Guidelines for Individualized Academic Curriculum

Requirement	Description
(a) General	Below is a proposed set of guidelines for parents, teachers, and tutors to use in the creation of a students' personalized academic curriculum (or individualized learning plan, or individualized curriculum outline, or personalized academic plan)
	1) A statement of the child's present levels of academic achievement and functional performance, including –
	2)
	a) A statement of measurable annual goals, including academic and functional goals designed to –
	i) Meet the child's needs to enable the child to be involved in and make progress in the general education curriculum; and
	3) A description of -
	a) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and
	b) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
	4) A statement of the education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child –
	a) To advance appropriately toward attaining the annual goals;
	b) To be involved in and make progress in the general education curriculum in accordance with paragraph **(a)**(1) of this section, and to participate in extracurricular and other nonacademic activities; and
	c) To be educated and participate with other children in the activities described in this section;
	6)
	a) A statement to measure the academic achievement and functional performance of the child on State and districtwide assessments; and
	ii) The particular alternate assessment selected is appropriate for the child; and
	7) The projected date for the beginning of the services and modifications described in paragraph (a)(4) of this section, and the anticipated frequency, location, and duration of those services and modifications.
(b) Transition services	Beginning not later than the first PAC (ILP/PAP/IAP/IAC/ICO) to be in effect when the child turns 16, or younger if determined appropriate by the PAC (ILP/PAP/IAP/IAC/ICO) Team, and updated annually, thereafter, the IEP must include -
	(1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
	(2) The transition services (including courses of study) needed to assist the child in reaching those goals.
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Academic Planning

- ❑ Background Information
- ❑ Guidelines
- ❑ Assessment Links
- ❑ Research Log

ITS Search

- ❑ Background Information
- ❑ Search Tool
- ❑ Full School List
- ❑ Research Log

More

- ❑ GIACII-K12 is…
- ❑ GIACII-K12 is not…
- ❑ Terminology
- ❑ Additional Resources

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