 Literacy

IEPs/PEPs

There have been questions regarding how to manage Personalized Education Plans (PEPs) and Individualized Education Programs (IEPs) for students needing both types of academic support. With DPI's approval, some districts have combined the two documents with specific information added to the IEP to meet legal requirements.

Because of changes in legislation, updates to special education guidelines, and the statewide implementation of Responsiveness to Instruction (RtI) as a three tier model, it is necessary to separate these documents. This transition should begin immediately for new PEPs, initial IEPs, and for IEP annual reviews. The transition should be made as soon as practicable, but no later than the beginning of the 2014-15 school year. It should be noted for those districts with the two documents combined, that during this transition, any changes to the PEP focused intervention plan must be made with the full IEP team's involvement and must follow the process for an IEP review/revision.

Please pay particular attention to PEPs for 3rd grade students who will need PEPs related to their reading proficiency. We want to make sure that all aspects of the Read to Achieve legislation are carefully followed.

NOTE:

Extend 1 students are the only exceptional children who are eligible for an exemption to the Read to Achieve law. For other exceptional children, modifications to IEPs will not exempt students from the Read to Achieve law.

The table on the following page summarizes the differences between an IEP and a PEP.

ACADEMIC SERVICES AND INSTRUCTIONAL SUPPORT

Rebecca Garland, Ed.D., *Chief Academic Officer* | rebecca.garland@dpi.nc.gov
6368 Mail Service Center, Raleigh, North Carolina 27699-6368 | (919) 807-3200 | Fax (919) 807-3388
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

	Individualized Education Program (IEP)	Personalized Education Plan (PEP)
Which students and when?	Students aged 3-21 at the point when specialized instruction is deemed necessary due to identification as an Exceptional Education (EC) student. Student may or may not be at risk of academic failure in a specific grade.	Students identified as at-risk for failing their grade (not meeting grade level standards) no later than the end of the first quarter or after a teacher has had up to nine weeks of instructional time with a student.
Information included	Annual Goals and Objectives related to specialized instruction and related services. Includes 'present level of performance' indicating where the student is functioning at the beginning of the annual IEP (dates are annual and may not match a school year beginning/ending period).	Plan for academic improvement with focused intervention and performance benchmarks specific to grade level standards.
Who must be involved in creating/monitoring the plan?	IEP Team made up of an LEA representative, parent of a child with a disability, regular education teacher of the child, special education teacher of the child, and others as described in NC 1503-4.2 that are responsible for developing, reviewing, or revising an IEP for a child with a disability. Any time the IEP is reviewed/updated, a full IEP team process must be conducted including prior notice (invitation to participate).	Parent should be included in the implementation and ongoing review, but formal meetings are not required.
Relationship to Rtl Tiered Plans	<p>With the revision of the Rtl process as a three tier model, special education services are part of the instructional layering of supports. This layering supplements, not supplants, regular education instructional supports.</p> <p>The two plans are separate. All IEPs must be individually targeted to a specific student's specially designed instruction— no group plans are allowed.</p>	Rtl plans may serve as the PEP at any Tiered level of instructional support. These plans may be at a group and/or individual level. For example, if a school has a large number of students who are at risk for not meeting grade level standards in a particular area, the school may implement a grade level Tier I plan to address the concerns for all students at the grade. When doing this, schools should follow the guidelines set forth within Rtl guidelines to include a demographic form when applicable.

Why



- Documents were never intended to be one in the same
- Protect Districts/schools/teams in Due Process
- Emphasizes layering of instructional supports

North Carolina Department of Public Instruction – Responsiveness to Instruction/Multi-Tier System of Supports

School:

Date: / /

Student Name(s)/Grade Level:

Pick One: Tier I Tier II Tier III

Tier II or Tier III only: Has the student had excessive absences/tardies/truancy in their school career (if yes, attach relevant attendance history)? Yes No

Student Strengths:

What should our students know and be able to do?

Identify the Problem:

RIOT – Review, Interview, Observe, Test

Develop and Test Hypotheses (*Why is the problem occurring?*)

<u>Instruction:</u> <input type="text"/>	<u>Curriculum:</u> <input type="text"/>	<u>Environment:</u> <input type="text"/>	<u>Learner (Tiers II and III):</u> <input type="text"/>
<u>Instruction Assessment Plan/Results:</u> <input type="text"/>	<u>Curriculum Assessment Plan/Results:</u> <input type="text"/>	<u>Environment Assessment Plan/Results:</u> <input type="text"/>	<u>Learner Assessment Plan/Results:</u> <input type="text"/>
<u>Precise Problem Statement:</u> <input type="text"/>			
<u>Discuss and Select Solutions:</u> <input type="text"/>			

**North Carolina Department of Public Instruction –
Responsiveness to Instruction/Multi-Tier System of Supports**

School District:

School:

Student Name: <input type="text"/>	Grade: <input type="text"/>	Retentions (specify grade levels: <input type="text"/>
NC WISE #: <input type="text"/> DOB: <input type="text"/>	Vision Screening Date: <input type="text"/>	
Parent/Guardian Name(s): <input type="text"/>	Results: <input type="text"/>	
Address: <input type="text"/>	Hearing Screening Date: <input type="text"/>	
Phone Number: <input type="text"/>	Results: <input type="text"/>	
Services Received: <input type="text"/>		
Other Relevant Information: <input type="text"/>		

Summary of Parent Contacts:

Date	Person Making Contact	Outcome
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Relevant Student Academic History (EOG, EOC, K-2 Assessment, Reading Levels etc.):

Measure/Assessment	Date Administered	Grade Level	Score
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Attach Attendance History and Behavior History to this report

Who receives this:

Students who are deemed
“at risk of failure” but not
receiving additional
instructional supports
outside of the Tier 1

Contact



Bill Hussey, Director, Exceptional Children

Bill.Hussey@dpi.nc.gov

Robin McCoy, Director, K-12 Curriculum & Instruction

Robin.McCoy@dpi.nc.gov

Amy Jablonski, MTSS Statewide Consultant & State
Implementation Specialist

Amy.Jablonski@dpi.nc.gov