



Developing Quality Individual Educational Plans

A Guide for Instructional Personnel and Families

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and Student Services
2012—Third Edition

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A Guide for Instructional Personnel and Families

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Learning Systems Institute
Florida State University

2012—Third Edition

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User's Guide

Purpose

The primary purpose of this guide is to provide information that will support the development of quality individual educational plans (IEPs) for students with disabilities. A quality IEP is in compliance with all requirements of state and federal laws and regulations and reflects decisions based on the active and meaningful involvement of all members of the IEP team. The IEP provides a clear statement of expected outcomes and the special education services and supports to be provided to the student.

This edition emphasizes the IEP requirements of the Individuals with Disabilities Education Act of 2004 (IDEA). This guide contains the relevant information from the Office of Special Education Programs regulations published in the Federal Register. Relevant sections and rules of the Florida Statutes and Florida Administrative Code (F.A.C.) are also referenced. This guide reflects both required and suggested practices for IEP development and documentation and is intended to serve as a reference for all participants in the IEP process, including administrative and instructional personnel and families.

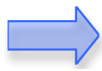
Organization of Content

The content of this manual is organized to reflect the major components of the IEP process, beginning with the determination of eligibility and formation of the IEP team. This manual generally follows the sequence of topics in IEP development used in the Portal to Exceptional Education Resources (PEER) system. It also uses the forms in the PEER system to create sample IEPs found in the Appendix. This is not meant to imply that the sequence used in PEER is the only way an IEP can or should be developed. Many districts follow a sequence that aligns with the particular form and software program they use.

Although the content in this guide is sequenced to reflect the IEP development process, some chapters provide more in-depth information about specific topics, such as general and specific considerations and transition planning for students who are preparing to enter postsecondary education and adult living. Because these topics impact other sections of the IEP—such as IEP team membership, the present level statement, annual goals, and special education services and supports—brief descriptions include a reference to additional information in another chapter.

To illustrate how the content is organized, the following excerpt from Chapter 2: Individual Educational Plan Team provides a brief description of the requirement for student participation in the IEP team meeting. More detailed information about student participation is included in Chapter 4.

Students with disabilities may attend the IEP team meeting before they turn 14 if parents and other members of the IEP team decide it is appropriate. Before making this decision, parents should talk with school personnel to determine if the student's participation will be helpful to the team and beneficial to the student. Students may need instruction and practice in using self-determination skills, goal-setting strategies, and meeting participation techniques so they can become effective IEP team members.



For more information on student participation and self-determination, see Chapter 4, "Planning for the IEP Team Meeting for Transition" and "Self-Determination," pp. 46–47 and 53–56.

Chapter Elements

Within each chapter are recurring elements designed to help the reader understand the organization and structure of the content included in this guide. The following section describes the elements and includes a sample from the text.

Quality Indicators



A broad "Quality Indicator" statement begins each chapter. These indicators are designed to summarize and highlight the overall intent of the processes described in each chapter. In previous editions of this guide, many more quality indicator statements were included. Since the last edition (Florida Department of Education [FDOE], 2000), the FDOE has provided more specific guidance through revisions to relevant Florida Administrative Code rules, Florida Statutes, and compliance self-assessment standards (FDOE, 2010c).

Requirements

Each chapter includes references to the specific requirements in the Florida Administrative Code and Florida Statutes. The specific section of the rule or statute is hyperlinked and a brief description of the requirement follows the citation. Requirements appear as shown below.

Requirement

Rule 6A-6.03028(3), F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

Compliance Self-Assessment Standards

Related self-assessment standards are included throughout each chapter. These standards from the *Exceptional Student Education Compliance Manual 2010–2011* are included to indicate how this document relates to compliance. The self-assessment standards are numbered as they appear in the original document (FDOE, 2010c).

Self-assessment standards are included from the following protocols:

Secondary Transition, Age 14	T 14
SPP 13 Secondary Transition, Age 16	T 16
Individual Educational Plan	IEP
Initial Evaluation	IE

The self-assessment standards are cited as shown below.

IEP-11. The appropriate team members were present at the IEP team meeting. (34 Code of Federal Regulations [CFR] §300.321(a)-(b))

Explanations, Suggested Practices, and Examples

Each chapter includes explanations and further details about each requirement along with many suggested procedures and practices to assist team members as they develop IEPs. Examples are included to show how to document the critical content of the student's IEP, such as the course of study, present level statement, annual goals, and services and supports. Examples are [in blue](#), as shown below.

The course of study statement may describe the instructional program and experiences the school district will provide to prepare the student for transition from school to adult living. Simply stating the diploma option does not provide an adequate description of the course of study. The statement should reflect the student's needs, preferences, and interests and relate to the areas addressed in the postsecondary goals, when specified. The following are examples of how the course of study statement may be documented:

[Mathematics courses through Algebra 2 and technology education courses that focus on engineering, job shadowing, and community work experience in an engineering-related field](#)

[Exploratory vocational education and courses that provide community-based experiences to help the student acquire adult living and employment skills](#)

Additional Information and Resources

Throughout each chapter, related resources are described and hyperlinked. These resources include technical assistance papers, manuals and brochures developed in Florida, and materials from national organizations. An example follows.

If the agency fails to provide agreed-upon transition services, the school district must reconvene an IEP team meeting to identify alternative strategies to meet the student's transition needs or objectives. However, this does not relieve any participating agency of the responsibility to provide or pay for any transition service the agency would otherwise provide to students with disabilities who meet eligibility criteria (FDOE, 2011d).



For more information:

Transition Wheel: Interagency Collaboration, Project 10. <http://www.project10.info/TransitionWheel.php?PageCategory=Transition%20Wheel>

Introduction

Quality IEPs for students with disabilities are developed in the context of Florida's educational system. In keeping with the goals and intent of Individuals with Disabilities Education Act of 2004, the State of Florida ensures that students with disabilities are involved in and can make progress in the general curriculum. The provision of services and supports for students with disabilities is an important component of the Florida Department of Education.

The Florida Department of Education's mission, stated in section 1008.31(2), Florida Statutes (F.S.), is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

Florida's Multi-Tiered System of Supports

Through implementing the problem solving and response to instruction/intervention (PS-RtI) framework, Florida's multi-tiered system of supports provides high-quality instruction and intervention matched to student needs. This involves the systematic use of assessment data to inform instructional decisions and efficiently allocate resources to improve learning for all students (FDOE, 2008, June). The core characteristics that underpin the model are the following:

- High-quality, research-based instruction provided to students in the general education setting
- Continuous monitoring of student performance
- Screening of all students for academic and behavioral problems
- Multiple levels or tiers of instruction that are progressively more intense and based on the student's response to instruction
- Implementation of a problem-solving method across all levels or tiers

The following problem-solving steps are used to inform instruction and the development of interventions:

Step 1. Problem Identification: "What's the problem?"—Define the problem by determining the discrepancy between what is expected and what is occurring.

Step 2. Problem Analysis: “Why is it taking place?”—Analyze the problem using data to determine why the discrepancy is occurring. Consider factors involving the student, curriculum, instruction, and environment.

Step 3. Intervention Planning and Implementation: “What are we going to do about it?”—Establish a student performance goal, develop an intervention plan to address the goal, describe how student progress will be monitored, and identify how integrity of implementation will be ensured.

Step 4. Response to Instruction/Intervention: “Is it working?”—Monitor student response to the intervention and use progress-monitoring data to evaluate the effectiveness of the intervention. If the student is not improving, how will the intervention plan be adjusted to better support the student’s progress? (FDOE, 2011, February 28)

As part of the problem-solving process, it is important to note that:

Eligibility for special education services is not the finish line for problem solving. It is important to note that the four-step problem-solving process is systematically applied before, during, and after the determination of eligibility. Students identified as eligible for special education services are necessarily in need of intense instructional supports and, as a result, require frequent progress monitoring to ensure the effectiveness of those supports. In order to make informed instructional decisions that are critical for continued success, the four-step process of problem identification, problem analysis, intervention design/implementation, and response to instruction/intervention must be used routinely. (FDOE, 2011c, p. 45)



For more information:

Florida Department of Education Statewide Response to Instruction/Intervention (Rtl) Implementation Plan and Guiding Tools for Instructional Problem Solving, FDOE.
<http://www.florida-rti.org/>

Alignment with Exceptional Student Education and the IEP

The four-step problem-solving process of Florida’s multi-tiered system of supports is central to the development of an IEP. The first two steps of defining and analyzing the problem are what IEP teams do when they develop the student’s present level statements. Step 3. Intervention Planning and Implementation is what the IEP team does when it establishes annual goals and identifies the services and supports the student needs. Finally, the IEP team measures and evaluates progress on annual goals and reports to parents to answer the question asked in Step 4. Response to Instruction/Intervention—“Is it working?”

The problem-solving process aligns with Plan-Do-Check-Act and is a means for implementing Florida’s Continuous Improvement Model (FCIM). It is used throughout

this document to emphasize that special education is part of the multi-tiered system of supports.

Integration of Exceptional Student Education within a Multi-Tiered System of Supports

Which students?	All students, including students with disabilities who need ESE services
How are needs determined?	Step 1. Problem Identification Step 2. Problem Analysis (Plan) Initial evaluation and reevaluation IEP: Present level statement (strengths, current performance, effect of disability)
What is provided?	Step 3. Intervention Planning and Implementation Tier I: Core Tier II: Supplemental Tier III: Intensive (Plan-Do) IEP: Annual goals ESE Services: Specially designed education, related services, supplementary aids and services, classroom and testing accommodations and program modifications, support for personnel
How evaluated?	Step 4. Evaluation of Effectiveness of Response to Instruction/ Intervention (Check-Act) IEP: Monitor progress toward annual goals
Who oversees?	School-based teams engaged in systematic planning and problem solving IEP: Expanded school-based teams (IEP teams) engaged in systematic planning and problem solving
How often?	Monthly data review and more frequently, as needed IEP: Formal review of IEP annual goals at least once a year and more frequently, as needed
Other	IEP: Transition planning: Self-determination, course of study, transition services needs, and postsecondary goals

Chapter 1: Individual Educational Plan



The individual educational plan provides a clear and accurate description of the special education services and supports that address the educational needs of a student with a disability.

Requirement

Rule 6A-6.03028(3), F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

The individual educational plan is the primary vehicle for communicating the school district's commitment to addressing the unique educational needs of a student with a disability. An individual family support plan (IFSP) is generally developed for children with disabilities age birth through three, but can be used instead of an IEP for children with disabilities ages three through five with parental approval. A distinction can be made between the process of developing an IEP and the documentation of the IEP process.

The process of developing an IEP has evolved over 35 years through federal and state legislation, case law, and state and school district policy. It is the responsibility of each state and school district to develop procedures consistent with the requirement that all students with disabilities have access to a free appropriate public education (FAPE) in the least restrictive environment. Although rules and regulations governing this requirement are complex, the purpose is straightforward and clear.

The federal law, the Individuals with Disabilities Education Act, requires that:

- Students with disabilities who meet the criteria of one or more categories of disability specified in law and who need special education services must have an IEP.
- The IEP must be reviewed at least annually and revised as necessary.
- Due process rights are guaranteed.
- Student records are confidential.
- Parents are important partners in the IEP process and must be invited to meetings.
- Student evaluation procedures are nondiscriminatory.

The IEP document must include the following:

- Consideration of the strengths of the student; the parents' concerns for their child's education; results of the most recent evaluation; results of statewide and districtwide assessments; and the student's academic, developmental, and functional needs

- Consideration of the student's need for instruction or information in self-determination, the identification of transition services needs, and a statement of the diploma option and courses of study beginning with the IEP that will be in effect at age 14 or in the eighth grade, whichever comes first
- A statement of measurable postsecondary goals and transition services that will assist the student in reaching those goals, beginning with the IEP that will be in effect at age 16
- A statement of the present levels of academic achievement and functional performance
- A statement of measurable annual goals
- A description of benchmarks or short-term objectives for students who take alternate assessment or, at the discretion of the IEP team, any other student with a disability
- A statement of how the student's progress toward meeting annual goals will be measured and when periodic reports will be provided to the parent
- A statement of the special education and related services and supplementary aids and services to be provided to the student
- A statement of the classroom accommodations and program modifications, including necessary supports for school personnel
- A statement of the accommodations for state or districtwide assessments of student achievement
- The projected date for beginning the special education services, related services, supplementary aids and services, accommodations, program modifications, and supports for school personnel and the anticipated frequency, location, and duration of the services
- An explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular class and special education services and supports

Through the IEP process, a determination is made about how the student's disability affects the student's involvement and progress in the general curriculum. If the student is prekindergarten (Pre-K) age, a determination is made about how the student's disability affects the student's involvement in appropriate activities.

The student's entire educational program does not have to be documented on the IEP. Only those areas the student's disability impacts are addressed. The IEP focuses on the student's strengths and needs for services and supports that enable the student to make progress in the appropriate curriculum. The annual goals address the specific individual needs of the student with a disability. It is unnecessary to duplicate grade-level curriculum goals and objectives that the student will be expected to achieve.

Requirement—Eligibility and Timelines

6A-6.0331(6)(a) and (c), F.A.C.: *General Education Intervention Procedures, Identification, Evaluation, Reevaluation and the Initial Provision of Exceptional Education Services.*

6A-6.03028(3)(f), F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

IE-16. A group of qualified professionals, including the parent, determined whether the student is a student with a disability in need of special education and related services. (34 CFR §300.306(a)(1); Rule 6A-6.0331(6)(a), F.A.C.)

IE-18. The IEP, or possibly an individualized family support plan (IFSP) for a child ages three through five, was developed prior to the provision of special education and related services and within 30 calendar days following the determination of eligibility. (34 CFR §300.323(c)(1); Rules 6A-6.03028(3)(f)2 and 6A-6.0331(6)(c), F.A.C.)

IE-20. As soon as possible following development of the IEP, special education and related services were made available to the student in accordance with the IEP. (34 CFR §300.323(c)(2))

IE-21. The school district obtained informed consent for the initial provision of special education and related services prior to providing exceptional student education services. (34 CFR §300.300(b))

Each student with a disability attending public schools who receives special education and related services must have an individual educational plan. A group of qualified professionals, evaluates the student, and, with the parent, determines eligibility. The first IEP must be developed within 30 calendar days following the determination of a student's eligibility for special education and related services. The IEP must be in effect prior to the provision of services. Initial placement in an exceptional student education program requires informed parental consent. Consent for placement is not required for a change in services or a change in disability category (FDOE, 2010c).

The IEP must be developed prior to the student's placement in special education or the provision of services. If a student with a disability who received special education and related services transfers from a Florida school district or another state, the receiving district must provide services comparable to those described in the student's IEP from the sending district. The district may adopt the student's IEP or conduct an evaluation and develop and implement a new IEP. If the parents do not provide a copy of the IEP, the new district must take reasonable steps to obtain the student's records from the previous district. If the new district is unable to obtain the IEP and has reason to suspect

the student has a disability, the district may provide special education services with parental consent while the evaluation is pending (United States Department of Education [USDOE], 2010, June).

IEP-2. The IEP was current at the beginning of the school year. (34 CFR §300.323(a))

For students with continuing eligibility, the IEP must be in place at the beginning of the school year. If changes to annual goals or services are needed after the school year begins, the IEP must be reviewed and revised. Every IEP must be reviewed at least annually (every 12 months). Some students may require more frequent reviews. IEPs should be revised to address any lack of expected progress toward annual goals and in the general curriculum. IEPs are reviewed upon reevaluation or when the parents or other members of the IEP team provide relevant information that indicates such a need.

Chapter 2: Individual Educational Plan Team



IEP team members are selected based on consideration of the student's academic and functional performance needs and plans for transition between programs. All members of the IEP team advocate for the student's educational needs and services by contributing in the planning, development, and monitoring of the implementation of the student's IEP.

Requirement

6A-6.03028(3)(b) and (c), F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

6A-6.03311(2)(a), F.A.C.: *Procedural Safeguards and Due Process Procedures for Parents and Students with Disabilities.*

IEP development is a collaborative effort involving the parents, school district representatives and other service providers, and the student, as appropriate. Every IEP team consists of individuals who fulfill roles required in federal and state laws and regulations. These team members will have a combined knowledge and understanding of the individual student's needs, expectations of the general education environment, specialized strategies, and services and resources available to students with disabilities. Every member has important knowledge to contribute and an equal say in the development of the student's IEP. The student's parent or guardian and the student, as appropriate, are also required members of the IEP team. The parent or district may invite other individuals who have special expertise regarding the student.

The IEP Team

IEP-11. The appropriate team members were present at the IEP team meeting. (34 CFR §300.321(a)-(b))

The required participants in the IEP team have different roles. The district must provide prior written notice that describes the purpose of the meeting. This section describes the roles of the required members of the IEP team and their participation in the meeting.

The IEP team includes the following members:

- The student's parent or guardian
- The student, as appropriate, and in all meetings that address transition services needs and consideration of postsecondary goals
- At least one general education teacher if the student may be participating in the regular education environment
- At least one special education teacher or service provider

- A school district representative who is qualified to provide or supervise the provision of specially designed instruction and is knowledgeable about the general curriculum and the availability of school district resources
- An individual who can interpret the instructional implications of the evaluation results
- Other individuals who have knowledge or special expertise regarding the student, including related services personnel

Meaningful Involvement of Parents

Parents have a number of important roles in the IEP process. They bring firsthand information about the strengths of their child and their concerns for enhancing his education. The parents can provide information about day-to-day life, including the student's particular ways of accomplishing tasks in different settings, and their perspective on the needs of their child. The parents should have information on their child's current progress in school as well as the needs to be addressed in the meeting. Parents can help decide how their child will participate and be involved in the general curriculum and state and district assessments. This will lead to deciding what type of diploma their child will pursue as well goals for postsecondary outcomes.

Parents must be given an opportunity to participate in meetings concerning the IEP and educational placement for their child. Parents may also invite others who have special knowledge or expertise. Districts must take whatever action is necessary to ensure the parents and the student, as appropriate, understand the proceedings at the meeting.

Active Student Participation

When the student is approaching adulthood, the IEP team considers the transition services needs of the student. Transition refers to activities meant to prepare the student for adult life, such as the following:

- Selecting the high school diploma option
- Developing measurable postsecondary goals, based on age-appropriate transition assessments related to education/training, employment, and, where appropriate, independent living skills
- Identifying transition services needs, including courses of study needed to assist the student in reaching postsecondary goals

Students with disabilities must be invited to attend beginning with the meeting to develop the IEP that will be in effect when the student turns age 14 or when the student is in the eighth grade, whichever comes first. Beginning at age 16, representatives from agencies that may be involved in providing or paying for transition services will also be invited to these meetings with the consent of the parents and student, whose rights have transferred at the age of majority (18).

Students with disabilities may attend the IEP team meeting before they turn 14 if parents and other members of the IEP team decide it is appropriate. Students may need instruction and practice in using self-determination skills, goal-setting strategies, and meeting participation techniques so they can become effective IEP team members.



For more information on student participation and self-determination, see Chapter 4, “Planning for the IEP Team Meeting for Transition” and “Self-Determination,” pp. 46–47 and 53–56.

Transfer of Rights at Age of Majority

At age 18, the age of majority, the student has the right and responsibility to make certain legal choices. This includes the right to make educational decisions that the parents have made until this time. However, the rights do not transfer if a student with a disability has been determined incompetent under State law or has a guardian advocate appointed to make educational decisions. The student and the parent must be provided information about the transfer of rights at least one year prior (age 17) and a statement must be included on the student’s IEP. Shortly before the student turns 18, a separate notice of the transfer of rights must be provided to the student and the parent.



For more information, see “Understanding the Transfer of Rights at Age of Majority” in Chapter 4, pp. 48–50.

District and School Personnel

The district is responsible for identifying members of the IEP team who are required to participate in the meeting. If the student is or may be participating in the regular education environment, at least one **general education teacher** must be on the IEP team. The general education teacher will help to determine positive behavioral interventions and supports, supplementary aids and services, classroom accommodations, and program modifications the student needs, along with support for school personnel. In addition, the general education teacher can help to identify what the student needs to participate in extracurricular activities and other nonacademic activities. The general education teacher may teach in the general education (academic) or career and technical education program in which the student is or will be enrolled. More than one general education teacher may be on the team, particularly if the student is having difficulty in multiple classes or subject areas. For students articulating to the next level of schooling, such as elementary to middle school, a teacher from the middle school can be invited to provide information about what will be expected.

At least one **special education teacher** must attend the meeting. The special education teacher can provide input about intensive, specially designed instructional interventions, accommodations for instruction and assessment, or supplementary aids and services the student may need to be successful. If a student has two special education teachers, the district will determine whether both of them are required and, if not, which personnel will fulfill this role.

A **school district representative** who is qualified to provide (or supervise the provision of) specially designed instruction for students with disabilities and who is knowledgeable about the general education curriculum and the availability of district resources must be present. This role is sometimes described as the local education agency (LEA) representative. The special education teacher may also fulfill this role at the discretion of the school district.

There must also be an **individual on the IEP team who can interpret the instructional implications of the student's evaluation results**. Results may include the initial evaluation process, statewide or districtwide assessments, classwork, and other outside evaluations. This IEP member will help the team plan appropriate instruction and services to meet the student's needs identified in the evaluation results. Other IEP team members, such as the special education teacher, can fulfill this role at the discretion of the school district.

There is no minimum number of individuals required to attend the meeting, as long as the required roles are fulfilled. In addition, a dually certified teacher (ESE and general education) who serves as both the general education and special education teacher of a student may fulfill both of those roles on the IEP team.

Participation of Others

The district or parents may invite individuals with special expertise to participate in the meeting. If it is anticipated that a student will require related services, personnel knowledgeable about those services should be invited. This may include the speech and language pathologist, occupational therapist, physical therapist, behavior analyst, counselor, orientation and mobility specialist, health service provider, school social worker, bus driver, food service staff, employment coach, or preschool service coordinator.

When a preschool student who was previously served under Infants and Toddlers with Disabilities (Part C) of IDEA makes the transition to receive services under Part B of IDEA, the parents may request that representatives of the early intervention program be invited to the IEP team meeting. Families should be informed that they may request participation of the Part C service coordinator or other representatives of the Part C system at the initial IEP team meeting. Other community partners, such as Head Start personnel, private therapists, childcare teachers, and Children's Medical Services representatives, may be included as appropriate.

If the IEP addresses the student's movement between other programs or types of services—such as between school sites or community programs, hospital/homebound services, or Department of Juvenile Justice facilities—representatives from the sending and receiving agencies or programs may be invited to participate in the IEP team meeting.

If appropriate, a representative of any participating agency that may pay for or provide transition services must also be invited to the meeting with the consent of the parent or student. The team should review possible transition services needs for each postsecondary goal to determine which agencies should be invited. Prior consent must be obtained from the parent or from the student whose rights have transferred at the age of majority, for each IEP meeting (FDOE, 2009, February 6).



For more information about the participation of agency representatives, see “Planning for the IEP Team Meeting for Transition” in Chapter 4, pp. 46–47.

Absences/Excusal of Team Members

IEP-9. The parent *agreed* to an IEP team member’s absence when that person’s curriculum/related service area was not being discussed. (34 CFR §300.321(e)(1))

At a given IEP team meeting, not all specific areas of the curriculum or services may need to be examined. A member of the IEP team may be excused from participating in a meeting if both the district and parents agree in writing that the team member’s specific area of the curriculum or related services will not be modified or discussed in the meeting. Documentation that the parents agreed to the absence of a team member may be included on the written notice/invitation to the meeting, on the IEP, or on a separate document. The consent may be recorded in a check box next to a statement that describes which team member is absent or through a separate written statement provided by the parent.

IEP-10. The parent *consented* to the excusal of an IEP team member when that person’s curriculum/related service area was being discussed. (34 CFR §300.321(e)(2))

When the meeting involves a modification or discussion of a team member’s area of the curriculum or related services, that person may also be excused if the team member submits input in writing with relevant information for the IEP team to review. The excused IEP team member may develop a statement or complete a questionnaire or survey to provide written input. The input from the team member will provide pertinent information for the development of the IEP, such as the student’s progress in class, and present level of academic achievement or functional performance. Both the parent and school district must consent to this excusal (USDOE, 2010, June).

If the IEP team includes multiple general education teachers, the excusal provision would not apply if at least one general education teacher will be in attendance who is able to explain information being discussed at the meeting. However, if different subject areas are being discussed and designated general education teachers are invited, a consent for excusal form is needed if one of those members cannot participate in the meeting. Documentation may be included with the notice of the IEP team meeting or in a separate document.

No specific timeline has been established for notifying parents of requests for excusing IEP team members, or when the parent or district must provide written consent. There may be emergency situations that would make it impossible to meet a predetermined timeline (USDOE, 2010, June).

Scheduling the IEP Team Meeting

IEP-3. The parents were invited to the IEP team meeting. (34 CFR § 300.322(a))

IEP-4. The parents were provided notice of the IEP team meeting a reasonable amount of time prior to the meeting, at least one attempt to invite the parent was through a written notice, and a second attempt was made if no response was received from the first notice. (34 CFR §300.322(a)(1))

IEP teams include parents, the student, as appropriate, and teachers or service providers who will be directly involved in the implementation of the IEP as well as others who have special knowledge or expertise. Consider the availability for participation of required team members when scheduling the IEP team meeting.

Parents must be notified early enough to ensure that one or both of the parents have the opportunity to attend. Scheduling problems can be avoided if members are asked in advance for possible dates and times of the meeting. Use e-mail or shared online calendar programs to solicit input on meeting dates and times. Arrange the date and time through a phone call for members who don't use e-mail. The meeting should be scheduled at a mutually agreed upon time and place.

If the purpose of the meeting involves planning for transition, the schedule will need to accommodate the availability of the student and representatives of participating agencies, who are invited with parent consent. IEP team meetings that involve other types of transition, such as prekindergarten programs or articulation to a different school, will also need to take into consideration the availability of representatives from the sending or receiving programs. It is recommended that districts:

- Suggest several dates/times in the initial written contact
- Suggest the use of a conference call or other technology if individuals can't attend in person
- Suggest that representatives of the agency and school district provide pertinent information to send to the parent prior to the meeting

Providing a Meeting Notice

IEP-5. The notice of the IEP team meeting contained the time, location, and purpose of the meeting. (34 CFR §300.322(b))

IEP-6. The notice contained a listing of persons invited to the meeting, by name or position. (34 CFR §§300.321(a)-(b) and 300.322(b))

The written notice (invitation) must indicate the time, location, and purpose of the meeting along with a list of who will be attending. The notice must also inform the parents about their right to invite individuals with special knowledge or expertise about their child to be a member of the team. Parents may also request a Part C service coordinator or representative if their child has previously received early intervention services. For example, if the purpose of the meeting is to discuss the student's progress in the general curriculum, the written notice should include a brief description of the purpose and a list of the participants identified by name or position or both. If the team members are listed by position, rather than by name, the district will need to make sure that the persons who attend the meeting are knowledgeable about the information being discussed.

The purpose of the meeting should include a brief description, such as the following:

- Annual review
- IEP amendment
- Transition from Part C to Part B for prekindergarten children
- Review of functional behavior assessment and development of a positive behavior intervention plan

If the purpose of the meeting includes transition planning for students age 14 and older, the student will be included in the list of attendees. The specific topics to be addressed in the meeting may be included in the meeting notice. For example, for the IEP that will be in effect the year the student turns 14 or is in the eighth grade, whichever comes first, the meeting includes a discussion of the student's transition services needs, focusing on the course of study leading to a standard or special diploma and the need for self-determination information or instruction. At age 16, measurable postsecondary goals are developed and transition services are discussed.

Documentation of the invitation and notice of the meeting should be kept in one place, such as the student's cumulative folder or IEP file, so it is easy to determine whether parents have received sufficient notification of the meeting. In general, a written notice is sent one week to 10 days in advance of the meeting. Most parents appreciate a note or call the day before to confirm the date, time, and location of the meeting.

Districts must maintain a record of the attempts to set up a meeting and invite the parents. At least one attempt must be through a written notice and a second attempt must be made if no response is received from the first notice. Documentation may include detailed records of telephone calls, copies of correspondence, or detailed records of visits to the parents' home or place of employment.

Alternatives to Parents Attending the Meeting

IEP-8. If neither parent was able to attend the IEP team meeting, there is evidence and documentation of attempts to ensure parent participation. (34 CFR §300.322 (c)-(d) and 300.328)

If neither parent can come to the meeting, the district must offer to use other methods of parent participation, such as conference calls, video conferencing, or web conferencing. The use of any alternate forms of participation will require that all members of the team, including the parents, are comfortable with the alternate format. The nature of personal interaction and lack of eye contact in conference calls or web conferencing may cause some parents to feel they are not being heard. Conduct practice or preparation sessions prior to the meeting to make sure parents and other team members feel comfortable and know how to use the technology. Parents will also need advance copies of any documents that will be shared at the meeting.

If parents are unable or unwilling to use alternate methods of participation, the district may obtain parent input by interviewing the parent or asking the parent to submit input in writing. Parents may be asked about their child's strengths in both educational and social environments and concerns they have about enhancing their child's education. Districts may send a form with relevant questions for the parents in writing by mail or e-mail.

If the parents are unable to attend the meeting and the meeting is conducted in their absence, the school district must keep a record of the attempts to involve the parents, such as detailed records of the results of telephone calls, copies of correspondence and responses received, or detailed records of the results of visits made to the home or place of employment. A request for parental input is acceptable as documentation.

Explanation of Procedural Safeguards

IEP-7. The parents were provided a copy of the procedural safeguards. (Rule 6A-6.03311(2), F.A.C.)

Parents of students with disabilities who have IEPs must receive a copy of procedural safeguards at least one time during the school year. Procedural safeguards relate to prior written notice, parental consent, access to educational records, the availability of mediation, the opportunity to present and resolve complaints through the state complaint and due process hearing procedures, independent educational evaluations, procedures for students who are subject to placement in an interim alternative educational setting, requirements for placement of students with disabilities in private school by their parents at public expense, civil actions, and attorney's fees.

A copy of procedural safeguards must also be provided to the parent:

- Upon initial referral or parent request for an evaluation
- In accordance with the discipline procedures when a change in placement occurs
- Upon receipt of the first State complaint from the parent in a school year

- Upon the receipt of the first request for a due process hearing from the parent in a school year
- Upon request by a parent

A copy of procedural safeguards may accompany the written notice of the annual IEP review meeting. Districts may also offer parents a copy at every meeting. For parents who are new to the IEP process, the IEP team may ask parents if they have read and understand their rights and responsibilities identified in the procedural safeguards document. Due to the complex nature of the procedural safeguards, a member of the IEP team, such as the LEA representative, may wish to provide a summary, highlight key points section by section, or provide an explanation over the phone prior to the meeting. It is also important that procedural safeguards be available in the parent's native language (such as Haitian Creole, Spanish, Russian) or in the mode of communication the parent normally uses, such as braille. Many districts post copies of the procedural safeguards on their district website.

Districts may have parents sign a form at each IEP team meeting to show that the parents were offered and accepted the procedural safeguards. Written confirmation of receiving procedural safeguards can also be included with the IEP documents that are signed at the conclusion of a meeting.



For more information and copies of procedural safeguards in English, Spanish, Haitian Creole, and Russian:

Notice of Procedural Safeguards for Parents of Students with Disabilities, FDOE. <http://www.fldoe.org/ese/resolution.asp>



For more information related to access to student records:

The Family Educational Rights and Privacy Act (FERPA) [Technical Assistance Paper DPS: 2009-103], FDOE. <http://www.fldoe.org/ese/tap-home.asp>

The IEP Team Process

The IEP team process is driven by the requirements of the laws and regulations and enhanced by the full participation of all members of the IEP team. Preparation, active involvement, and collaboration are key to a quality process.

Preparing for the IEP Team Meeting

IEP team members are expected to come to the IEP team meeting prepared to contribute to the development of the student's IEP. They should gather data related to the student's pre-academic or academic achievement, functional performance, and progress toward annual IEP goals. Members may bring questions, concerns, and preliminary recommendations. IEP team members who do not already have firsthand knowledge of the student may review records and observe the student in

various settings before the meeting, such as a core academic class, preschool natural environments, home, social setting, or employment. They may also interview teachers or other professionals who know the student. Team members can be asked to complete a standard form or survey included with the written notice. Forms may include questions and checklists with room for comments. The data can be compiled and summarized before the meeting so the team will be able to use it more efficiently.

When the student will participate in the IEP team meeting, the preparation includes making sure the student understands the purpose of the meeting. Beginning at age 14 and older, the purpose of the IEP team meeting will include identification of transition services needs. If younger students are invited to their IEP team meetings, they will also need to understand why they are being asked to participate in the meeting. For example, it may be helpful to have sixth and seventh graders learn how to set goals for themselves and monitor their progress toward reaching those goals. This will give them the opportunity to practice goal attainment before they attend an IEP team meeting (Scheiner, n.d.). Other approaches to preparing students include participating in simulated IEP team meetings and holding discussions with students about issues they want to clarify (National Center on Secondary Education and Transition, 2002, May; Myers & Eisenman, 2005).

Drafting IEPs prior to the Meeting

It is common practice for IEP team members to begin to draft parts of the IEP prior to the meeting. This often helps to synthesize information and analyze the problems the student is experiencing. Team members should not prepare a complete draft IEP prior to the meeting because it may hinder a full discussion of the student's needs. If a draft IEP is developed prior to the meeting, it is important to make it clear to the parents and other team members that the draft is prepared for review and discussion. If possible, parents should be given a copy of the draft IEP prior to the meeting. They can note any questions or suggested changes for discussion at the meeting.

Under no circumstances should the district have the final IEP completed before the IEP team meeting begins (USDOE, 2006, August 14, p. 46678). If IEP team members set aside time before or after school, or during common planning time, to pull together necessary data, it is important to make it clear that it is a planning meeting, not an IEP team meeting.

Active Involvement in the IEP Team Meeting

The IEP team members can be actively involved when they understand what is going to happen, what information is important, and how certain decisions are made. The written notice provides a description of the purpose of the meeting that guides team members in gathering relevant data, formulating questions, and identifying concerns to address.

When the actual meeting begins, the person in charge of the meeting may begin by introducing members and briefly describing the purpose and agenda for the meeting.

The agenda may include a list of topics to be discussed and suggested timeframes. The IEP process should be explained to team members who are participating for the first time prior to the meeting or throughout the meeting. This is especially important for parents and students. Districts are responsible for making sure parents and the student are able to understand the proceedings at the IEP team meeting. The district must take whatever action is necessary, including providing an interpreter for parents who are deaf or hard-of-hearing or whose native language is other than English. As appropriate, parents should let the district know they will need an interpreter, rather than assuming one will be available or on call (Küpper, 2007, May).

Information presented in written formats on a display, flip chart, or using an interactive white board will help everyone on the team. This may seem unnecessary, but it is an effective way to keep all members focused on what the team is addressing. If one of the members is distracted or called out of the meeting, he can easily catch up on what has been discussed (Gerlach, 2009).

In addition to recording key facts, the team may wish to use a projector to display the IEP document as it is being written. Most IEP software programs will allow the team to make edits or additions to the file during the meeting. A printed copy of the form may be given to members who wish to make notes. If alternative methods, like a conference call or video conferencing, are used, it is important to make sure all team members have copies of any documents being discussed and are encouraged to participate by being asked for specific information, suggestions, and recommendations.

Supporting the Team Process

Collaboration among team members is critical to the design of an appropriate individual educational program. The IEP team meeting provides an opportunity for the parents and school personnel to identify the needs of the student with a disability and together develop a plan for an educational program and services that will provide an appropriate education for the student. IEP teams include individuals who bring different perspectives and expertise to the meeting. This diversity is intended to provide the team with the collective ability to create an individualized response to the specific student's individual needs (Küpper, 2007, May).

When teams collaborate, there will be many different ideas presented. In ideal situations, the meeting will result in unanimous agreement about the goals and services identified for the individual student. Members may also reach agreement through further discussion about possible alternatives. If it is not possible for the members of the IEP team to agree, every effort should be made to resolve differences through additional meetings or other processes. Both the parent and the district ultimately have a right to mediation or a due process hearing in matters related to the identification, evaluation, or educational placement of a student if differences cannot be resolved.

Documenting Participation

IEP-11. The appropriate team members were present at the IEP team meeting. (34 CFR §300.321(a)-(b))

The participants at the IEP team meeting may be asked to sign the IEP to document their attendance. There is no requirement that a minimum number of individuals attend the meeting, only that the required roles are fulfilled and the appropriate excusal procedures are followed. The following participants are required: the parent, the LEA representative, at least one special education teacher, an interpreter of instructional implications of evaluation results, and at least one general education teacher, if the student is, or may be, participating in the regular education environment. For members who are not physically present at the meeting but participate in alternate ways, their names and methods of participation may be noted. For example, the psychologist submits a report of the instructional implications of an evaluation or the general education teacher participates by conference call. The following shows how this might be documented:

Evaluation Specialist:	<u>Joe Psychologist (submitted report)</u>
General Education Teacher:	<u>Tina Teacher (by phone)</u>

Chapter 3: Considerations in IEP Development



All considerations are clearly reflected in the development of the present level statements, annual goals, and services and supports in the student's IEP.

Requirement

6A-6.03028(3)(g)1–12, F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

When developing the IEP, the team is required to consider general factors that apply to all students with disabilities. **General considerations** include a discussion of the strengths of the student and the concerns of the parents for enhancing the education of their child. The results of the initial or most recent evaluation of the student and, where appropriate, the results of performance on the Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0), the End-of-Course (EOC) Assessments, or the Florida Alternate Assessment (FAA) and other district assessments must be considered. The IEP team must also consider the student's academic, developmental, and functional needs.

The IEP team is also required to consider particular needs and types of interventions for students. **Special considerations** are required for students whose behavior impedes learning; students with limited English proficiency; students who are blind or visually impaired; students with communication needs, particularly for students who are deaf or hard-of-hearing; students who need assistive technology devices or services; and students for whom extended school year (ESY) services may be necessary.

General Considerations

IEP-25. The IEP team considered the strengths of the student; the academic, developmental, and functional needs of the student; the results of the initial evaluation or most recent evaluation; and the results of the student's performance on any statewide and districtwide assessment. (34 CFR §300.324(a)(1); Rule 6A-6.03028(3)(g), F.A.C.)

Each team member is responsible for bringing information to the IEP team meeting that will be helpful in determining the student's strengths and educational needs. This may include previous IEPs or IFSPs, recent evaluation and assessment scores, classroom data, discipline records, and input from teachers, parents, and the student.

Strengths of the Student

All students have strengths, and the IEP can be a plan that builds on the student's strengths, rather than focuses solely on the student's deficits. When planning for transition, the student's interests and preferences are important considerations in determining postsecondary goals. The student's strengths are generally documented in the present level statement or in a separate statement on the IEP (FDOE, 2010c).



For more information, see "Strengths" in Chapter 5, p. 74 .

Results of Evaluations

IE-15. The student was assessed in all areas related to the suspected disability. (34 CFR §300.304(c)(4); Rule 6A-6.0331(5)(f)-(g), F.A.C.)

Any student suspected of having a disability has an evaluation conducted by qualified education personnel, such as a school psychologist, speech/language pathologist, special education and general education teachers, or social worker. The evaluation is used to determine the student's eligibility for special education and related services and to understand the impact of the disability on the student's academic achievement and functional performance. The evaluation procedures include ongoing assessments of the student's response to classroom instruction and interventions (FDOE, 2010b).

The IEP team members use the results from the initial evaluation and subsequent re-evaluations to understand the educational needs of the student and to guide their decision making about the kind of educational program that is appropriate for the student. By reviewing data from a variety of sources (parents, teachers, specialists, peers, and the student), the team can obtain an adequate picture of the student's strengths and weaknesses. Synthesized, this information can be used to determine the specific nature of the child's special needs and what services and supports are necessary (Küpper, 2007, May).

Evaluation results should be included in the present level statement and may be evident in the annual goals and short-term objectives or benchmarks, if applicable (FDOE, 2010c). Some IEP forms also include a separate section for documenting evaluation results.

Performance on Statewide and Districtwide Assessments

The FCAT and FCAT 2.0 measure student achievement of the Next Generation Sunshine State Standards for Reading, Mathematics, Writing, and Science at selected elementary, middle, and high school grade levels. The scores for Reading, Mathematics, and Science are reported in terms of overall achievement levels from 1 (lowest) to 5 (highest). Students scoring a level 3 are considered proficient in grade-level skills. Students scoring levels 4 and 5 are considered to have advanced skills. The FCAT Writing score is based on a rubric ranging from 0 to 6.

FCAT Equivalent (Developmental Scale or Scale) Scores are calculated to reflect student growth from year to year. Achievement Level Scores describe proficiency related to grade-level benchmarks. Content Area Scores are reported as the actual number of raw score points out of the number of points possible for each reporting category. The state mean is provided to allow comparison with average performance statewide (FDOE, 2011, February; 2011, Spring b).

Florida's End-of-Course assessments measure student achievement in certain secondary school courses. For example, the Algebra 1 EOC assessment measures student achievement of the Next Generation Sunshine State Standards in the Algebra 1 course description. Beginning 2011–2012, EOC assessments are also administered for Biology 1 and Geometry. Assessments for other courses will be added in the future. Students receive a score based on a scale of 20–80. A score of 50 is the statewide average. Students receive an individual report indicating whether the student's score falls within the high, middle, or low levels, compared to other students in Florida. Content area raw scores are also provided for each reporting category (groups of similar skills). The first year an EOC assessment is implemented, the score counts for 30 percent of the student's final grade in the course. After the first year, a passing score is determined to earn credit in the course (FDOE, 2011, March; 2011, Spring a).



For more information:

Understanding Florida End-of-Course Assessment Scores (Spring 2011), FDOE. <http://fcat.fldoe.org/eoc/>

Understanding FCAT 2.0 Reports. (Spring 2011), FDOE. <http://fcat.fldoe.org/fcat2/>

The Florida Alternate Assessment measures student achievement of the access points of the Next Generation Sunshine State Standards for Reading, Mathematics, Writing, and Science. The tests are administered at selected grade levels, like the FCAT. Scores for the Florida Alternate Assessment are reported in terms of Performance Levels (levels 1–9) that describe the student's knowledge, skills, and abilities in relation to the established access points. The Performance Levels fall within three performance categories:

Emergent: Students performing at levels 1–3 are developing basic knowledge of specific academic skills and may require cueing and/or prompting.

Achieved: Students performing at levels 4–6 are acquiring specific academic skills with moderate success.

Commended: Students performing at levels 7–9 have mastered and generalized specific academic skills.

Students who score level 4 or higher on the prior year assessment and maintain their level or score higher on the current year assessment are considered to have made growth. Students who scored in level 1, 2, or 3 on the prior year assessment and score at least one level higher on the current year assessment are also considered to have demonstrated growth (FDOE, 2010d, n.d.a).



For more information:

“Facts About the Florida Alternate Assessment: Information for Teachers” (n.d.), FDOE. <http://www.fldoe.org/asp/altassessment.asp>

“Understanding the Florida Alternate Assessment and Your Child’s Scores: Information for Parents” (n.d.), FDOE, English, Spanish, Haitian Creole versions. <http://www.fldoe.org/asp/altassessment.asp>

In addition to statewide assessments, districts may administer other standardized assessments to an entire grade(s) to measure the student achievement. This may include assessments of academic achievement, such as the Stanford Achievement Test, Tenth Edition (SAT 10), or assessments to monitor progress in a specific area, such as writing. Students must participate in districtwide assessments.

Results of student performance on statewide or districtwide assessments should be addressed in the present level statement and may also be evident in the annual goals, including short-term objectives or benchmarks, if applicable (FDOE, 2010c). Some IEP forms also include a separate section for documenting state and district assessment results.

Examples:

Casper scored a level 2 on Grade 4 FCAT 2.0 Reading, indicating that his overall reading proficiency is below grade level. He missed at least half of the items in all reporting categories—Vocabulary, Reading Application, Literary Analysis: Fiction and Nonfiction, and Informational Text and Research Process—indicating that his difficulties with reading are across all skill areas.

Benji performed below expectations on Florida Writes, Grade 8, with a score of 2. For classroom assignments, Benji’s essays typically included a series of disconnected sentences with no clear structure. He made many errors in punctuation, capitalization, and spelling. In the ninth grade, Benji was given intensive instruction in writing and his essays showed improvement on the district progress-monitoring assessments for writing, given four times a year. His writing scores ranged from 3.5 to 4. His essays now have a clear beginning, middle, and end, and he makes fewer errors in punctuation and capitalization. Benji’s spelling is phonetic with many errors.

Donita performed at the Achieved Level on the Grade 7 Florida Alternate Assessment in Reading and at the Commended Level in Mathematics. She has acquired the reading skills based on the Grade 7 access points with moderate success. She is stronger in word recognition, as evidenced by her performance on fluency items. When she retells what she has read, she only names one thing.

Academic, Developmental, and Functional Needs

The IEP team must consider the student's academic, developmental, and functional needs when developing the IEP. The team may review the data gathered from screenings, diagnostic evaluations, progress monitoring, and other assessments to identify the student's needs. The student's academic, developmental, and functional needs are documented in the present level statement and evident in the annual goals and short-term objectives or benchmarks, if applicable (FDOE, 2010c).



For more information, see "Current Performance" in Chapter 5, pp. 74–75.

A description of assessments commonly used to evaluate a student's academic, developmental, and functional performance follows. The description includes a brief statement about the purpose of the assessment, the types of scores, and an example of how this data may be incorporated into a present level statement.

Screening and Diagnostic Assessments

Screening assessments are brief assessments used with all students or targeted groups of students to identify those who are at risk. Screening assessments may be used to identify students who show the potential for academic failure or who are in need of specific types of services or interventions. The National Center on Response to Intervention publishes a chart of screening tools with key information about the characteristics of the tools and intended use (2010 review).



For more information:

Screening Tools Chart at the National Center on Response to Intervention.

http://www.rti4success.org/tools_charts/screening.php

Diagnostic assessments are used to pinpoint the critical instructional needs of students. For example, students who score at a Level 1 on the FCAT may struggle with reading for many different reasons. Diagnostic tests may uncover specific problems with word reading accuracy or fluency, inadequate vocabulary knowledge, or failure to use reading comprehension strategies (Torgeson & Hayes, n.d.). Other types of diagnostic assessments are used to determine specific strengths and weaknesses in mathematics and writing.

The Florida Assessments for Instruction in Reading (FAIR) include Broad Screening tasks for Grades K–2 (Letter Sounds, Phonemic Awareness, and Word Reading) and for Grades 3–12 (Reading Comprehension). The Targeted Diagnostic Inventory for Grades K–2 includes Print Awareness, Letter Identification, Phonemic Awareness, Letter Linking, and Word Building. For Grades 3–12, the Inventory includes Maze and Word Analysis. These tests are widely used in Florida school districts to screen and assess student proficiency in reading (Florida Center for Reading Research, n.d.).

Based on data from the FAIR, Sammy scored at the 12th percentile in Reading Comprehension ability and at the 8th percentile in Word Analysis ability. His Adjusted Maze score was at the 10th percentile.

Based on results from the Key Math-3, a diagnostic assessment for mathematics, Timothy, a third grader, is functioning at a 1.4 grade level in basic concepts involving numeration, algebra, geometry, measurement, data analysis, and probability, and slightly higher at a 1.6 grade level in problem-solving applications. His progress in mathematics is significantly below average for his age.

Progress-Monitoring Assessments

Progress-monitoring assessments are used to evaluate the student's response to academic instruction or behavioral interventions. This data can be used to identify particular programs, instructional approaches, and accommodations that have been successful for the student. Schools are encouraged to use an integrated data collection/assessment system to inform decisions about instruction in Florida's multi-tiered system of support.

Teachers may use curriculum-based measurement (CBM) to determine how students are progressing in academic areas, such as reading, writing, and mathematics. "When CBM is used, each child is tested briefly each week. The tests generally last from 1 to 5 minutes. The teacher counts the number of correct and incorrect responses made in the time allotted to find the child's score. For example, in reading, the child may be asked to read aloud for one minute. Each child's scores are recorded on a graph and compared to the expected performance on the content for that year. The graph allows the teacher, . . . to see quickly how the child's performance compares to expectations" (McLane, n.d., ¶ 3).

The IEP team can use CBM measures to determine the student's present level of performance and to monitor progress on the student's annual goals. The first three to six initial scores on CBM tests are usually averaged to determine the present level of performance. Because the CBM tests have a constant difficulty level, administration procedures, and normative data, scores can be compared over time. A goal line on a CBM graph connects the average initial performance (baseline) to the target end-of-year goal to depict the desired rate of progress (Stecker, n.d.).

Florida Assessments for Instruction in Reading provide progress-monitoring information for grades K–12. The Reading Comprehension ability score, Word Analysis ability score, and the Adjusted Maze scores are recommended for measuring and comparing progress over time.



For more information:

Florida's Assessments for Instruction in Reading

FDOE: <http://www.justreadflorida.com/instrreading.asp>

Florida Center for Reading Research: <http://www.fcrr.org/FAIR/index.shtm>

“Progress-Monitoring Tools,” The National Center on Response to Intervention:
<http://rti4success.org/progressMonitoringTools>

Classroom Assessments, Observations, Work Samples, and Report Cards

Informal assessment data from the student’s work in the classroom can provide additional detail about student performance or validate other test results. These formative assessments can show how the student made progress in learning a new skill. Summative assessments, such as final exams, projects, and portfolios, provide an overall measure of a student’s ability and learning.

Observations and anecdotal records can be summarized for the IEP team. The individual entries may reveal patterns of behaviors or skills that are important to consider. Work samples should include original student papers and assignments that represent typical patterns of response. These samples can provide concrete evidence of the student’s capabilities and difficulties.

Report card grades summarize student performance over time. Districts in Florida are required to establish policies about student report cards for all elementary, middle, and high school students. A common grading scale is established for students in middle and high school (grades 6–12) in Florida (s. 1003.33(1), F.S.). Districts determine the grading system for grades Pre-K–5. The IEP team may review the student’s grades on the report card as an indicator of the student’s classroom performance.

Based on teacher reports, observations in classroom and community settings, and prior annual goal reports and behavioral checklists, Sylvia uses immature social or communication skills for greetings, requesting objects, and when participating in classroom and community activities. She turns away when adults and peers attempt to interact with her.

Functional Behavioral Assessments (FBA)

An FBA is a process used to determine the function of a behavior and how it relates to the environment. By understanding the function (or purpose) of the behavior and how it serves the student, interventions can be developed that have meaningful and positive impact for the student.

The function of a behavior reveals the purpose for the behavior demonstrated. For example, getting good grades and acting out may serve the same function (getting attention from adults). However, the behaviors that lead to good grades are judged to be more appropriate than those of the acting out behaviors. Once the function of the behavior is determined (attention seeking), then the needs and possible replacement behaviors can be identified.

FBA procedures typically include, but are not limited to, the following activities:

- Review of records, including previous interventions and results
- Interviews with family members, previous and current teachers, and the student
- Observations of a student's behavior across a variety of settings
- Formal and informal measurement procedures

When developing the IEP, an FBA serves as a vital tool that provides information and direction for developing annual goals and short-term objectives or benchmarks, if applicable. By using this process to systematically address the behavioral needs of a student, appropriate interventions and services can be provided to the individual student.

Examples:

Based on the results of a functional behavioral assessment conducted in May, Sally's aggressive behavior involves hitting other students at lunch when they won't share their food with her. She uses this aggressive behavior to try to make students give her their desserts.

Based on teacher observations, Cathy blurts out the answers in class every time without waiting for the teacher to ask her and leaves assigned areas without permission 50 percent of the time. Cathy displays these types of behaviors in the classroom in the afternoon.

Prekindergarten Activities and Assessments

For young children, the general education curriculum is defined as **appropriate activities**. Appropriate activities include child-initiated activities, routines, and planned play activities that children of the same chronological age would engage in as part of a regular preschool curriculum. Examples of appropriate activities include interacting and sharing with peers or showing care and concern for others; interacting with books appropriately; and counting the number of friends before handing out snacks or putting away blocks according to their size and shape (Goosen & Lindeman, 2003).

Appropriate activities that support preschool children's development and learning should be aligned with Florida standards. The Florida Standards currently include the Florida Early Learning and Development Standards for children from birth to four years of age (48 months) and the Voluntary Prekindergarten Education Standards for children from 48 through 60 months of age. Florida agencies are working collaboratively to develop Early

Learning and Development Standards for Florida's four year olds (Agency for Workforce Innovation & FDOE, 2011, March). Prekindergarten students with disabilities are assessed with the Batelle Developmental Inventory Second Edition (BDI-2) to measure progress in social-emotional skills, early language, communication, literacy skills, and adaptive skills at entry into and exit from Part C/Early Steps programs, and at exit from the Preschool Special Education Program (Part B) as part of Florida's Child Outcome Measurement System (Technical Assistance Training System [TATS], n.d.).

Based on a language sample, informal observation, and parent input, three-year-old Emily uses single words, signs, and a few two- and three-word combinations to communicate her wants and needs at home and at school. She initiates social interactions with her peers and labels objects in her environment. During a 20-minute play period with peers, Emily used 18 single-word utterances (5 utterances also included a sign) and 1 two-word combination ("my shoe"). When two-word combinations were modeled for Emily, she imitated only the last word of the phrase. Children Emily's age typically use three- to five-word sentences to communicate. Emily's parents would like her to increase the length of her sentences so that more adults and children in Emily's life may better understand her wants, needs, and thoughts. (Goosen & Lindeman, 2003)



For more information:

Early Learning Standards—Birth to Five Standards, FDOE. <http://www.flbt5.com/>

Child Outcomes Measurement System Materials, TATS. <http://www.tats.ucf.edu/outcomes.html>

Transition Assessments

Transition assessments provide data on the individual student's needs, preferences, and interests related to current and future education, employment, living, and personal and social environments. The assessment data is used to define measurable postsecondary goals as well as present level statements, annual goals, and services.

A combination of assessments should be used. Assessments may include statewide tests, paper and pencil tests, student and family interviews, community- or work-based assessments, and curriculum-based assessments.

Informal measures may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments, and transition planning inventories. Formal measures include adaptive behavior and independent living assessments, aptitude tests, interest assessments, intelligence tests, achievement tests, personality or preference tests, career development measures, on the job or training evaluations, and measures of self-determination. (Walker, Kortering, Fowler, & Rowe, 2010, ¶ 1)



For more information, see “Transition Assessment” in Chapter 4, pp. 50–51.

Concerns of the Parents

IEP-26. The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR §§300.324(a)(1)(ii), 300.322(c)-(d), and 300.305(a))

The concerns of the parents for enhancing the education of their child must be solicited and considered in developing the IEP. Parents may choose to provide this information in writing prior to the meeting. This information may be documented in a separate section of the IEP or in conference notes, or other documents may include a statement that shows that the parent’s concerns were solicited and addressed (FDOE, 2010c).

Examples:

We are worried our daughter won’t finish school and get a diploma.

We wonder what kind of job she will be able to get once she finishes school.

My child’s biggest problem is getting along with his peers. Every day he complains he is teased and even threatened by some of his classmates. Some days he comes home in tears.

Special Considerations

The IEP team must consider additional factors for each student to determine if the student has needs that must be addressed in the IEP. Consideration of special factors may follow the review of the student’s strengths, evaluations, and concerns of the parents, or guide the review of information and records prior to or at the meeting. For example, if the student has exhibited behaviors that impede learning, the team would need to make sure attendance and discipline records were available as well as any functional behavior assessments or positive behavior intervention plans. The list of special considerations may also be reviewed at the end of the development of the IEP to make sure all were appropriately considered and documented.

This section includes a brief discussion of each special factor and identifies questions IEP team members may use to make sure all needs are considered. Many IEP forms include a list of factors that can be checked to indicate if the student has a need in one or more of these areas. If the team answers “yes” to any of the questions, the student’s needs must be addressed and documented in appropriate places in the IEP, including the present level statement(s), annual goals, or special education services and supports. Evidence of the consideration is in the section of the IEP with explicit statements that reflect each special factor.

1. Does the student exhibit behaviors that impede his or her learning or that of others?

IEP-27. The IEP team considered, in the case of a student whose behavior impedes his or her learning, the use of positive behavioral interventions and supports, and/or other strategies to address the behavior. (34 CFR §300.324(a)(2)(i))

If the student's behaviors interfere with learning, the IEP team will consider the provision of services, including positive behavior interventions, to address those behaviors. A functional behavior assessment should be conducted prior to determining which intervention strategies and supports are needed. The IEP team may use the following questions to determine if the student exhibits behaviors that impede his or her learning or that of others:

- Has the student been suspended from school in the past year?
- Has the student been referred for discipline infractions in the past year?
- Do observational records or assessment reports indicate such a behavior problem?
- Does the student have an emotional/behavior disability?

If the answer to any of these questions is "yes," the IEP team will need to determine the possible causes and manifestations of interfering behaviors. This factor is considered for all students who are identified as having an emotional/behavioral disability. However, students with other types of disabilities may also exhibit behaviors that interfere with their learning. Evidence that the behavior is being addressed may be found in documentation of the problem-solving process used in Florida's multi-tiered system of supports or evidence in the student's discipline history or student records. The IEP team will determine the student's need for strategies, including the use of positive behavioral interventions and supports, to address those behaviors. If the student exhibits interfering behaviors, there should be evidence in the present level statement, annual goals, and special education and related services that the need is being addressed.

2. Is the student an English Language Learner (ELL)?

IEP-28. The IEP team considered, in the case of a student with limited English proficiency, the language needs of the student as they relate to the IEP. (34 CFR §300.324(a)(2)(ii))

Students who are ELL score within the limited English proficient range on an approved aural and oral language proficiency test or score below the English proficient level on an approved assessment in listening and speaking (Rule 6A-6.0902, F.A.C.). Such students have a first language other than English and may speak a language other than English at home.

The language needs of the student must be addressed. The IEP team may use the following questions if the student is ELL:

- Do the results of the home language survey indicate that the student is an English language learner?
- Does the student have sufficient proficiency in English to benefit from instruction provided in English?
- Does the student require that communication be provided in his home or heritage language?
- What impact does the student's disability have on his involvement and progress in the program for English for Speakers of Other Languages (ESOL) or other programs?
- What language or mode of communication will be used when communicating with this student's family members?
- Does the student require accommodations allowed for ELL students for the FCAT or EOC assessments? Examples: Access to English-to-heritage language/ heritage language-to-English dictionaries; limited assistance for directions or clarification of a word or phrase by the ESOL or heritage language teacher (Rule 6A-6.09091, F.A.C.).

The answers to these questions will guide the IEP team in determining the need for communication in the student's home or heritage language. The team will also determine the extent to which the student will be involved and make progress in ESOL programs and services.

3. If the student is blind or visually impaired, is instruction in braille and the use of braille appropriate for the student?

IEP-29. The IEP team considered, in the case of a student who is blind or visually impaired, that provision is made for instruction in braille and other use of braille. (34 CFR §300.324(a)(2)(iii))

Braille instruction is provided for students who are blind or visually impaired, unless the IEP team determines that braille is not appropriate for that student. The decision should be based on clinical information, a functional vision assessment, a learning media assessment, and a determination of which methods of reading and writing are appropriate for the student.

The IEP team may use the following questions to determine if instruction in braille and the use of braille are appropriate for the student:

- How does the student use vision, touch, or other senses to gather information?
- How does the current method of reading and writing affect the student's academic progress?
- Is there a prognosis for continued vision loss, or will the student's vision remain stable?

The answers to these questions and the results of the above-described assessments will provide the pertinent information the IEP team can use to determine the appropriateness of braille instruction for an individual student with a visual impairment.

4. What are the communication needs of the student?

IEP-30. The IEP team considered the communication needs of the child, including, for a student who is deaf or hard-of-hearing, consideration of the student's opportunities for direct communication with peers and professional personnel in the student's mode of communication, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. (34 CFR §300.324(a)(2)(iv))

The communication needs of all students with disabilities must be considered in the development of the IEP. This is particularly important for students who are identified as deaf or hard-of-hearing, language impaired, or speech impaired. For example, does the student need an augmentative communication system? The academic level and opportunities for direct instruction in the student's own language and communication mode should be considered.

The IEP team may use the following questions to determine the language and communication needs of the student:

- How do the student's difficulties with expressive or receptive language impact his academic level in reading, writing, and other content areas?
- Does the student require assistive devices to communicate with peers and professional personnel?
- What other considerations related to communication in the home and community should be addressed?

The answers to these questions can guide the IEP team in considering the most effective and comfortable mode of communication for the student, as well as the need for services and supports.

5. If the student is deaf or hard-of-hearing, what are the student's language and communication needs? What opportunities does the student have for direct communication with peers and professional personnel?

Students who are deaf or hard-of-hearing may use alternate forms of communication, such as sign language, finger spelling, or lip reading. Some students use hearing aids and/or a personal amplification system. Students may need instruction to develop proficiency using their preferred mode of communication for academic instruction and social interaction. In addition, it is important to consider the student's academic level and opportunities for direct communication with peers and professional staff using the student's preferred mode of communication.

Direct communication is defined as the opportunity for the student to communicate directly in a one-on-one conversation without the assistance of an interpreter.

The IEP team may use the following questions to determine the language and communication needs of a student who is deaf or hard-of-hearing:

- What is the most comfortable and effective mode of communication for the student?
- Does the student need an interpreter to participate in and benefit from instruction and social interaction?
- Does the student require assistive devices to communicate with peers and professional personnel?
- What other considerations related to communication in home and community should be addressed?

The answers to these questions can guide the IEP team in considering the need for instruction and support of the student's opportunities for communication at home, school, and the community.

6. Does the student require assistive technology devices and services?

IEP-31. The IEP team considered whether the student needs assistive technology devices and/or services. (34 CFR §300.324(a)(2)(v))

The need for assistive technology devices and services must be considered for all students with disabilities. An assistive technology device is defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a student with a disability" (Rule 6A-6.03411(1)(b), F.A.C.). The device may be as simple as a pencil grip or as complex as an electronic communication device. Assistive technology services may be needed to select, acquire, or use an assistive device. Services may include functional evaluations; customization and maintenance of devices; training or technical assistance for the student, family, or professionals; and coordination with other therapies or services in the use of the devices. The IEP team may use the following questions to determine the student's assistive technology needs:

- What is it we want the student to be able to do within his/her education program (writing, reading communicating, seeing, hearing) that he/she isn't able to because of his/her disability?
- Is the student currently able to complete tasks with special strategies or accommodations?
- Is there currently assistive technology (devices, tools, hardware, or software) used to address this task?
- Would assistive technology help the student perform this skill more easily or efficiently in the least restrictive environment, or perform successfully with less personal assistance?

If the answer to any of these questions is “yes,” the IEP team may recommend that the student is evaluated to determine current and future needs for assistive technology. This may take place as part of the initial comprehensive evaluation used to determine eligibility or as follow-up. A local assistive technology specialist or other professional may be asked to assess the appropriateness of an assistive technology device for a student based on equipment trials and observations. For some students, a more in-depth evaluation may include sensory, language, physical, and cognitive assessments performed by an interdisciplinary team. If the IEP team recommends that a student receive an assistive technology evaluation, the assessment must be completed within 60 school days.

7. Does the student need extended school year services?

IEP-32. The IEP team considered the extended school year (ESY) needs of the student. (34 CFR §300.106(a))

Extended school year services are special education and related services provided beyond the normal 180-day school year. ESY services are provided if the IEP team determines the services are necessary for an individual student. A school district may not limit the provision of ESY services to particular categories of disabilities or unilaterally limit the type, amount, or duration of the services (FDOE, 2002, January). Often this decision is not made until the IEP team has data on the student’s progress in the current IEP. An IEP team meeting may be scheduled in the winter or spring to review progress and determine the need for ESY services. The team may use the following questions to determine a student’s need for ESY services:

- Do the data indicate the likelihood that significant regression will occur in critical life skills related to academics or, for Pre-K students, developmentally appropriate preacademic skills, and that those skills cannot be recouped within a reasonable amount of time without ESY services?
- Do the data indicate the likelihood that significant regression will occur in critical life skills related to communication, and that those skills cannot be recouped within a reasonable amount of time without ESY services?
- Do the data indicate the likelihood that significant regression will occur in critical life skills related to independent functioning and self-sufficiency, and that those skills cannot be recouped within a reasonable amount of time without ESY services?
- Do the data indicate the likelihood that significant regression will occur in critical life skills related to social/emotional development or behavior, and that those skills cannot be recouped within a reasonable amount of time without ESY services?
- Do the data indicate the likelihood that the student is at a crucial stage in the development of a critical life skill, and that a lapse in services would substantially jeopardize the student’s chances of learning that skill? This may include emerging skills as well as critical points of instruction on existing skills.
- Is the nature or severity of the student’s disability such that the student would be unlikely to benefit from his or her education without the provision of ESY services?
- Are there extenuating circumstances pertinent to the student’s current situation that indicate the likelihood that FAPE would not be provided without ESY

services? Examples of students who may require ESY services under this criterion include, but are not limited to, the following:

- A student who has recently obtained paid employment and requires the services of a job coach to be successful
- A student who requires ESY services to remain in his existing least restrictive environment (LRE) and prevent movement to a more restrictive setting
- A student whose frequent health-related absences have significantly impeded progress on goals related to critical life skills



For more information, see “Extended School Year Services” in Chapter 7, pp. 127–128, and the following resources:



Determining an Individual Student’s Need for Extended School Year (ESY) Services [Technical Assistance Paper, FY: 2002-5], FDOE. <http://www.fldoe.org/ese/tap-home.asp>

Teacher brochure: “Extended School Year Services: A Guide for IEP and FSP Teams,” FDOE. <http://www.fldoe.org/ese/tap-home.asp>

IEP team worksheet: “Extended School Year Services: Determination of Need for Students with Disabilities,” FDOE. <http://www.fldoe.org/ese/tap-home.asp>

Parent brochure: “ESY: What’s the IDEA Behind Extended School Year Services for Students with Disabilities?” FDOE. <http://www.fldoe.org/ese/tap-home.asp>

Using a Problem-Solving Approach

The IEP team is encouraged to use a systematic problem-solving process that focuses on the purpose and outcomes of the educational program, rather than on the specific curricular content of education included in grade-level skills and content of courses. The team can use the systematic problem-solving process embedded in Florida’s implementation of multi-tiered system of supports and the problem solving/response to instruction/intervention framework to develop and implement the IEP (FDOE, 2011c). The steps have been modified to align with IEP requirements. The following chart illustrates how the steps of the problem-solving process address components of the IEP.

Present Level of Academic Achievement and Functional Performance
Step 1. Problem Identification: “What’s the problem?” Define the problem by determining the discrepancy between what is expected and what is occurring.
Step 2. Problem Analysis: “Why is it taking place?” Analyze the problem using data to determine why the discrepancy is occurring. Consider factors involving the curriculum, instruction, and the environment. Determine how the student’s disability impacts involvement and progress in the general curriculum.

Measurable Annual Goals and Special Education Services and Supports
Step 3. Intervention Planning and Implementation: “What are we going to do about it?” Establish a measureable annual goal, and describe how student progress will be monitored. Identify the special education services and supports the student needs, and identify how integrity of implementation will be ensured.
IEP Progress Monitoring and Reporting to Parents
Step 4. Response to Instruction/Intervention: “Is it working?” Monitor student response to the intervention and use progress-monitoring data to evaluate the effectiveness of the intervention. If not effective, how will the IEP be adjusted to better support the student’s progress? (FDOE, 2011, February 28)

The team should avoid using courses and curriculum or the disabling condition (specific learning disabilities, intellectual disabilities, and emotional/behavioral disabilities) to document abilities and educational needs on the IEP. Focusing an IEP on courses or academic content areas results in an IEP that simply replicates the educational standards and related curricular documents and resources of the school district. The IEP is designed to help students with disabilities move within an appropriate curriculum, resulting in students achieving their identified outcomes.

The following general questions may help the IEP team focus decisions on the individual student. For every decision, the IEP team may ask: How does this decision:

- Support the student’s involvement or participation in the general curriculum and assessment programs?
- Address the student’s educational needs?
- Address the parents’ concerns for enhancing their child’s education?
- Ultimately prepare the student for school and postsecondary and adult experiences?

Documenting the IEP

The school district will provide the form on which the student’s IEP will be documented. (See Appendix C for sample IEPs.) The form may include a place to identify the domain or transition services area used to document the student’s abilities and educational needs. The domains or transition service areas may be addressed separately or combined for present level statements and measurable annual goals, including benchmarks or short-term objectives, as applicable.

Domains

In Florida, domains are used to structure information about academic, developmental, and functional areas across all age levels for students with disabilities. The definitions of the domains used in IEP development are consistent with those used in the Matrix of Services that supports the Exceptional Student Education/Florida Education Finance

Program funding model. Four of the domains—Curriculum and Learning Environment, Social/Emotional Behavior, Independent Functioning, and Communication—are generally applied to present level statements and measurable annual goals. Services associated with the Health Care domain on the Matrix are typically included in the IEP under related services. The IEP team may use the domains to organize information about student needs and determine the services they may require (FDOE, 2004a).



For more information, see Appendix B, “Domain Descriptors,” pp. 149–152, for a list of sample descriptors to clarify the meaning of each domain.

The **Curriculum and Learning Environment** domain addresses students’ needs related to their involvement in the general curriculum or other academic and vocational curricula. Curriculum refers to Common Core Standards, Next Generation Sunshine State Standards, Next Generation Occupational Standards, Florida’s Birth to Five Learning and Developmental Standards, and developmentally appropriate milestones measured in prekindergarten programs. This domain includes skills related to obtaining and using information, mathematical concepts and processes, and problem solving. It also includes workplace competencies relating to job preparation, task management, use of tools and technology, and employability skills. Students may have needs that require adjustments in the learning environment, including instruction and assessment procedures, materials, and equipment and adaptations to the classroom setting.

The **Social and Emotional Behavior** domain addresses the student’s needs across positive behavioral supports, behavioral interventions, social skills development, and socialization. The student’s present level statement may reveal the need for services, such as behavior management techniques, therapeutic programs, other support services, and counseling as a related service.

The **Independent Functioning** domain includes the skills and knowledge associated with activities of daily living and self-care, accessing community resources, and organizational strategies. The student’s present level statement may reveal the need for services in terms of instruction, coaching, and personal assistance. Students may require physical therapy, occupational therapy, orientation and mobility training, or personal supervision to ensure physical safety. Adaptations to the instructional setting may also be required within this domain.

The **Communication** domain addresses the student’s ability to participate effectively in initiating and responding to communication. The present level of educational performance of students with disabilities may indicate the need for services, including interventions and therapy, assistance, and the use of alternative and augmentative communication systems.

The **Health Care** domain addresses services provided to students with disabilities who have health care needs and require health services to benefit from special education. Services related to monitoring and assessment of health conditions; provision of related

health care services, such as medication, suctioning, or tube feeding; and interagency collaboration needed to ensure a cohesive and unified approach to supporting the special health care needs of individual students.

Transition Service Areas

For IEPs that will be in effect when the student turns age 16 and beyond, the IEP team may organize present level statements and measurable annual goals according to the following transition services areas:

- **Instruction**—formal techniques to impart knowledge.
- **Related services**—transportation and developmental, corrective, or other supportive services the student requires to benefit from special education.
- **Community experiences**—services and activities provided outside of the school building in community settings or by other agencies.
- **Employment**—those services and activities that prepare a student for and lead to employment.
- **Post-school adult living**—adult activities that are associated with living arrangements, financial management, and community involvement.
- **Acquisition of daily living skills**—activities adults do every day to care for and manage personal needs, if appropriate.
- **Functional vocational evaluation**—a systematic assessment process that provides information about job or career interests, aptitudes, and skills, if appropriate.



For more information, see “Transition Services Needs” and “Documenting Transition Services on the IEP, Age 16 and Above ” in Chapter 4, pp. 57–59 and 61–64.

Chapter 4: Transition Planning



The student's diploma option, course(s) of study, and transition services needs reflect an informed decision based on the student's strengths, preferences, interests, and needs. The student's measurable postsecondary goals are based on information from age-appropriate transition assessments from multiple sources collected over time that align with the student's strengths, preferences, and interests.

Requirements

6A-6.03028(3)(h)8–11, F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

6A-1.09961, F.A.C.: *Graduation Requirements for Certain Students with Disabilities.*

The intent of the IEP requirements for quality transition planning is to make sure the process prepares students with disabilities to achieve their postsecondary goals. This transition mandate reflects the concern that high school-age students with disabilities remain at risk of dropping out of school or otherwise leaving school unprepared for adult life and responsibilities. The IEP teams must carefully consider where each student is heading after high school and determine what services are needed to assist the student in reaching his postsecondary goals.

The requirements for transition planning for students with disabilities vary based upon the student's age. Briefly, the requirements are as follows:

- Beginning with the IEP that will be in effect in the **eighth grade** or the year the student turns **14, whichever comes first** (or earlier if the IEP team determines appropriate), and annually, the IEP team:
 - ♦ Must begin the process of **identifying transition services needs of the student, focusing on the course of study leading to a standard or a special diploma** and the need for instruction or the provision of information in the area of **self-determination**.
- Beginning with the IEP that will be in effect the year the student turns **16** (or earlier if the IEP team determines appropriate), the IEP must include the following:
 - ♦ Appropriate **measurable postsecondary goals** based upon age-appropriate transition assessments related to education/training, employment, and, as appropriate, independent living skills
 - ♦ A **statement of transition services** that will reasonably enable the student to meet those postsecondary goals and **annual IEP goals** related to the student's transition services needs. Transition services must be considered in the areas of instruction, related services, community experiences, employment, post-school adult living, and, if appropriate, daily living skills and functional vocational evaluation.

Transition means a coordinated set of activities for a student with a disability designed within a results-oriented process focused on improving the student's academic achievement and functional performance to facilitate the student's movement from school to post-school activities. Post-school activities include postsecondary education, career and technical education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition planning is conducted over time, based on data from appropriate transition assessments, and aimed at helping the student graduate from high school and be ready to attain measurable postsecondary goals.

Transition services requirements are based on the student's age and are addressed through the IEP process. Planning for the student's needs for transition services begins with the IEP that will be in effect the year the student turns 14 or is in the eighth grade, whichever comes first. It may be appropriate to address the student's transition services needs for a younger student when it appears the student is at risk of dropping out of school. The IEP team will identify the student's transition services needs, focusing on the course of study for a standard or special diploma and including the need for information or instruction in the area of self-determination. Self-determination skills will help the student be able to actively and effectively participate in IEP team meetings and be able to self-advocate so that postsecondary goals can be identified by age 16 (FDOE, 2011d).

Planning for the IEP Team Meeting for Transition

T14-1. The notice of the IEP team meeting included a statement that a purpose of the meeting was the identification of transition services needs of the student and that the student would be invited. (34 CFR §300.322(b)(2))

T16-1. The notice of the IEP team meeting included a statement that a purpose of the meeting was the consideration of postsecondary goals and transition services, that the student would be invited, and identified any agency that would be invited to send a representative. (34 CFR §300.322(b)(2))

The notice of the IEP team meeting will communicate that one of the purposes of the meeting will be the consideration of transition services needs (beginning with the IEP that will be in effect in eighth grade or when the student turns age 14, whichever comes first), and consideration of postsecondary goals (beginning with the IEP that will be in effect when the student turns 16). In addition, the notice will state that the student will be invited to the meeting and list any agency representatives who are invited with consent.



For more information, see "Providing a Meeting Notice" in Chapter 2, pp. 18–19.

T14-2 and T16-2. The student was invited to the IEP team meeting. (34 CFR §300.321(b)(1))

The student must be invited to IEP team meetings in which transition planning will be discussed. If the student does not attend the IEP team meeting, the team must take

other steps to ensure the student's needs, preferences, and interests are considered. The team may review the results of interest inventories, self-determination assessments, a career plan, interviews with the student and family, and assessments from work experiences. The school district is responsible for maintaining documentation that students' needs, preferences, and interests were considered.



For more information, see “Active Student Participation” in Chapter 2, pp. 14–15.

T16-14. If transition services are likely to be provided or paid for by another agency, a representative of the agency was invited to participate in the IEP team meeting. (34 CFR §300.321(b)(3))

Representatives of agencies involved in providing or paying for transition services may be invited to the IEP team meeting with the consent of the parent or a student who has reached the age of majority. The team may also determine that communication with the agency will be required, but that it isn't the right time to invite an agency representative to the IEP team meeting. The representative may be needed closer to the time the student exits the public school program. Districts are encouraged to work with their interagency councils to determine when agencies need to be invited for students who don't have immediate needs but will need services from agencies post-school (FDOE, 2010c).



For more information:

Clarification of Requirements for Obtaining Consent to Invite Agency Representatives to Individual Educational Plan (IEP) Meetings [Memorandum, February 6, 2009], FDOE. [http://www.project10.info/files/transitionclarification_20509final\(6\)_1_.doc](http://www.project10.info/files/transitionclarification_20509final(6)_1_.doc)

Prior Consent for Agency Representatives

T16-15. The district obtained consent from the parent, or from the student whose rights have transferred, prior to inviting to the IEP team meeting a representative of an agency likely to provide or pay for transition services. (34 CFR §300.321(b)(3))

Prior consent for participation of agency representatives is necessary to address issues of confidentiality of student information. To protect the student's privacy, this consent must come from the parents or student whose rights have transferred at the age of majority. Representatives of agencies would have access to the student's records and to personal information. If information about the student must be released to the agency, the parent or student must give prior consent. When a parent brings an agency representative to the meeting, it is recommended that the parent also sign consent to share school information with that agency. A separate consent for participation of agency representatives must be obtained from the parents or student for **each** IEP team meeting (FDOE, 2009, February 6).

Agency involvement is typically determined based on the nature of the student's needs and the student's disability, whether the student is potentially eligible for services, and postsecondary goals, such as further education and/or training, employment, and independent living. Agencies typically involved in the planning and delivery of transition services include the following:

- Agency for Persons with Disabilities
- Center for Independent Living
- Department of Children and Families
- Division of Blind Services
- Division of Vocational Rehabilitation
- Social Security Administration
- Local representatives from career and technical schools (vocational), Florida colleges, universities, or other adult service providers

Parents and teachers will need specific information about services and the agencies that provide them. This information can be communicated through brochures and websites or through a meeting or agency fair. Parents and students should be aware of possible waitlists that exist for certain agency services and be encouraged to apply early and keep informed about changing procedures and regulations. The Project 10 website maintains a list of resources for each district, including the local school district, employment programs, colleges/universities, local agencies, and student/family resources (<http://www.project10.info/>).

Understanding the Transfer of Rights at Age of Majority

Requirements

Rule 6A-6.03028, F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

Rule 6A-6.03311(8), F.A.C.: *Procedural Safeguards and Due Process Procedures for Parents and Students with Disabilities.*

T16-7. The IEP for a 17-year-old includes a statement that the student has been informed of the rights that will transfer at age 18. (34 CFR §§300.320(c) and 300.520(a)(1); Rule 6A-6.03028(3)(h)11, F.A.C.)

T16-8. A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday. (34 CFR §§300.320(c) and 300.520(a)(1); Rule 6A-6.03311(8)(c), F.A.C.)

When a student turns 17, plans are made for the transfer of rights that will occur at age 18. The student and his parents must be informed of the rights that will transfer to the student at the IEP team meeting at least one year prior to the student's 18th birthday.

This notice must be documented on the student's IEP. Information about the transfer of rights may be provided at the IEP team meeting, in materials designed for students and their parents sent before the meeting, or through instruction that students receive in high school.

Closer to the time when the student turns 18, a separate notice regarding the transfer of rights must be provided to the student and parent. Rights that transfer to the student include the opportunity to examine all records, the opportunity to participate in meetings, the rights of consent, the rights to obtain an independent evaluation, and the opportunity to request mediation and/or a due process hearing. The student and the parent jointly hold the right to prior written notice. The district must continue to provide any notices IDEA requires to the parent, in addition to the student whose rights have transferred. This includes the following:

- Notices of IEP team meetings
- Prior written notices whenever the school district proposes or refuses to initiate or change the identification, evaluation, placement, or provision of a free appropriate public education to the student
- Procedural safeguards notices provided upon initial referral for evaluation, with each notification of an IEP team meeting and re-evaluation and with a request for a due process hearing

The right to written notice is not afforded to parents of students who are 18 and incarcerated in a juvenile justice facility or local correctional facility, but remain with the student.

If a student has been determined to be mentally incompetent under State law and cannot make or carry out important decisions regarding his affairs, then rights would not transfer to the student. The parents or the individual the court appointed as the student's guardian retain these rights.

If the parents and a student over the age of 18 disagree with each other on a course of action, the parents and student should be assisted in resolving their conflict. Mediation may be appropriate in such circumstances. Districts should continue to work closely with the student's parents to ensure that appropriate decisions are made if there are concerns about the student's ability to participate in the process of educational decision-making (FDOE, 2005, April 1). Many resources are available to assist with informing the student and his parents about the transfer of rights at the age of majority.



For more information:

Transfer of Rights – Age of Majority [Memorandum K12: 2005-35], FDOE.
http://www.project10.info/files/AgeofMajorityMemo05-35_1_.pdf

My Trip Planner: Planning Ahead, developed by the Florida Developmental Disabilities Council in July 2005. This document is included in the “Yellow

Notebook” provided by the Agency for Persons with Disabilities. <http://www.apd.myflorida.com/yellow-notebook/docs/1.pdf>

The Family Network on Disabilities offers a wide variety of online training in exceptional student education, transition from school to community, trusts and special needs planning, and parent involvement. <http://www.fndfl.org/Tutorials.asp#tiles>

Legal Guide for New Adults developed by the Florida Bar. <http://www.floridabar.org/tfb/TFBConsum.nsf/48e76203493b82ad852567090070c9b9/34557641d4c2f7c885256b2f006c5753?OpenDocument>

The Project 10 website provides links to resources for students and families in each district in Florida. <http://www.project10.info/DistrictFlorida.php>

Transition Assessment

T16-3. The student’s strengths, preferences, and interests were taken into account. If the student was unable to attend the meeting, other steps were taken to ensure the student’s preferences and interests were considered. (34 CFR §§300.43(a)(2) and 300.321(b)(2); Rules 6A-6.03028(3)(c)7 and (g)1; and 6A-6.03411(1)(nn)2.–4., F.A.C.)

Transition assessment is an ongoing process for collecting data on the student’s needs, strengths, preferences, and interests. The data is used to guide activities related to transition planning. Multiple sources of information, including interviews, surveys, record reviews, formal and informal assessments, and observations, are collected and considered to generate measurable postsecondary goals as well as annual IEP goals. The intent is to match a student’s interests, preferences, and other characteristics with appropriate education, training, employment, and independent living options (Project 10, 2010; Sitlington, Neubert, & Leconte, 1997, Spring, pp. 70–71).

Age-appropriate assessments mean activities, assessments, content, environments, instruction, and/or materials that reflect a student’s chronological age. Adaptations to the administration of certain instruments may be needed for some students so that meaningful data can be obtained (FDOE, 2011d). The National Secondary Transition Technical Assistance Center recommends that teams:

. . . select instruments and methods that are appropriate for your students. Key considerations include the nature of their disability (e.g., reading level and general intelligence), their post-school ambitions (e.g., college versus other training options or immediate employment), and community opportunities (e.g., local training options, employers and adult service providers). As an example, students with more severe or complex disabilities would be best served by a person-centered planning approach (see Condon & Callahan, 2008). The nature of their disability may preclude the relevancy of many standardized assessments, notable

exceptions might include interest inventories that do not require reading (e.g., Becker's Reading Free Interest Inventory—Revised, Wide Range Interest and Opinion Test—Revised) and other instruments that require minimal reading levels (e.g., Career Decision Making System, Self-Directed Search Form E). Similarly, some students may need special accommodations during the assessment process. Informal and formal measures may be used to assess the four suggested categories: (a) academic, (b) self-determination, (c) vocational interest and exploration, and (d) adaptive behavior/ independent living. (Walker, Kortering, Fowler, & Rowe, 2010, pp. 3–4)



For more information about the transition assessment process and resources:

Project 10's *Secondary Transition Assessment* online training module. [http://www.project10.info/On-LineTraining.php?PageCategory=On-line Training](http://www.project10.info/On-LineTraining.php?PageCategory=On-line%20Training)

Project 10's *Transition Wheel: Transition Assessment*. <http://www.project10.info/TransitionWheel.php?PageCategory=Transition%20Wheel>

Student Planning Processes

Central to transition planning is the involvement of students in the development of their own career and academic plans. A variety of student planning processes have been developed to address the wide range of capabilities and needs found in students with disabilities. This section includes information on career and academic planning process the Florida Department of Education requires starting in middle school and other planning processes that can begin with younger students, such as person-centered planning and planning across the grades.

Academic and Career Planning

All middle school students in Florida must complete a career and education planning course in which they create an academic and career plan for high school using the ePersonal Education Planner (ePEP). Students with disabilities are not exempted from this requirement. The student's academic and career plan should be updated annually and becomes more focused and specific each year. By the time the student enters high school, the career plan specifies the courses to be taken during each year of high school leading toward the student's diploma decision and measurable postsecondary goals. An academic and career plan may include the following components:

- Information about the student—aptitudes and abilities, attitudes and values related to employment, interests, honors, academic skills, special skills, and assessment information
- Exploration of career clusters—career areas, career goals, work experience, and sources of information about careers and training programs

- Goal setting and career decision making—the student’s postsecondary goals, graduation requirements for the diploma option selected, and course of study to be followed during each year of high school leading toward graduation and post-secondary goals

To prepare to participate in the IEP team meetings where transition is addressed, students may use a variety of tools available from the Florida Department of Education to guide their decisions:

- The ePEP (<http://facts.org>) helps middle and high school students identify courses for their high school program.
- The Career Cruiser (<http://www.fldoe.org/workforce/pdf/cruiser.pdf>) provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. Charts display sample occupations in 16 career clusters, occupational descriptions, average earnings, and minimum educational level required for the job.
- Florida CHOICES (<http://www.flchoices.org>) provides career and educational exploration and information and includes assessments for interests, aptitudes, skills, and values.

The academic and career plan is separate from the IEP; however, its contents may be reflected in the IEP. The academic and career plan may become part of a transition portfolio.



For more information:

Frequently Asked Questions—Students Served in Exceptional Student Education: Completing the Middle School Career/Education Planning Course and ePEP, Project 10. <http://www.project10.info/files/FAQ-ESEandMSCareerEdCourseReqsRev061010.doc>

Person-Centered Planning

Person-centered and self-directed planning processes that focus on the student’s assets (rather than deficits) and incorporate the values of self-determination and informed choice are often used in career and educational decision making. Person-centered processes involve family members and others who know the student well, whereas self-directed planning processes empower students to take a lead role in the decision-making process (FDOE, 2011d).

A person-centered career planning process may begin as early as the elementary grades and continue annually through the high school years to assist the student in attaining his postsecondary goals. The student and his parents develop the person-centered plan with assistance from others. The family can be involved in the development of the vision for the student and a clear statement of the steps to achieve the vision. Students and their families can learn how to use data to assess the achievement of their vision.

Planning Across the Grades

Planning for students may begin as early as elementary school. The expectations and emphasis will change as students mature and gain knowledge and experiences that will guide them in making decisions about their preferences for employment and adult living. The plans may emphasize the following areas:

- Elementary grades—personal interests and strengths
- Middle school grades—vision and expectations for the future
- Ninth grade—understanding oneself and career decision making
- Tenth grade—exploring careers within a chosen career cluster
- Eleventh grade—skill development and training within a chosen career cluster
- Twelfth grade—enhancing specialized skills with focused, work-based learning activities and finalizing postsecondary linkages

Transition Requirements, Beginning at Age 14

Beginning with the IEP that will be in effect the year the student turns 14 or in the eighth grade, whichever comes first (earlier if the IEP team determines appropriate), and updated annually, the IEP team must determine and document whether the student is pursuing a course of study leading to a standard or special diploma. As part of the transition planning, the IEP team will consider the student's need for instruction or information about self-determination.

Self-Determination

T14-4; T16-5. In order to ensure quality transition planning and services, IEP teams shall begin the process of identifying transition services needs of students with disabilities, to include consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP team meetings and self-advocate, beginning no later than age fourteen (14), so that needed postsecondary goals may be identified and in place by age sixteen (16). (Rule 6A-6.03028(3)(h)9, F.A.C.)

Self-determination reflects the belief that all persons have a right to direct their own lives. To prepare students for a successful transition to adulthood, information or instruction in self-determination skills must be considered for students with disabilities, beginning no later than age 14. Self-determination provides students with the skills and abilities to:

- Make choices
- Make decisions
- Solve problems
- Set and attain goals
- Self-advocate
- Perform independently (Project 10, n.d.)

Individuals act in a self-determined way when they make positive use of knowledge and understanding of their own characteristics, strengths, and limitations—**self-awareness**. A self-determined person sets goals, makes decisions, sees options, solves problems, speaks up for himself, understands what supports are needed for success, and can evaluate outcomes—**self-advocacy** (Martin & Marshall, 1996, as cited in Bremer, Kachgal, & Schoeller, 2003, April). Self-advocacy is an important skill for students in school settings, particularly as they participate in IEP team meetings and move into post-school adult life (Project 10, n.d.).

The development of self-determination skills supports students' capabilities as effective decision-makers in their IEP team meetings. According to the National Center on Secondary Education and Transition:

Youth are more likely to participate as effective decision-makers during their IEP team meetings when they:

- Understand their disability
- Learn how that disability will affect their dreams of college, work, independent living, and relationships
- Build the confidence to communicate their dreams and needs (National Center on Secondary Education and Transition, n.d., question 9)

Districts may document the student's need for self-determination instruction in the IEP by:

- Identifying services that will address the student's education needs (e.g., self-advocacy skills, goal setting, decision making)
- Developing annual goals in the IEP to address the need for self-determination instruction
- Adding a line to the IEP to note how instruction will be provided and/or information disseminated about self-determination and including samples of completed activities in the student's portfolio (Project 10, n.d.)

Instruction in self-determination skills may begin with training in self-advocacy and personal decision-making. As appropriate, students may review their own IEP at the start of each school year to better understand their needs. In the classroom, teachers may employ strategies to involve students in educational decisions and to teach students how to understand the data that reflects their strengths and needs and to learn how to establish and evaluate their own progress toward goals. Through instruction in self-determination, students learn how to become an active and effective member of their own IEP team (FDOE, 2004b; Scheiner, n.d.).

Districts may infuse self-determination skills and transition planning in a curriculum that provides experiences and information about employment, postsecondary education, and independent living, based on individual student needs. Instruction on self-determination may also be integrated with character education or provided in specific ESE courses

targeted at self-determination and career and transition planning. Workshops or one-to-one information sessions may be provided to students, depending on the individual student's needs.

The requirement for considering the student's need for instruction or information about self-determination begins no later than with the IEP that will be in effect at age 14 and must be reviewed and addressed annually as part of IEP development. Students' self-determination needs may differ by age, with choice making and goal setting important one year and self-advocacy more important the next.

One of the goals of self-determination instruction is to prepare the student to participate actively and effectively in his own IEP team meeting. Students can learn how to facilitate their own IEP meeting. Students may be involved in planning by identifying strengths and needs, establishing goals, and considering options; in drafting their own IEP; in participating in the meeting where the IEP is finalized; and in implementing the IEP by evaluating how well they are achieving the annual goals in their IEP.

The Self-Directed IEP is a curriculum used widely in Florida to teach students to participate in and take a lead role in their IEP team meetings. The Self-Directed IEP provides lessons based on the following steps:

1. Begin meeting by stating the purpose—involves students learning how to explicitly state the purpose of the meeting, such as reviewing goals.
2. Introduce everyone—involves students learning who is required to attend an IEP team meeting and who else they would like to invite, as well as practicing introducing these individuals.
3. Review past goals and performance—involves students stating their goals and learning which actions can be taken to help meet their goals.
4. Ask for others' feedback—involves students learning what feedback is and the different ways they can receive feedback on their goals.
5. State your school and transition goals—involves students identifying their interests, skills, and needs and the goals they would like to achieve in school.
6. Ask questions if you don't understand—involves students learning how to ask questions for clarification.
7. Deal with differences in opinion—involves students learning the LUCK strategy (Listening to other person's opinion; Using a respectful tone of voice; Compromising or Changing your opinion, if necessary; and Knowing and stating the reasons for your opinion).
8. State the support you will need to reach your goal—involves students learning about the supports that will help them in achieving their goals.
9. Summarize your current goals—involves students restating their goals, the actions they will take to meet those goals, and how they would receive feedback in meeting those goals.
10. Close meeting by thanking everyone—involves students learning how to bring closure to the meeting by using closing statements and thanking everyone for attending.

11. Work on IEP goals all year—involves students being reminded to work on their goals all year by taking actions and receiving feedback and support to accomplish these goals (Division for Career Development and Transition & National Secondary Transition Technical Assistance Center, n.d.).



For more information:

Self-Advocacy and Self Determination, Project 10. <http://www.project10.info/DetailPage.php?MainPageID=185&PageCategory=Effective%20Practices%20in%20Transition&PageSubCategory=Student%20Development>

Diploma Options and Courses of Study

T14–5; T16-4. Beginning in eighth grade, or during the school year in which the student turns 14, whichever is sooner, the IEP must include a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma. (Rules 6A-6.03028(3)(h)8 and 6A-1.09961(2)(a), F.A.C.)

The diploma option plays an important part in determining a student's course of study, particularly in terms of the kinds of postsecondary opportunities that will be available to the student. In general, a standard diploma is required for entrance into degree programs offered by Florida colleges, universities, and the military. Students who have earned a special diploma may be eligible to enroll in the career certificate programs in technical institutes or Florida's colleges.

Students and their parents will need information about diploma options and related courses of study prior to the IEP team meeting where this decision will be made. Florida's Academic Counseling and Tracking for Students (<http://www.FACTS.org>) is sponsored by the Department of Education and the Florida Center for Advising and Academic Support. This free online advising website helps all students plan and track their education progress from middle school through college and includes specific information for students with disabilities. Students and their families will need information about the education and employment opportunities that are affected by the type of diploma they choose. Colleges and technical schools have specific admission requirements related to high school graduation. The IEP team will also need to make sure the diploma option and course of study align with the student's measurable postsecondary goals.

Background information and student performance data supporting the decision for type of diploma accumulates over a long period of time. Parent input, teacher reports, results of formal and informal assessments, and student input should also be considered. From review of this information, a picture will emerge of the student's abilities, preferences, aptitudes, interests, attitudes, and behaviors. This data serves as the foundation on which to base the graduation decision.

If it is apparent the student can be successful in a course of study leading to a standard diploma, that decision is documented on the IEP form. If the decision made at the IEP team meeting is to have the student take a course of study leading to a special diploma, the team may then consider whether it will be Option 1 or Option 2. For special diploma, Option 1, students must earn a specified number of course credits in the required areas. Option 2 is based on achievement of annual goals and short-term objectives or benchmarks, if applicable, on the IEP related to employment and community competencies, mastery of employment and community competencies in the student's training plan, and successful employment for at least one semester or 18 weeks at or above minimum wage in a community-based job. School districts must offer both options. If the diploma selected is a special diploma, the team will indicate whether it will be Option 1 or 2 when documenting that on the IEP. At the time of publication of this document, a proposed revision to Rule 6A-1.09961, F.A.C., would require districts to offer both options for a special diploma.

The diploma decision must be reviewed annually along with the transition services needs. Students are able to change their diploma option at any time. However, the requirements for the diploma options are not interchangeable, and the impact of the change must be evaluated.

The course of study statement must describe the instructional program and experiences the school district will provide to prepare the student for transition from school to adult living. Simply stating the diploma option does not provide an adequate description of the course of study. The statement should reflect the student's needs, preferences, and interests and relate to the areas addressed in the postsecondary goals, when specified. The following are examples of how the course of study statement may be documented:

Mathematics courses through Algebra II and technology education courses that focus on engineering, job shadowing, and community work experience in an engineering-related field

Exploratory vocational education and courses that provide community-based experiences to help the student acquire adult living and employment skills

Courses with an emphasis on community-based instruction, including travel training and training in supported competitive employment

Transition Services Needs

For students age 14 and above, the IEP team must address the student's **transition services needs** in the areas focusing on the course of study. These areas may be addressed in the form of measurable annual goals and short-term objectives or benchmarks, if applicable. Transition services for students with disabilities may include special education provided as specially designed instruction or related services, if required to assist a student with a disability to benefit from special education. The IEP team must address the student's needs in the following required transition services areas:

- **Instruction** refers to formal techniques to impart knowledge. Instruction may be provided in school, home, or community settings. Instruction may include community-based instruction and travel training, instruction in academic and career and technical education courses, and extracurricular activities.
- **Related services** are transportation and developmental, corrective, or other supportive services required for the student to benefit from special education. Related services may include transportation to a community-based instruction site or employment training, career counseling, assistive technology services, job coaching, functional vocational evaluation, rehabilitation counseling, visits to postsecondary schools, job shadowing, mentoring, and therapeutic recreation. Related services pertaining to the student's transition needs must also be considered.
- **Community experiences** include services and activities provided outside of the school building in community settings or by other agencies. Community experiences may include banking, shopping, using public transportation, social activities, and recreational and leisure services.
- **Employment** refers to those services and activities that prepare a student for and lead to employment, including the following:
 - ♦ Career and education planning—exploring careers and gaining knowledge about the skills and training various careers require
 - ♦ Exploratory career and technical preparation through hands-on tasks and development of work habits for specific job training and safety procedures
 - ♦ Job preparatory education—coursework in the areas of agriculture, business technology, diversified, health science, family and consumer sciences, industrial, marketing, and public service
 - ♦ Career preparation—identification of career options, locating community resources, and developing positive work-related behaviors
 - ♦ Career experience—guided practice and experiences in school and community work situations
 - ♦ Career placement—placement in a job in the community (on-the-job training)
 - ♦ Supported competitive employment—placement and training in an integrated employment setting in the community with ongoing supports
- **Post-school adult living** refers to adult activities that are associated with living arrangements, financial management, and community involvement. Experiences and activities to prepare the student for future living arrangements after exiting high school fall into this category.



For more information:

Non-Paid Community-Based Vocational Educational (CBVE) Programs
[Technical Assistance Paper FY:2006-2], FDOE. <http://www.fldoe.org/ese/tap-home.asp>

In addition to required transition services areas, the student's needs, preferences, and interests must also be considered in the following areas, if the IEP team determines appropriate:

- **Acquisition of daily living skills** refers to activities adults do every day to care for and manage personal needs, such as preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, and grooming.
- **Functional vocational evaluation** refers to a systematic assessment process that provides information about job or career interests, aptitudes, and skills and includes individualized experiential and performance-based opportunities in natural vocational or work environments. It may include formal or commercial assessment; interviews, systematic observations, and surveys; as well as work sampling, situational assessments, job site visits, community based (vocational) assessments, job try-outs, and job analyses of the student's outside employment and volunteer work in real-life (Vocational Evaluation and Career Assessment Professionals, 2009).

Transition Services Requirements, Beginning at Age 16

Beginning with the IEP that will be in effect when the student turns 16, the IEP must include the following:

- Appropriate **measurable postsecondary goals** based upon age-appropriate transition assessments related to education/training, employment, and, where appropriate, independent living skills
- A **statement of transition services**, including courses of study that will reasonably enable the student to meet postsecondary goals

Measurable Postsecondary Goals

T16-9. There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training, employment, and, where appropriate, independent living skills). (34 CFR §300.320(b)(1); Rule 6A-6.03028(3)(h)10a, F.A.C.)

When students approach their 16th birthday, it is time to begin developing postsecondary goals related to the following post-school areas, including education/training, employment, and, as needed, independent living skills:

- **Education/Training:**
 - ♦ **Adult education** programs include Adult Basic Education, Adult High School, English for Speakers of Other Languages, General Educational Development (GED) test preparation, Applied Academics for Adult Education (formerly Vocational Preparatory Instruction), and Adult General Education for Adults with Disabilities.
 - ♦ **Colleges and universities** provide higher education programs that offer programs leading to undergraduate and postgraduate degrees. The Florida College System (also known as Florida colleges) includes 28

colleges and community colleges. The State University System consists of 11 universities located throughout the state.

- ♦ **Workforce education** may consist of a continuing workforce education course or a program of study leading to an occupational completion point in a career and technical postsecondary center and a career certificate or an applied technology diploma (ATD), or enrollment in a community college leading to a certificate or two-year degree—an associate of applied science (A.A.S.) degree or associate of science (A.S.) degree.
- ♦ **Training** is defined as participation in an employment-training program, such as those offered through the Workforce Investment Act, Job Corps, and AmeriCorps; or individualized (one-on-one) training provided by the employer, an agency, or service provider.



For more information:

Transition Wheel: Postsecondary Access, Project 10. <http://www.project10.info/TransitionWheel.php?PageCategory=Transition%20Wheel>

- **Employment** is defined as “competitive” if the job is performed on a full- or part-time basis in an integrated setting and the employee is compensated at or above the minimum wage. Supported employment is competitive work that takes place in integrated work settings for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has been interrupted or intermittent as a result of a significant disability. Supported employment incorporates ongoing supports and assistance based on the individual’s needs. Wages for persons in both integrated and supported employment must be in accordance with the minimum rates of the Fair Labor Standards Act (<http://www.dol.gov/whd/flsa/index.htm>).
- **Independent living** includes life skills in the following domains: leisure/recreation, maintenance of home and personal care, and community participation. Independent living refers to residential services, such as supported living, group homes, foster homes, adult congregate living facilities, in-home supports, and respite care. It also refers to managing activities of daily living. Community participation refers to recreation and leisure activities in the community as well as participation in civic organizations, volunteer work, and religious groups.

Writing Quality Measurable Postsecondary Goals

T16-10. The measurable postsecondary goal was based on age-appropriate transition assessment. (34 CFR §300.320(b)(1); Rule 6A-6.03028(3)(h)10a, F.A.C.)

Measurable postsecondary goals articulate what the student plans to achieve after high school and are based on data gathered over time obtained from age-appropriate transition assessments that reflect the student’s needs, strengths, preferences, and

interests. The assessment data may be described in the student's present level statements in the IEP.

The postsecondary goal must be stated in measurable terms so it can be counted or observed directly. The result must be intended to occur after the student graduates from high school. A measurable postsecondary goal contains three components:

A target date or timeline—[within six months following graduation from high school](#)
 Behavior—[the student will obtain employment in a part-time job](#)
 Conditions, if appropriate—[with the assistance of Vocational Rehabilitation](#)

Postsecondary goals should reflect a result or an outcome, not an activity. The goal must be intended to occur after the student graduates from high school. For example, the goal should state that [the student will obtain an Associate in Arts degree](#), not apply for college.

Goals should include a specific time frame so that it is clear when the outcome is expected to occur. The goals should include a target, such as [within six months following graduation](#) or [by August 2015](#).

Postsecondary goals must be updated annually. The goal need not be revised, but it should be reviewed to ensure that it continues to be appropriate and accurate. The student's progress on annual goals and transition services will provide data the team can use to determine if postsecondary goals should be revised. Postsecondary goals address Education/Training, Employment, and, as appropriate, Independent Living (FDOE, 2011b).

Documenting Transition Services on the IEP, Age 16 and Above

T16-11. The IEP includes measurable annual goals (and short-term objectives/benchmarks, if applicable) that focus on improving the academic and functional achievement of the student related to the student's transition services needs. (34 CFR §300.320(a)(2); Rule 6A-6.03028(3)(h)2-3, F.A.C.)

T16-12. There are transition services on the IEP to assist the student in reaching the measurable postsecondary goals. (34 CFR §300.320(b)(2); Rule 6A-6.03411(1)(nn), F.A.C.)

T16-13. The transition services include course(s) of study needed to assist the student to reach the postsecondary goals(s). (34 CFR §300.320(b)(2))

T16-16. The IEP includes appropriate measurable postsecondary goals that are annually updated and based upon: an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student's transition services needs.

There also must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. (34 CFR §§300.320(b)-(c) and 300.321(b); Rule 6A-6.03028(3)(b)-(c) and (h), F.A.C.)

The IEP that will be in effect when the student turns 16 must include a statement of needed transition services, including courses of study, to assist the student in reaching measurable postsecondary goals or annual IEP goals. If appropriate, a statement of the interagency responsibilities or any needed linkages is also included on the IEP. Transition services may be addressed in the development of annual goals or short-term objectives or benchmarks, if applicable, special education services, related services, program modifications, accommodations, supplementary aids and services, and supports for school personnel.

The IEP team will use data from transition assessments to make collaborative decisions about what the student needs in each transition service area. There may be situations in which team members will need to gather additional information about a student's needs, particularly in regard to community experiences and potential needs related to post-school adult living. To identify the student's need for transition services, the IEP team will determine the following:

- What competencies does the student need to move into education/training, employment, or independent adult living?
- What knowledge and skills does the student currently have in each of these areas?

At age 16 and above, a student's transition services needs are likely to evolve and change from the needs that were identified at age 14 and 15. The IEP team may consider the following transition services needs:

- **Instruction** may refer to coursework, educational experiences, skill training, and activities/strategies that are necessary to prepare for and take part in college, continuing education, community experiences, employment, and post-school adult living. The IEP may also address a student's continued need for instruction in self-advocacy and self-determination.
- **Related services** may include transportation and developmental, corrective, or other support services the student needs to participate and benefit from instruction. The student may need transportation to access the job site for employment training. The IEP team will also consider the projected needs the student may have as he enters the adult world. If related services will be needed beyond school, the IEP should identify linkages to adult agencies before the student leaves the school system.
- **Community experiences** involve services related to community experiences based on the student's postsecondary measurable goals. They may include

community-based work experiences and job training and activities related to adult living, such as banking, shopping, transportation, and recreation.

- **Employment** may include services leading to a career, such as specific job preparation training or career counseling. Some students may need a referral to Vocational Rehabilitation or the Agency for Persons with Disabilities for postsecondary education assistance or practice using public transportation to get to and from the job site. Other needs may include job shadowing, visits to prospective employers, or interview skills.
- **Post-school adult living** may include helping the student learn how to carry out adult living responsibilities, such as registering to vote, filing tax forms, renting an apartment, taking part in medical services, filing for insurance or financial assistance, or accessing adult services like Social Security and Supplemental Social Security Income.
- **Daily living skills** may be considered for an individual student who has difficulty generalizing and requires specific direct instruction. Typically, students with significant disabilities, such as students who have intellectual disabilities, autism spectrum disorder, or who are dual-sensory impaired, may require instruction in daily living skills. However, any student with a disability may have identified needs in this area.
- **Functional vocational evaluation** may include curriculum-based vocational assessment, situational assessment, and performance assessments. Functional vocational evaluation is important for students whose course of study includes participation in career and technical education courses or programs, and students whose measurable postsecondary goals reflect participation in a vocational/technical center or plans to enter employment soon after exiting high school.

If **no services** are needed in any of the required transition services areas, the IEP team may develop a statement to that effect and indicate the basis upon which this determination was made. This statement is no longer required; however, for purposes of clarity the team may decide to document that no services are needed in a particular area.

Agency Involvement

T16-6. If a participating agency responsible for transition services failed to provide the transition services as described in the IEP, the IEP team was reconvened to identify alternative strategies to meet the transition objectives as indicated on the IEP. (34 CFR §300.324 (c)(1); Rule 6A-6.03028(3)(h)10b, F.A.C.)

Many students with disabilities will require the support and services of agencies to attain their postsecondary goals upon graduation. If an agency provides services to a student, the agency plan should be coordinated with the development of the student's IEP. The district may identify an IEP team member or designee who will follow-up with agencies, if needed.

The district or school may institute a check and balance system to ensure that transition services are implemented as required on the IEP. ESE staff may review progress toward annual goals to determine whether services are being provided. Documentation would include implementation data—Has the instruction been provided as indicated on the IEP? Was it implemented with fidelity?

If the agency fails to provide agreed-upon transition services during the year, the school district must convene an IEP team meeting to identify alternative strategies to meet the student's transition needs or objectives. However, this does not relieve any participating agency of the responsibility to provide or pay for any transition service the agency would otherwise provide to students with disabilities that meet eligibility criteria of that agency (FDOE, 2011d).



For more information:

Transition Wheel: Interagency Collaboration, Project 10. <http://www.project10.info/TransitionWheel.php?PageCategory=Transition%20Wheel>

Summary of Performance

A Summary of Performance (SOP) is required for students with disabilities exiting high school with a standard diploma or aging out of their educational program. It is also recommended for students with disabilities exiting high school with a special diploma or certificate of completion. The SOP includes a summary of the student's academic and functional performance, copies of evaluations, assessments, and other relevant reports, and recommendations on how to assist the student in meeting postsecondary goals (FDOE, 2010, November 15).

The process for developing the Summary of Performance may begin as soon as the IEP team addresses transition planning. The results of the transition assessments and the development of the measurable postsecondary goals and determination of needed transition services are key components in the SOP.

The information included in the SOP is especially important for students who will need to request accommodations in postsecondary education or the workplace. This information is also used when students apply for service from agencies that serve adults, such as Vocational Rehabilitation.

The Florida template for the Summary of Performance includes five parts:

- **Background information**
 - ♦ Student name, address, birth date, graduation date, etc.
 - ♦ Disability and individual educational plan/Section 504 plan information
 - ♦ Most recent copy of diagnostic and functional assessments
- **Student's postsecondary goal(s)**

- **Summary of performance**
 - ♦ Present level of performance in academic, cognitive, and functional areas
 - ♦ Essential accommodations in academic, cognitive, and functional areas
- **Recommendations to assist the student in meeting postsecondary goals**
 - ♦ Suggestions for accommodations, adaptive devices, compensatory strategies and/or support services for postsecondary education, employment, independent living, and community participation
- **Student input and signature (Recommended)**
 - ♦ Student's description of his or her disability's effects, supports, successful and unsuccessful accommodations and supports, strengths, and needs
 - ♦ Student signature and date (Project 10, 2010, October 29)

Involvement in the development of the SOP will help students articulate their perceptions and the impact of their own disability, as well as be able to determine which services and accommodations have been useful. Students should participate in meetings to develop the Summary of Performance and provide input based on data from assessments. The use of person-centered planning can be applied to a self-directed SOP to increase student and family involvement in the transition planning process. The student should have opportunities to learn how to use the SOP to advocate for his own needs after leaving high school (Project 10, 2009, December; 2010, October). This is most important for students entering postsecondary education programs and employment. They must self-identify and advocate for their own accommodations when they exit the school system.

As a point of clarification, IDEA 2004 does not require a reevaluation for a student before the student leaves the educational program as a result of graduation with a standard diploma or exiting school upon reaching their 22nd birthday. However, the district must provide the student with a Summary of Performance (academic achievement and functional performance) and recommendations on how to assist the student in meeting his postsecondary goals.



For more information:

Transition Wheel: Summary of Performance, Project 10. <http://www.project10.info/TransitionWheel.php?PageCategory=Transition%20Wheel>

Transition Resources

The following publications are available from the Bureau of Exceptional Education and Student Services Resource Information Center (BRIC) at <http://www.fldoe.org/ese/pubxhome.asp>:

- *Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education* (Revised 2011), FDOE
- "Program Options for Students with Disabilities Career and Technical Education" (2005), FDOE, Brochure

- “Program Options for Students with Disabilities Career and Technical Education/ What Students and Families Need to Know” (2005), FDOE, Brochure
- *Simply Careers!—Helping Students with Disabilities Effectively Plan Their Futures through Comprehensive Career Development* (2003), FDOE
- *Dare to Dream for Adults* (2004), FDOE, English and Spanish versions
- *Transition Planning for Students with Disabilities: A Guide for Families* (2011), FDOE



For more information:

Secondary Transition and Compliance on-line training module, Project 10.
<http://www.project10.info/On-LineTraining.php?PageCategory=On-line%20Training>

“Transition Checklist” (Revised May 2011), Project 10.
<http://www.project10.info/files/transitionchecklist2011l.pdf>

Chapter 5: Present Level of Academic Achievement and Functional Performance



Present level statements contain comprehensive and understandable information about the student's needs related to the disability that is based on data from a variety of sources across applicable domains/transition service areas.

Requirement

6A-6.03028(3)(h)1, F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities*

IEP-12. The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general education curriculum. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in appropriate activities. (34 CFR §300.320(a)(1))

The statement of the student's present levels of academic achievement and functional performance provides an objective synthesis of information. It includes a description of the following components:

- The student's strengths and what the student is currently able to do
- How the student's disability affects involvement and progress in the general curriculum or participation in appropriate activities
- The student's educational needs

The information in the present level statement provides the baseline for the development of the rest of the IEP. The statement may incorporate the results of the student's evaluations, state and district assessments, transition assessments, classroom performance, as well as other relevant information. The annual goals, accommodations, services, and placement decisions documented in the IEP should be based on the information about the student's needs contained in the present level statements.

Available Information about the Student

The first step in developing the present level statement is to review a variety of sources of information about the student. When more than one source confirms the findings, the team can feel confident that reliable present level statements are being developed. Possible sources of information include the following:

- Student's previous IEP or IFSP, including data reflecting progress toward annual goals
- Results of the student's initial evaluation or re-evaluation
- Results of statewide or district tests, including FCAT, FCAT 2.0, EOC assessments, or FAA, that reflect the student's achievement of the state standards (summative measures)
- Results of screening or diagnostic assessments
- Results of progress-monitoring assessments
- Results of classroom assessments, including observations, work samples, portfolio assessments, and report cards (formative measures)
- Results of transition assessments, such as interest inventories, work or job training evaluations, and other formal and informal assessments
- Results of functional behavioral assessments
- Attendance and discipline records
- Relevant health and medical information



For more information about the assessments listed above, see "Performance on State and District Assessments" and "Academic, Developmental, and Functional Needs," in Chapter 3, pp. 26–29 and 29–34.

Any member of the IEP team can provide student data. For prekindergarten students, the team may obtain information from the community preschool teacher at the Head Start program, a representative of the Early Steps program, or an infant and toddler developmental specialist. For students who require related services, the occupation or physical therapist, orientation and mobility specialist, or speech and language pathologist may provide data. For high school students, transition assessment data may come from classroom teachers, job coaches, or representatives of agencies providing or paying for transition services.

In reviewing information about the student's current progress or level of achievement, the team should also consider the following questions:

- What is known about the student's response to core academic instruction?
- How well does the student manage his own behavior under the schoolwide positive behavioral supports program or code of student conduct?
- What instructional programs, accommodations, and/or supplemental or intensive interventions have been successful for this student?

Present Level of Academic Achievement and Functional Performance

Students with disabilities may have educational needs that must be addressed so they can be involved and make progress in the general curriculum. A student's educational need might include the following:

- To learn how to use a cognitive strategy to analyze complex information
- To learn how to use structural analysis to identify the meaning of new vocabulary
- To increase the length of sentences for expressing wants, needs, and ideas

The present level statements may be written separately for each domain or transition service area, or the statements may be combined into one comprehensive description. When a comprehensive statement is used, it is important to identify each of the domains or transition service areas reflected in the statement. The information that is included in the present level statement needs to be specific, direct, and related to the area of educational needs.

IEP forms often divide the present level statement into segments so that teams will be sure to address all components. For example, the present level statement may include sections for specific information about the student's strengths, what the student is able to do, and how the student's disability affects involvement and progress in the general curriculum. The information included in the present level statement should be stated clearly and simply, without jargon and specialized terminology. In addition, the statement must be individualized for the student, and teams should not be tempted to copy examples or use existing statements.

The present level statement provides the foundation for identifying the specific knowledge, skill, or behavior addressed by the annual goal and determining whether the student requires program modifications, accommodations, and/or services and supports to address his unique needs. Students with disabilities may have needs that impact their functioning across domains or transition service areas. For example, a student with specific learning disabilities who has difficulty with reading and writing may also have a history of discipline referrals. The student's behavior relates to his low achievement and risk for dropping out of school. The present level statement should address the unacceptable behaviors, acknowledging the effect on school grades when the student is removed from the classroom for discipline. The student may require a functional behavior assessment and services to address problematic behaviors.

Determining Educational Needs

To determine the student's educational needs, the IEP team can follow the systematic four-step problem-solving process embedded in Florida's implementation of multi-tiered system of supports (FDOE, 2011c). The team must determine how the student's disability affects involvement and progress in the general curriculum. The first two steps of the problem-solving process apply to the development of the present level statements.

Step 1. Problem Identification: “What’s the problem?”

What is the student’s current level of performance and rate of progress? What is the expected level of performance? What is the gap between expectations and observed performance?

Step 2. Problem Analysis: “Why is it taking place?”

Why do you think the expected skill or target behavior is not occurring? Do factors in the curriculum, instruction, and environment affect student performance? How does the student’s disability impact involvement and progress in the general curriculum? What data supports this?

Step 3. Intervention Planning and Implementation: “What are we going to do about it?”

Step 4. Response to Instruction/Intervention: “Is it working?”

What’s the Problem?

The “problem” or educational need is defined as the discrepancy (gap) between what is expected of a student at a given age or grade level and the student’s current performance. The gap may reflect academic performance that is below grade level or behaviors that are developmentally inappropriate.

The identification of the student’s educational needs should be based on specific, objective data about student performance. The amount or rate of progress can be determined by comparing the prior level of performance statements with current year reports, progress-monitoring data, and results of the student’s performance on any general state or district assessments. If the student’s educational need relates to the general curriculum, the team should compare the expectations of the grade-level benchmarks or access points with what the student does now. The gaps in performance will become evident, and the team can identify specific elements of the skills or behaviors that are difficult or impossible for the student.

Before conducting an in-depth analysis in specific areas of concern, the team should review summary information about student progress to develop a shared understanding of the student’s overall strengths and needs. Team members should examine data across reading, writing, and mathematics, and other subject areas. In addition, they should consider how the student’s functional performance impacts active involvement in the general curriculum. The team should answer the following questions for each area of concern:

- What academic areas are difficult for the student?
- How does the student’s functional performance impact active involvement in the general curriculum?
- What are the student’s educational needs?

Why Is it Taking Place?

Key to problem solving is analyzing factors that impede performance, including those that are specific to the student—the effect of the student’s disability, and other factors that impact learning, such as instruction, curriculum, and environment (FDOE, 2011c).

For each area of concern, the team should consider the specific skills and behaviors the student will need to be able to participate actively and make progress in the general curriculum. Team members review information about the curriculum and instruction to answer questions like these:

- What skill or behavior does the student need to perform that is now difficult or impossible to do independently?
- What activities and tasks involve this skill or behavior in school, home, and community?
- What are the critical elements of the activities/tasks?
- How do environmental factors impact student performance?
- What are the effects of the student’s disability?

Curriculum and Instructional Factors

The team considers the skills and behaviors the student will need to achieve grade-level benchmarks or access points of the Common Core Standards or Next Generation Sunshine State Standards. In addition to academic performance, teams will need to consider other educational needs of the student. For example, in most classrooms students are expected to participate in class discussions and complete group projects successfully. Active involvement also includes the functional tasks that everyone else is doing, such as moving around the classroom, traveling between classes, communicating with the teacher and students, accessing materials and equipment, and participating in lunch and extracurricular activities (Zabala, 1998).

The team should review information about curriculum and instructional variables that impacts the student’s progress, including the following:

- Alignment with Common Core Standards or Next Generation Sunshine State Standards
- Cognitive complexity of instruction and assessment activities
- Scope, sequence, and pace of content delivery
- Instructional materials and research-based methods
- Data-driven instructional decisions
- Reinforcement or redirection of student behavior
- Accommodations and modifications for individual students with disabilities

It is important to determine if the student has received appropriate instruction in the target skill or behavior. The gap in performance may be because the student hasn’t been taught the required knowledge or skills. The teacher may find that a student needs more explicit and intensive intervention than the core curriculum or supplemental instruction

provides. For example, the student may have so much difficulty with basic addition and subtraction facts that it is difficult to learn higher mathematical problem-solving skills. If a student has not responded to instruction in the past, the team determines what kind of intervention should be implemented and if it must be specially designed to meet the student's needs.

To analyze the specific nature of the student's needs, the team may look at the critical elements of the skills, behaviors, and tasks with which the student has difficulty. Instruction and assessment tasks and activities involve critical elements—cognitive, motor, social/emotional, and communication (Zabala, 2010). The cognitive element of an academic task generally reflects the knowledge and skills of the grade-level benchmarks or access points. Motor, social/emotional, and communication elements are involved in the way the student carries out the task. The following presents an example of the critical elements of the task of editing written work:

<u>Cognitive</u>	Use knowledge and skills related to written expression; identify the purpose, audience, organization, and content; apply writing conventions, such as sentence structure, spelling, and punctuation
<u>Motor</u>	Sit in position for writing; hold a pencil; mark the edits
<u>Social/Emotional</u>	Work independently; maintain attention for a sustained period of time
<u>Communication</u>	Adjust written communication for clarity, accuracy, and grammatical correctness

Tasks required for active involvement in the classroom also have critical elements. Here is an example of the critical elements of how to get in a line:

<u>Cognitive</u>	Recognize a line of students; understand the purpose of lining up; know how to perform the steps of lining up
<u>Motor</u>	Perform the steps of lining up
<u>Social/Emotional</u>	Maintain acceptable personal space
<u>Communication</u>	Follow verbal instructions

Analyzing the critical elements of tasks and activities helps teams decide what kinds of services or accommodations the student needs. For students with sensory impairments,

the team also must consider whether the student needs specialized formats or alternate modes for acquiring or expressing information. The team determines which specific elements of the tasks are difficult or impossible for the student to do independently and where specially designed instruction is needed or accommodations and assistive technology may play an important role.

Environmental Factors

The consideration of environmental factors begins by taking a look at what is available for all students. Students with disabilities may be able to use the standard instructional materials and equipment, or they may need accommodations and assistive technology to access classroom materials and equipment. Paraprofessionals, parent volunteers, or peer tutors may be needed to facilitate the student's performance of tasks.

Team members also should review information regarding conditions in the student's environments. Barriers in the environment can negatively impact student performance. When a textbook is too difficult for the student to read, it becomes a barrier to completing assignments. Instruction delivered solely through large group lecture is a barrier for a student who has difficulty processing oral information.

Considering barriers and supports across environments can help the team understand why a student may have more difficulty with tasks in some classes and not in others. For example, the mathematics teacher may provide a lot of assistance for learning activities, but the science teacher doesn't.

Effect of the Disability

The IEP team should consider the effect of the disability on performance in any relevant area, including curriculum and learning environment, social and emotional behavior, communication, independent functioning, nonacademic areas, physical education, and transition, if appropriate. The effect of the disability may also involve how independently the student works and behaves, how much prompting or personal assistance the student needs, how effectively the student interacts and communicates with others, and what types of assistive devices and services are required.

The purpose of determining the effects of the disability on the student's involvement and progress in the general curriculum is to develop annual goals that specifically target the student's needs. The effect of the disability provides evidence of need for specialized instructional approaches and accommodations.

To identify the specific skills and behaviors that are difficult for the student and the effects of the disability, the team reviews data for each area of concern. Because of the specific focus on skills, behaviors, and activities/tasks, this data comes primarily from diagnostic or in-depth assessments, progress monitoring, classroom work samples, and observational and anecdotal information teachers, therapists, or parents collect.

Writing Quality Present Level Statements

The IEP team is required to consider the strengths and academic, developmental, and functional needs of the student when developing the student's IEP. This is generally documented in the present level statement. It is important that the statement be written in language that is easily understood by all who will use the student's IEP.

Strengths

A student's strengths may involve specific areas of the curriculum where the student is performing well and the student's preferences and interests. Strengths may include the student's abilities or behaviors in home, school, community, and work settings. When describing strengths, the team should focus on specific skills that relate to the domain or transition services area. When possible, the team may use the student's strengths and preferences to determine needed services and supports.

Jonathan is a sixth-grade student who is very interested in science and the world around him. He is a keen observer and learns by listening to his teachers and interacting with peers as they discuss topics in the classroom. He prefers listening to information on a computer while he follows the text on the screen. When information is presented in an audible format, Jonathan is able to recall main ideas and details.

Current Performance

In describing the student's current performance, the description may begin with the starter phrase "Based on . . ." Using this phrase to begin the statement makes it clear the statement is based on specific data collected about the student. The first sentence provides an overall description of the student's performance in a particular area and includes sources of information on which the statement is based.

Based on performance on the FCAT 2.0 Reading, curriculum-based assessments, and teacher observations, Jonathan's reading skills are at a beginning fourth-grade level, two years below his current grade level.

This is followed by specific information from relevant sources. If specific assessments are referenced, teams should include the complete title and acronym. Test scores should be reported with the date of testing and a narrative that provides an interpretation or explanation of the scores and the instructional implications of the test results. If standard scores are provided, the statement should include a description of the meaning of the score.

As a result of scores that indicated a low success probability on the Florida Comprehensive Assessment Test (FCAT) Reading, Jonathan was administered the Word Analysis ability and the Adjusted Maze tests from the Florida Assessment for Instruction in Reading (FAIR). His scores were below the

30th percentile on both measures, indicating he was at a high-risk level at the beginning of the school year. Based on scores in FAIR Reading Comprehension ability, Jonathan also has difficulty with reading comprehension, as shown by lower scores in clusters assessing Words and Phrases in Context, Comparisons and Cause/Effect, and Reference and Research. Jonathan struggles with fluency and has difficulty decoding multisyllabic words and using context to determine unknown words.

Effect of the Disability

The present level statement must include a description of the effect of the disability. IEP teams are encouraged to use the starter phrase, “As a result of the student’s disability . . .” or to include the phrase, “effect of the disability. . .” when describing the specific skills, behaviors, or capabilities impacted by the student’s disability. The description should include the data and source of the information, such as assessments, observations, or teacher reports. This description goes beyond naming the type of disability and describes how the impairments affect the student’s learning and behavior. For example, if the team notes that the student works at a very slow pace, evidence of this need should be described in the present level statement.

Takes twice as much time as peers to complete written assignments and assessments when using a braille.

Has a hard time staying on task and interrupts others and self.

The description of the effects of the disability will guide the team in determining what services, supports, and accommodations the student needs.

As a result of his disability, Jonathan has difficulty recognizing vocabulary words and comprehending grade-level materials. He is able to comprehend and remember the content when the information is presented in an audible format.

In summary, the present level statement should include the relevant data sources, student’s strengths, levels of achievement and performance, and effect of the disability that will lead to quality annual goal statements and the identification of needed services and supports.

Quick Check: Present Level of Academic Achievement and Functional Performance

Specific Data and Sources

- ☐ Addresses individual student performance
- ☐ Describes what student is currently able to do using specific information and sources
- ☐ Includes results of recent evaluations, assessments, and classroom-based assessments and observations
- ☐ Includes narratives with test scores and grade levels
- ☐ Describes strengths, skills, behaviors, and characteristics related to the curriculum

Effects of Disability

- ☐ Describes specific skills, behaviors, and capabilities impacted by disability
- ☐ Describes impact on progress in general curriculum or age-appropriate abilities and developmental milestones
- ☐ Describes impact on functional performance
 - Generalization or transfer of skills to new settings
 - Need for prompting and direct assistance
 - Social interaction and communication
 - Independent functioning

Educational Needs

- ☐ Describes what student needs to learn to progress in general curriculum in objective and descriptive terms
- ☐ Relates to needs for services or support

Do	Don't
• Use current, accurate, and objective information • Target student needs • Use quantifiable and descriptive information • Establish the starting point for measuring progress on the annual goal	• Use vague information—disability category or placement • Describe only curriculum or staff • Include irrelevant information • Provide incomplete information • Omit any critical needs

Chapter 6: Measurable Annual Goals, Short-Term Instructional Objectives or Benchmarks, and Evaluation of Progress



Measurable annual goals describe the behaviors and skills that will enable the student to achieve in the general education curriculum or participate in age-appropriate activities, based on the student's need(s) reflected in the present level statement.

Requirement—Measurable Annual Goals

6A-6.03028(3)(h)2, F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

IEP-13. The IEP includes measurable annual goals, including academic and functional goals, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum and meet the student's other needs that result from the disability. Benchmarks or short-term objectives should be included for students with disabilities who take alternate assessments aligned to alternate achievement standards or any other student with a disability as determined by the IEP team. (34 CFR §300.320(a)(2))

A measurable annual goal is a yearly target that addresses a student's educational needs that result from the student's disability identified in the present level statement. It describes the **specific or target skill or behavior** to be mastered within 12 months in measurable (observable) terms. Two key phrases guide the IEP team in setting measurable annual goals:

- Meet the needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum
- Meet other educational needs that result from the student's disability

The IEP team is now ready to begin the third step in the problem-solving process embedded in Florida's multi-tiered system of supports (FDOE, 2011c). The team will establish annual goals and short-term objectives or benchmarks, if applicable, and then complete the third step when it determines the special education services and supports the student needs.

Step 1. Problem Identification: What's the problem?

Step 2. Problem Analysis: Why is it taking place?

Step 3. Intervention Planning and Implementation: What are we going to do about it? Measurable Annual Goal—What specific knowledge, skill, or behavior does the student need to learn to be involved in and make progress in the general curriculum? What does the student need to learn to meet other educational needs that result from the disability? How will student progress be monitored to determine effectiveness of the intervention and support?

Special Education Services and Supports—

Step 4. Response to Instruction/Intervention: Is it working?

Intervention planning begins with the establishment of an annual goal. Annual goals are derived from the data about the student's needs described in the present level statements. The target skill or replacement behavior in the annual goal is determined after analyzing curriculum, instruction, environmental, and student variables. For example, a student who is deaf may need to learn how to communicate using sign language, or a student who has a specific learning disability that affects reading may need to learn how to use structural analysis to identify the meaning of new vocabulary.

Before writing annual goals, the IEP team should review the present level statements to see if an educational need identified within one area may be related to needs in other areas.

A student who doesn't pay attention to details makes careless mistakes in his schoolwork on every assignment. This student needs to learn how to identify important details and check his work before it is turned in. An annual goal for the student might be to turn in work that has been self-checked and corrected using a critical details checklist. It also might be important to identify the specific subject areas where the student has more persistent problems, such as mathematics or science. Learning how to use a self-checking strategy may be a need the student has in these subjects.

In this case, a more comprehensive goal or set of goals may be developed. Classroom teachers, support personnel, and other professionals may address shared or integrated goals resulting in more systematic and consistent instruction that is clearly focused on the educational needs of the student.

Generalization and transfer of learning are important considerations for students with disabilities. Students with significant disabilities frequently have difficulty with the transfer or generalization of skills to new settings and situations. Students will need multiple

examples and opportunities to use the skill or concept in different environments (Kleinert, Browder, & Towles-Reeves, 2009, March). If a student requires education-related therapy, such as speech therapy or occupational therapy, the annual goals should reflect the generalization and transfer of learning to other environments, such as the classroom, home, or community.

For many students with disabilities, progress made in the classroom or school does not always generalize to home or community settings. For these students, instruction that provides direct experiences in the community may need to begin as early as elementary school. This type of instruction should be reflected in the annual goals on the IEP. For example, students may need to learn how to use public transportation or how to use comparison shopping at a local grocery store. These two competencies should be taught in the community if the student will have difficulty making the transfer from classroom instruction.

Given 10 items, the student will select at least eight items with the best value based on a comparison of prices of similar goods when shopping at the local grocery store.

When writing annual goals for prekindergarten children, the IEP team should consider how the goals can be addressed throughout the child's day, not just at specific times for instruction or therapy (Bates, n.d.). The functional behaviors should be embedded throughout daily routines, activities, and transitions and with a variety of persons, objects, and actions. This can be reflected in the conditions written in the goal.

Sandy will crawl a minimum of 4 feet in response to any of the following: adult presence, peer presence, to obtain objects, or to participate in an activity
Rather than: Child will crawl 4 feet to obtain a toy.

Joey will assemble toys or objects by putting pieces together. She will do this with at least five different toys available in the classroom, such as puzzles, stringing beads, or LEGOS
Rather than: Child will stack 3-inch cubes (Bates, n.d.).

Developing Annual Goals

A clear statement of the annual goal includes a description of the expected performance (observable behavior), the conditions, and the criteria of acceptable performance. Including these components in the annual goal, provides a way for the IEP team to:

- Communicate which instructional content and procedures will help the student accomplish the goal
- Create measurement and progress-monitoring procedures that will tell whether the student has become proficient and reached the goal
- Tell the student and other IEP team members when it is time to move on to other goals (Mager, 1997b)

Observable Behaviors

When it is established that an educational need exists and will be addressed in the student's IEP, the first consideration in writing an annual goal is to determine the **specific skill or behavior** the student is expected to master as a result of specially designed instruction. In other words, what will the student be expected to do? What will be the outcome of the instruction? Annual goals should describe exactly what the student is expected to do. "Write an expository essay with five paragraphs" is specific. "Express ideas in writing" is too general. It is not good practice to arbitrarily combine multiple skills or behaviors in the same goal. An annual goal that states, "add and subtract multi-digit numbers, round to the nearest whole number, and measure to the nearest inch" complicates the progress-monitoring process. Such discrete skills work better as short-term objectives or benchmarks.

It is important to remember that the IEP is not a substitute for the general curriculum. Therefore, the IEP team identifies what the student needs to learn to be involved in and make progress in the general curriculum, not curriculum requirements. For example, a middle school student with a significant cognitive disability needs to learn the access points assigned to the grade level courses in which he is enrolled. The IEP team will not need to restate the content from the access points in the annual goal because that is in the curriculum for the student. However, this student needs to be able to complete assigned or routine classroom tasks. A review of documentation the teacher accumulated reveals that the student rarely or never refers to a plan for completing tasks, only sometimes follows directions, and inconsistently follows timelines and schedules for completing tasks. The team recognizes that the student needs to improve in these skills to be successful not just on homework assignments, but in many school activities and—ultimately—in adult roles. It becomes clear that the student needs to acquire a strategy for staying on task and completing any kind of assignment or task. In this case, to focus on homework assignments may be shortsighted. The team develops the following new annual goal:

The student will use a strategy that includes three steps: planning, adhering to a timeline, and monitoring progress, to complete tasks.

This focus on using a strategy for completing tasks has the potential for the student's immediate and future use. If the student does acquire such a strategy for completing tasks, he or she can use that strategy for a lifetime.

The team must determine what evidence it will use to determine if the student actually uses a three-step strategy. An explicit, observable statement of what the student will do is needed. It is sometimes as easy as turning the statement around:

The student will complete tasks using a three-step strategy: planning, adhering to a timeline, and monitoring progress.

Conditions

Many goals require a statement of the **conditions** under which the skill or behavior will be performed or used. Conditions may describe assistive technology, materials, or equipment, level of prompts or assistance, or the situation or environment where the behavior will be used. The conditions should be described in sufficient detail so that it is clear to all what is needed to allow the performance to happen. However, not all goals will require conditions. Mager advises, “Add enough description to an objective (goal) to make it clear to everyone concerned just what you expect from the learner” (1997b, p. 106).

Often conditions are part of a phrase that begins:

Given a . . .
 With the aid
 Without prompting
 Using a communication device
 In the grocery store
 In academic classes

The annual goal for completing tasks includes two conditions:

Using a strategy that includes three steps . . .
 in academic classes

Answers to the following questions may determine what conditions should be included in the annual goal:

- What will the learner be expected to use when performing?
- What will the learner not be allowed to use while performing?
- What will be the real-world conditions under which the performance will be expected to occur? (Mager, 1997b)

Criteria

The third component of an annual goal is to make the annual goal as measurable as possible. This may be accomplished by including the **criteria of acceptable performance** to be used to determine that the student has mastered the knowledge, skill, behavior, or attitude. In the above example, the team has already decided that the student should be able to use a three-step strategy to complete tasks. The annual goal is measurable, but it can be made better by adding the phrase:

. . . in at least three academic courses.

Obviously, the team wants the student to complete all assignments in all classes, but based on their knowledge of the student’s past performance, they judge that it may

take some time for the student to acquire the task completion strategy and then use it effectively in academic courses. Throughout the year, the team will review performance data teachers collected to determine if the student has acquired the task completion strategy and if the strategy has been used in completing assignments in at least three academic courses.

Criteria may be stated in different ways. One of the common ways is to describe a time limit that reflects an acceptable rate of performance. **Speed** may be described as:

Within 30 seconds
Before the traffic light turns red
With fluency of 85 correct words per minute

A second way to describe criteria is in terms of **accuracy**. This will reflect the required number of correct answers or items.

State the time on an analog clock within one minute of the accurate time
Solutions must be accurate to the nearest whole number
With no more than one request for repeated information for each customer contact
With 8 out of 10 correct answers

Using a percent or number of items correct is a statement about expected **accuracy** often included in annual goals, sometimes without thinking about whether the percent or number of items makes sense. A student needs to be able to cross the street safely every time, not four out of five times.

Another problem may occur when the expected skill is not directly observable. Although visualizing is an important reading comprehension strategy, a teacher can't directly observe it. Visualizing happens when the student is mentally processing or thinking about what he is reading. An annual goal that states, "the student will visualize with 90 percent accuracy," cannot be measured, in spite of the fact that a criterion for accuracy is included. What evidence will be used to show that the student is indeed visualizing and how will the accuracy of those thoughts be evaluated? The student may draw or describe what he visualizes and those drawings or descriptions can be compared to key elements in the text. The percent accuracy can then be calculated.

The student will accurately describe at least four of five of the key elements of a passage using a visualizing strategy.

A third way to describe criteria is to specify the **duration** (length of time). Setting a goal for duration may be useful for goals dealing with behaviors that must be sustained over a period of time. The expected duration can be stated in terms of how many minutes, such as "stays on task for 10 minutes." A **timeframe** can be described as criteria when it is important to specify how long a period of time in which the student will be expected to demonstrate mastery, such as "for six weeks" or "for five consecutive assignments." This type of criteria is used when it is important to establish that the student is able to perform

the expected behaviors consistently. Criteria for behaviors involving motor skills may be stated in terms of **distance**, such as “travels independently for 50 yards.”

Often annual goals reflect a complex set of skills or behaviors, and a simple criterion of accuracy or speed cannot be applied. The criteria may be described in terms of a set of required components or traits. If the components are based on a well-known rubric, such as FCAT Writing, specifying the expected score or rating in the goal would clearly communicate how the student’s writing will be measured.

Given a blank graphic organizer for planning, the student will write a five-paragraph expository essay that scores at least 4 on the FCAT Grade 4 Writing Rubric on four out of five trials.

Not all rubrics are alike. The FCAT Writing rubric is an example of a holistic rubric. Holistic scoring is a method of evaluation that involves judging a response for its total effect. No single factor is weighted on its own. A holistic rubric identifies the performance features to be evaluated and describes how performance varies across the scoring scale. For the FCAT Writing, a 6-point rubric is used (6, 5, 4, 3, 2, 1). A score of “0” is used for responses that are completely incorrect, irrelevant, uninterpretable, or blank (FDOE, n.d.b).

An analytic rubric includes separate ratings for each of several traits or components. Many of the checklists that teachers use to assess student performance on specific tasks or routines use analytic rubrics. Teachers set the criteria for determining acceptable performance or “mastery” when using an analytic rubric or checklist. It may be tempting to use 80 percent as mastery. However, it may be critical that the student perform or exhibit all of the traits or components to carry out the task effectively. For example, if the goal is to complete a 10-step process for carrying out and checking tasks on the job, leaving out any one of the steps would likely result in job performance that is unacceptable. The IEP team should look carefully at the analytic rubric or checklist used to evaluate the student’s performance on the goal to determine the importance of the traits or components before setting the criteria of acceptable performance.

The criteria of acceptable performance are used to measure the accomplishment of the goal. They provide a standard to test the success of the instruction and are how IEP team members will know if the student has met or exceeded the goal. Criteria can be derived from academic requirements, reflected in the Common Core Standards or Next Generation Sunshine State Standards. A developmental scale can sometimes be used to determine criteria for annual goals, especially when the student’s performance is compared to typically developing peers. For older students in career and technical education programs, job requirements or occupational completion points may be considered.

Addressing Transition Services Needs

Annuals goals will play an important role in addressing a student’s transition service needs. The IEP team will consider the student’s need for instruction or information

about self-determination to ensure the student is able to participate actively and effectively in IEP team meetings. If the student needs specially designed instruction in self-determination, the team may establish an annual goal that reflects the specific knowledge and skills of self-determination and self-advocacy the student will need to learn.

For the IEP that will be in effect when a student turns 16 and above, the annual goals should address the student's needs that relate to making progress in the desired course of study and diploma option or needs that relate to transition services and progress toward attainment of the student's measurable postsecondary goals. Although there does not need to be an exact one-to-one match of annual goals to the course of study or measurable postsecondary goals, the annual goals must support the student's needs for transition services.

Measurable Annual Goal:

John will describe at least one career preference, explaining how the career or job matches his interests and abilities at his annual IEP team meeting.

Benchmarks:

John will describe his own interests and abilities related to career preferences after completing a self-assessment with supports by October 15, 2012.

Given observations, interviews, and experiences in at least four different job descriptions and positions (up to five hours for each position), John will express his preferences and concerns about each job within a week after each exploration activity (FDOE, 2011d).



For more information, see “Transition Requirements, Beginning at Age 14” and “Documenting Transition Services on the IEP, Age 16 and Above” in Chapter 4, pp. 53–59 and 59–61.

Writing Quality Annual Goals

The measurable annual goal is based on the student's educational needs identified in the present level statement. It provides a specific and clear statement of what the student is expected to learn and be able to do, under what conditions, and what criteria constitute acceptable performance. The statement guides the teacher's selection of instructional approaches and evaluation measures.

The team should write annual goals that are easily understood, avoiding jargon and technical language. For example, a better way to phrase the goal, “ambulates without assistance within the school,” would be to say, “walks independently within the school.” Terms that are familiar in educational environments, such as process writing or learning strategies, may not be clear to all users of the IEP. Acronyms, such as CBI, should

not be used unless community-based instruction has been written previously in the document. Avoid referencing specific brands of instructional materials. For example, a goal that states, “the student will master the Acme Super Reading Program, Level C” does not communicate what specific skills or competencies will be acquired. Such a goal may also be interpreted as limiting the teacher’s choice of instructional programs.

The goals should be stated clearly so they will be interpreted in the same way by all who use them, not just the members of the IEP team who were present at the meeting. One way to determine if an annual goal is clear is to ask a teacher who wasn’t at the IEP team meeting to tell you what the goal means.

The annual goal should not restate the expectations of the Common Core Standards or Next Generation Sunshine State Standards (benchmarks and access points) or age-appropriate activities for prekindergarten students. These standards apply to all students. The annual goal targets what the student needs to learn to be able to be involved in and make progress in the curriculum. The student’s annual goals are based on the student’s specific needs in one or more of the domains or transition service areas described in Chapter 3 on pp. 41–43.

Quick Check: Measurable Annual Goals

Observable Behavior

- ☐ Addresses individual student need
- ☐ Relates to needs described in the present level statement
- ☐ Describes observable behavior

Conditions

- ☐ Describes conditions needed to perform skill or behavior
 - Necessary materials and equipment
 - Necessary accommodations, including assistive technology
 - Level of prompts
 - Situation or environment

Criteria of Acceptable Performance

- ☐ Sets mastery or proficiency level for attainment of goal
- ☐ Describes progress in a way that can be measured
- ☐ Describes criteria to reflect grade level, rate, percentage, or narrative that all participants understand
- ☐ Relates criteria to data described in the present level statement
- ☐ Describes progress expected within a year

Do	Don't
• Use specific, clear information • Use descriptive information • Relate to student need in present level statement • Include clear, meaningful, and logical criteria for measurement	• Use vague language • Repeat short-term objective or benchmark • Describe needs that are not related to the present level statement • Describe needs that are not individualized • Reflect unrealistic or insufficient progress for one year

Short-Term Objectives or Benchmarks

6A-6.03028(3)(h)3, F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

Short-term objectives or benchmarks are required for students with disabilities who take alternate assessments or for any student with a disability whose IEP team determines they are needed. The purpose is to enable the teachers, parents, and student to determine how well the student is progressing toward achieving the annual goals.

In an IEP, short-term objectives and benchmarks are statements of the knowledge and skills the student needs to achieve the annual goal. They should not describe the entire scope and sequence in the curriculum. For each annual goal, there should be at least two short-term objectives or benchmarks that are logically ordered, developmentally sequenced, or otherwise related substeps of that annual goal. Short-term instructional objectives are measurable intermediate steps that break down the annual goals into discrete components. Benchmarks are major milestones that describe the amount of progress the student is expected to make during specific time periods in the year.

Benchmarks and short-term objectives are similar in the following ways:

- Provide a map or path the student will take to attain the annual goal
- Link the present level of academic achievement and functional performance and the annual goal
- Guide the development of instructional strategies

Benchmarks and short-term objectives are different in the following ways:

- Short-term objectives list specific substeps and include measurable aspects
- Benchmarks describe expected performance levels for specific time periods

The IEP team may choose to use benchmarks, short-term objectives, or a combination of the two based on the needs of the student and the nature of the annual goals.

Options for Developing Short-Term Objectives or Benchmarks

It may be helpful in developing short-term objectives or benchmarks to think of the annual goal as what the student will master and short-term objectives or benchmarks reflecting how instruction will be sequenced or organized to facilitate the student's mastery of the goal. For example, given the annual goal, "The student will initiate and respond to communications 8 out of 10 times when participating in group activities in regular classes," the team can discuss possible approaches.

One option might focus on the ability to discriminate effective from ineffective communications students use when interacting in classroom groups, suggesting the first

short-term objective would require the student to identify or recognize examples and nonexamples of effective communications of students in classroom groups. Following mastery of this step, the second short-term objective would require the student to use effective communications when prompted in the resource classroom. The third short-term objective would require the student to use effective communications independently when participating in group activities in at least one regular classroom. Other short-term objectives in this sequence could focus on additional types of situations or settings, ultimately resulting in mastery of the goal.

A second option might focus on having the student use effective communication in one class in predictable or standardized group situations. The first benchmark would require the student to use effective communications in structured study groups for one academic class. The second benchmark would extend use of effective communications to a second class, perhaps one in which group situations are less structured.

A third option for writing short-term objectives or benchmarks might be a combination of the two previous options. In this approach, the short-term objectives can relate to the student first learning to identify effective and ineffective communication skills and practicing the use of effective skills in structured situations in the special education class, then using effective communication skills in one regular education class. The last objective would extend the use of effective communication skills to a different class.

As can be seen by the example above, there is no one way to write short-term objectives or benchmarks. An approach that is helpful is to ask:

Now that we know what we want the student to master (annual goal), and given what we know about how the student learns (present level), what options do we have for helping the student reach the goal (short-term objectives or benchmarks)?

The team should select the instructional option that best matches the student's needs and abilities. The preferred instructional option would then be articulated as the short-term objectives or benchmarks. For a student whose present level statement indicates that he responds to his name and simple commands, but does not initiate communication with adults or children, the annual goal might be for the student to "express needs by initiating conversation with adults and children in the home and school settings." The short-term objectives or benchmarks for this goal would start with having the student 1) "respond to prompts to ask for desired objects or activities." Additional objectives may require the student to 2) "ask for an object or activity without being prompted within the classroom" and 3) "ask for an object or activity in other areas of the school and at home." This progression of objectives begins with the student's strength—"responds to conversation"—and links it to the desired behavior—"asks for desired objects or activities." In the subsequent objectives the prompting is eliminated, and the setting is expanded to other areas of the school and the home.

Progression of Short-Term Objectives or Benchmarks

The incremental progression of short-term objectives or benchmarks should reflect the student's anticipated progress. The goal used in the previous example reflects a need for generalization of the skills or competencies to other settings or other tasks. Other goals may require movement toward increased complexity or mastery levels of performance.

There is no absolute rule to determine how many objectives or benchmarks are needed for each goal, or to specify the amount of learning or progress that should be reflected in each objective. However, if the IEP team can only think of one substep, the goal may be too limited or the short-term objective or benchmark may be too broad. Annual goals are intended to reflect what a student is expected to accomplish in 12 months. The short-term objectives or benchmarks should indicate what the student needs to accomplish throughout the year to achieve the goal. If the student's previous rate of progress has been relatively slow, the short-term objectives will reflect smaller steps.

For many students with disabilities, the generalization and transfer of learning will be explicitly addressed through the short-term objectives or benchmarks. Such students do not automatically see the common elements or requirements across settings or tasks. They need to be taught explicitly how to apply the skills in various settings. Therefore, short-term objectives or benchmarks should indicate how the skills and competencies for the annual goal will be integrated and used in a variety of appropriate environments.

Writing Quality Short-Term Objectives or Benchmarks

Short-term objectives or benchmarks should be written with the same level of clarity and understanding as applied to annual goals. Including observable behaviors, conditions, and criteria or timeframes are key to quality.

The team should ensure the short-term objectives or benchmarks are both developmentally and chronologically appropriate for the student. A student who is 16 and has very limited reading skills would require short-term objectives or benchmarks that identify age-appropriate content for reading rather than first grade materials. It is important to keep in mind the ultimate functionality and usefulness of the knowledge, skills, or behaviors in the student's day-to-day life, as well as for the future.

As with annual goals, short-term objectives or benchmarks should not repeat what is already stated in the Common Core Standards or Next Generation Sunshine State Standards. Short-term objectives or benchmarks are intended to specify a progression of skills or behaviors that reflects increased proficiency or independence toward the annual goal. Benchmarks are written in sequential order, and the achievement of each benchmark is dependent on the one that precedes it.

Quick Check: Short-Term Objectives and Benchmarks

Observable Behavior

- ☐ Addresses individual student need
- ☐ Describes specific skills or behaviors student will learn
- ☐ Relates to present level needs and measurable annual goal

Conditions

- ☐ Describes conditions needed to perform skill or behavior
 - Necessary materials and equipment
 - Necessary accommodations, including assistive technology
 - Level of prompts
 - Situation or environment

Criteria of Acceptable Performance

- ☐ Sets mastery or proficiency level for attainment
- ☐ Describes progress in a way that can be measured
- ☐ Describes criteria in narrative or numerical terms so all participants understand
- ☐ Relates criteria to data described in present level statement
- ☐ Establishes target dates (benchmarks)

Do	Don't
• Write at least two for each goal • Use specific, clear information • Relate to annual goal • Include meaningful and logical criteria for measurement	• Use vague language • Use information irrelevant to annual goal • Use incomplete information • Repeat annual goal

Evaluation of Progress

6A-6.03028(3)(h)7, F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

The IEP team is responsible for monitoring the student's progress toward annual goals and must develop a statement of how progress will be measured and how often it will be reported to parents. The team should consider what the teacher will do at what interval to assess the student's progress toward the annual goal. The evaluation component of the IEP is designed to ensure the student's progress toward each annual goal will be reviewed and reported to parents throughout the year.

The requirement to monitor student progress on annual goals of the IEP fits well within Florida's multi-tiered system of supports. The intensified individualized interventions provided through special education services are considered Tier III interventions. The IEP team will need regular and frequent measures of student performance, graphical representations, and narrative reports, as appropriate, to provide reliable information about the student's progress toward the annual goals (FDOE, 2011, February 28).

IEP-24. The IEP contains descriptions of how progress toward annual goals will be measured, including how often parents will be regularly informed of their child's progress. (34 CFR §300.320(a)(3))

The IEP must include a description of how the student's progress toward meeting an annual goal will be measured. **Measurement** is the process that will determine the extent of some characteristics associated with the student's behavior or performance. **Evaluation** compares a measurement with a standard or criterion of acceptable performance and passes judgment on the comparison (Mager, 1997a). For example, a teacher measures reading fluency by having a student read a graded passage out loud and calculating the number of correct words-per-minute. To evaluate the student's progress, the measurement is compared to the student's previous fluency measures to determine the student's rate of progress and the expected rate of fluency of typical peers.

The measurement methods and evaluation procedures used for progress monitoring will guide how data will be collected. Progress monitoring assists the teacher or service provider in making ongoing decisions about the instructional strategies being used. It also can provide summative evidence that enables the IEP team to determine whether the student has achieved his annual goal (Iowa Department of Education, n.d.).

Approach planning for measurement and evaluation of annual goals systematically. The first step involves reviewing the annual goal and short-term objectives or benchmarks, if applicable, to determine what kind of data will be collected and what criteria will be used to evaluate progress. The annual goal and short-term objectives or benchmarks, if applicable, will contain a clear statement of the observable behavior, conditions, and the criteria used to determine mastery.

It is important to remember that the conditions and criteria for evaluation are built into the annual goal statement. The following examples detailing **how well** and **over what period of time** are included in the annual goal statement to make that component measurable.

When addressing how well, the options may include the following:

- Frequency (a number, percent)—Completes 9 of 10 homework assignments
- Duration (time)—Stays on task for 20 minutes
- Distance (feet, yards)—Travels independently for 25 yards
- Accuracy (percent, score)—Reads with 98 percent word recognition accuracy
- Speed (rate)—Reads 4th grade-level passages with 85 correct words-per-minute

When addressing over what period of time, the options may include the following:

- Days—Three days a week
- Weeks—Over four consecutive weeks
- Occasions—During lunch periods for a semester

The conditions may involve the following:

- Specific situation or environment—On the job site
- Assistive technology or equipment—Using a head switch to activate the computer
- Level of prompt or assistance—With hand-over-hand assistance
- Specific method or procedure—Using the writing process

Measurement Procedures

The next step is to specify **measurement procedures**. Measurement procedures refer to the methods that will be used to gather evidence and document the student's progress toward achievement of the annual goal and each short-term objective or benchmark, if applicable. Different goals, objectives, and benchmarks may require different types of measurement. It may be helpful to ask:

What will provide reliable and valid evidence of the student's performance on the annual goal or each short-term objective or benchmark?

A variety of procedures are needed to measure student progress toward annual goals and guide decisions related to revisions of the IEP. If the student's annual goal relates to a basic academic skill area, such as reading, writing, spelling, or mathematics, **curriculum-based measurement** procedures can be used to measure student progress. The content may be drawn from a specific curriculum or may represent outcomes for students at a given grade level. The advantage of CBM is that the test administration, scoring, and interpretation are standardized and the results can be used to gauge student progress over a period of time. When a student's baseline performance is established, progress toward the goal can be assessed on a regular

basis, such as weekly, to give the teacher and the parent a way to determine if student progress is adequate to meet the annual goal. Graphing the data provides a clear visual representation of student progress. If the trend of the data on the graph shows that progress is not sufficient to reach the goal, the teacher can adjust the instructional program to respond to unique student needs (Stecker, n.d.).

Observations may be used for annual goals that relate to specific behaviors, such as positive social interactions, time on task, etc. The student is observed on a regular basis and the frequency and/or duration of target behaviors are counted. The team may choose interval recording or time sampling system to assess the behaviors (Etscheidt, 2006). Behavior observations can be analyzed and represented in graphs to clearly show whether the student is making progress.

Measures that involve **rubrics** may be used to supplement direct, objective measures. A rubric describes qualitative and/or quantitative characteristics of performance competencies, generally on a Likert-type scale. Some rubrics are created for standardized assessments, such as FCAT Writing, or for specific instructional approaches. Frequently, teachers create specific rubrics for measuring progress on specific assignments or assessments in the classroom. They may use the rubric to score and compare samples of student work, such as essays or other types of assignments.

Authentic or **performance assessments** may also be used to measure progress toward IEP annual goals. Performance assessments measure whether students can perform real-world tasks that require them to apply the knowledge and skills they have learned. A performance assessment requires students to produce a product or demonstrate a process, solve a problem involving several steps, or carry out an activity that demonstrates proficiency with a complex skill. Performance assessment can measure skills that written assessments cannot, such as motor skills, oral speech, and work procedures. Many feel that performance assessments should measure the student's performance in authentic situations, not just in the classroom. To be authentic, the task should correspond to how it is actually done outside of the school environment. When using this type of assessment to measure progress on IEP annual goals, the attributes and behaviors to be measured are observed directly. The criteria of acceptable performance are based on the intent of the student's annual goal (Thomas, Allman, & Beech, 2004).

For annual goals with specific conditions, the team will determine what kind of **evidence** will be used to determine that the condition is applied as intended.

The student will complete tasks using a three-step strategy—planning, adhering to a timeline, and monitoring progress—in at least three academic classes.

The team will determine how evidence will be gathered about the student's use of the three-step strategy for completing tasks. The teachers in the three academic classes may be asked to observe the student as he uses each step and keep a daily record on a data sheet. This measurement procedure would be described in the evaluation plan.

It is also permissible to use student **self-monitoring procedures**. This option works particularly well when the student has performed to expected levels within the classroom and is now expected to apply what has been achieved in additional environments. For example, a student who has learned how to use a strategy for completing assignments in the resource room may be asked to keep a log to show when he uses it for three academic classes.

When measurable annual goals address settings outside of the school, evaluation procedures should indicate the specific setting for the evaluation. Responsibilities for assessment outside of school should be delineated on the IEP. For example, a student in a supported employment setting would need assessments at the job site. The evaluation procedure should indicate the setting in which the evaluation is to occur if outside the classroom.

The **frequency of data collection** is part of the measurement procedures. Data should be collected regularly and frequently for reliable instructional decisions. Behavior data is often collected daily, whereas academic data is collected less frequently (Iowa Department of Education, n.d.; Shinn, 1989).

Review and Evaluation Schedule

The third step is to establish a **reasonable schedule** for conducting a review and evaluation of student progress toward the measurable annual goal. It is possible to use specific time periods (daily, twice weekly, monthly) or dates (by September 30, April 15) to indicate when instructional staff will review the progress-monitoring data and determine the effect on student performance data. This is not meant to specify the dates by which the student must demonstrate mastery. Describing the review schedule helps to ensure the progress will be evaluated at regular intervals.

This step addresses the dates by which instructional staff agree to review the student's progress and determine if the instructional approach is working or if it is appropriate to move to the next short-term objective or benchmark. Monitoring may occur more frequently than reporting progress. Some goals are monitored daily, whereas other goals are monitored weekly or on some other schedule. Using a graph to report the monitoring data collected over time will provide a clear visual representation of the student's progress.

Writing Quality Descriptions of Evaluating Progress

Many IEP teams are guided by what is required on IEP forms when discussing how the student's progress toward annual goals will be measured and how often it will be reported to parents. At a minimum, generic statements of different types of measurement or assessments are checked and a brief statement of reporting frequency is listed.

Quality descriptions of how the student's progress toward annual goals will be measured and reported will include four components:

- Description of the measurement procedures
- Evaluation criteria
- Data collection schedule
- Review and evaluation schedule and periodic reports to parents

If the IEP form does not allow sufficient space for these details, the conference notes or other document may be used. Given the goal, “the student will complete assignments using a three-step strategy for completing assigned tasks in at least three academic classes for six consecutive weeks,” an evaluation plan is developed. The components of the evaluation plan would include the following:

Measurement Procedures: Documented observations and evidence of the use of the three-step process and completed tasks in three academic classes

Evaluation Criteria: All assignments completed in three academic classes

Data Collection Schedule: Daily

Review and Evaluation Schedule and Parent Reports: By the end of each six-week reporting period

An alternative to recording the evaluation plan as separate components is to compose a sentence that incorporates all the components.

By the end of the each six-week report period, the student will be evaluated on progress toward meeting the expectations of the goal as documented daily by teacher observations and completed tasks.

An additional option would be to incorporate the measurable annual goal and the evaluation plan into related statements.

When given assignments in three academic classrooms, the student will complete all assigned tasks using the three-step strategy for six consecutive weeks for each class. The student’s progress will be measured daily by student work samples and observations of the classroom teachers. The teachers will evaluate progress toward the goal at the end of each six-week report period and report to parents.

The final step of the evaluation plan is related to recording the results of the periodic measurements. The results may be recorded on a separate form or on the IEP. Other types of ratings or information may also be used. The date the evaluation review was conducted should also be recorded. The purpose of recording the results on the IEP is to provide an easy reference for the IEP team. As the results are recorded throughout the year, the teacher can use the IEP to plan subsequent instructional services. When the student is not making progress, the IEP team may need to review the plan and determine if changes are needed in the annual goals or the special education and related services, supplementary aids and services, accommodations, program

modifications, and supports for school personnel provided to the student. The team can use the results in the annual review process to guide the development of next year's IEP.

Reporting Progress to the Student's Parents

The parents must be provided periodic reports of their child's progress toward IEP goals. The reports could be provided quarterly or at other regular intervals, concurrent with the issuance of report cards. The statement of the annual goals, including benchmarks or short-term objectives, if applicable, could serve as the basis for briefly describing the student's progress. If objectives or benchmarks have not been developed, the form could include a space for a description of the annual goal and the dates and results of the periodic data collection. Some IEP forms include space on the annual goal and objective or benchmark page that already include the anticipated intervals at which parents will need to be informed of their child's progress. Using this method, the teachers would then complete the sections of the page from the IEP to document the student's progress toward the annual goal and send copies home to the parents.

A set of codes such as the following could identify the status of the goal:

GM	Goal Met
1	Excellent: Anticipate goal will be met
2	Satisfactory: Anticipate goal will be met
3	Insufficient: At risk of not meeting goal (PEER, Progress Monitoring)

Explanations and comments can be provided to elaborate the meaning of the assigned rating. Other methods of reporting progress can be used, including written narratives, phone calls, and face-to-face conferences.

If it appears unlikely the student will reach the annual goal, adjustments in instructional practices may be needed. If a change in services or supports is indicated, the IEP team will need to reconvene and revise the plan.

The following examples show two different ways of meeting this requirement. The first includes a statement of the goal and objective and a brief progress indicator.

1st Reporting Period

Goal 1. Katya will complete tasks in at least three academic classes, using a strategy that includes three steps—planning, adhering to a timeline, and monitoring progress.

Results

Satisfactory, anticipate goal will be met—Katya can state and write the three steps to complete assigned tasks. She is using the planning and adhering to timelines steps of the strategy consistently in one academic class. She needs to work on monitoring her progress in that class.

A narrative report may also provide more detail.

During the first six weeks, Katya has begun to learn a three-step strategy for completing assigned tasks. She can say the steps and also make of list of the steps to help her remember to use each one. She is using the planning and adhering to timelines steps of the strategy consistently in one academic class. She needs to work on monitoring her progress in that class. To meet her annual goal, Katya will also need to complete tasks using the task-completion strategy in two additional academic classes.

Chapter 7: Special Education Services and Supports



The services and supports included in the IEP are what the individual student needs to attain annual goals and be involved and make progress in the general curriculum in the least restrictive environment.

Requirement

6A-6.03028(3)(h)4, F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

The requirement is to document team decisions concerning specific elements of the student's special education program: special education and related services, supplementary aids and services, support for personnel, accommodations, program modifications, and participation in regular education. A process for identifying the services needed to support the student's participation in the **least restrictive environment** must be followed every time a student's IEP is developed or reviewed.

Based on the student's present level of academic achievement and functional performance and related annual goals, the IEP team is now ready to decide what special education services and supports are needed. It is important to include the parents and the student, if appropriate, in this decision. The following steps should be taken when making this decision.

1. Review general and special considerations in IEP development (Chapter 3).
2. Discuss the diploma option and course of study, self-determination, and transition service needs beginning with the IEP that will be in effect the year student turns 14 or is in the eighth grade, whichever comes first (Chapter 4).
3. Discuss the measurable postsecondary goals and transition services needs, beginning with the IEP that will be in effect the year the student turns 16 (Chapter 4).
4. Review present levels of academic achievement and functional performance statements across all areas of strengths and needs (Chapter 5).
5. Review measurable annual goals and related short-term objectives or benchmarks, if applicable, and evaluation of progress that address the educational needs of the student (Chapter 6).

The IEP team will now complete Step 3 of the problem-solving process embedded in Florida's multi-tiered system of supports (FDOE, 2011c):

Step 1. Problem Identification: “What’s the problem?”

Step 2. Problem Analysis: “Why is it taking place?”

Step 3. Intervention Planning and Implementation: What are we going to do about it?

Measurable Annual Goals—

Special Education Services and Supports— What type of intensive individualized intervention (special education and related services) or support (accommodations, program modifications, supplementary aids and services, and support for school personnel) will be provided? When will it occur? Where will it occur? How will the integrity of implementation be monitored?

Step 4. Response to Instruction/Intervention: “Is it working?”

All members of the IEP team will be involved in determining the services and supports the student needs. All too often, special education personnel are considered the experts who should make these decisions. IDEA 2004 emphasizes the importance of the parents’ and general educators’ roles in identifying the supplementary aids and services, accommodations, and supports for personnel, and any special needs for positive behavior interventions and strategies. The general education teacher knows the requirements of the curriculum and the expectations of the regular classroom environment. The parents and the student will also provide valuable input to these decisions.

The analysis of progress data from previous IEPs and other interventions will help the team determine the nature and intensity of services the student needs. The IEP team also decides where the services will be provided, starting with the least restrictive environment—general education with support—then moving toward more restrictive settings only as necessary. If the student is making sufficient progress, it may be possible to reduce the intensity of services. If the rate of progress is below expectations, the duration and frequency of services may be increased or the nature of services may be changed.

The services and supports provided to the student should promote generalization and transfer of skills leading to independence and success. With prekindergarten students, supports can be targeted to foster independent transitions of the student within the classroom and school, and to help students engage in appropriate play and group activities and initiate self-care tasks. For older students, more natural supports can be tapped based on personal associations and relationships in the school and community. For example, if a student has difficulty changing classes on a large high school campus, another student may walk with him and make sure he gets to class on time. This becomes more important as students prepare for adult living.

Identifying Services and Supports

IEP-19. The services identified on the IEP are based on the present level of academic and functional performance statement(s) and the annual goals (and short-term objective/benchmarks, if applicable). (34CFR§300.320(a))

The IEP team is responsible for identifying the services and supports that will address the student's unique needs. The student's needs are not limited to those commonly linked to the student's disability. The decisions should be based on the information about the student that is included in the present level statements. The amount of services and supports is described in the IEP so the district's commitment to resources is clear to parents and other IEP team members.

The team will review the evidence of student needs in the present level statements and annual goals to identify what type and intensity of services and supports are needed. When possible, the team should ask the student about the effectiveness of his current services and accommodations.

The IEP team will need to make sure they have addressed the following considerations for each student:

Special Considerations

- Does the student exhibit behaviors that impede his or her learning or that of others?
- Is the student an English Language Learner?
- If the student is blind or visually impaired, is instruction in braille and the use of braille appropriate for the student?
- What are the communication needs of the student?
- If the student is deaf or hard-of-hearing, what are the student's language and communication needs? What opportunities does the student have for direct communication with peers and professional personnel?
- Does the student require assistive technology devices and services?
- Does the student require extended school year services?

General Considerations

- What are the parents' concerns for enhancing the education of their child?
- Does the student require adaptive services and/or specially designed physical education?
- Will the student be involved in the full range of educational programs, including art, music, and career and technical education?

Special Education Services

IEP-14. The IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration, and frequency. (34 CFR §300.320(a)(4) and (7))

Special education services include specially designed instruction at no cost to the parents to meet the unique needs of a student with a disability. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability. This instruction should be designed to ensure the student access to the general curriculum. Within the context of Florida's multi-tiered systems of supports, specially designed instruction is considered a Tier III intervention (FDOE, 2011c).

In the past, a common practice was to simply name the categorical program for which the student was eligible, such as emotional/behavioral disability or specific learning disability. This did not provide a clear indication of the special education services to be provided. Instead, the IEP team should identify the specific nature of the special education services and how they will be provided. For example, students in regular class placements may receive special education services through weekly support in a learning lab or through co-teaching. Students in resource rooms or self-contained classrooms may receive specially designed instruction in the ESE classroom.

The special education services identified on the IEP must be based on **peer-reviewed research**, to the extent practicable, as required in Rule 6A-6.03028 (3)(h)4, F.A.C. This requirement aligns with the emphasis in the Elementary and Secondary Education Act on using instructional procedures, interventions, and curricula that have been demonstrated to be effective by scientifically based research. Florida defines **scientifically based research** as "research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs" (Rule 6A-03411(1)(ff), F.A.C.). Scientifically based research has been accepted by a peer-reviewed journal or approved by a panel of independent experts through rigorous, scientific review.

In practical terms, this means that teachers and other service providers should use academic and behavioral interventions that have support of their effectiveness in research literature. The members of the IEP team should be familiar with such interventions and be able to answer questions about the research base of a particular practice they are recommending. The term "**evidence-based practices**" is commonly used in conjunction with information about peer-reviewed research and scientifically based research. The "evidence" in evidence-based practices comes from research that shows a strong cause-effect relationship between an intervention and improved academic or behavioral outcomes. For example, peer-assisted learning, direct instruction, and strategic instruction are evidence-based practices. Sources of information about the research base include professional journals and websites, such as the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>), sponsored by the Institute

of Educational Sciences, and the evidence-based practices page sponsored by the Council for Exceptional Children (<http://www.cec.sped.org>; Kreztlow & Blatz, 2011, May/June).

The following question and sample answers may help the IEP team document the special education services provided to the student.

What special education services will be provided?

Specialized job coaching	Behavioral contracting
Strategy instruction in written expression	Social skills training
Instruction in reading braille	Monitoring behavior
Supported employment	On-the-job training
Community-based instruction	Intensive instruction
Specially designed instruction in reading	

A description of the location and anticipated initiation, duration, and frequency of special education services must be included on the IEP.



For more information, see “Initiation Date, Duration, Location, and Frequency of Services” in Chapter 7, pp. 115–117.

Related Services

IEP-15. The IEP contains a statement of related services, including location and anticipated initiation, duration, and frequency. (34 CFR §300.320(a)(4) and (7))

The IEP team will determine if the student requires related services to benefit from special education. Related services may include the following:

- Speech/language pathology and audiology services
- Interpreting services
- Psychological services
- Physical and occupational therapy
- Recreation, including therapeutic recreation
- Early identification and assessment of disabling conditions
- Counseling services, including rehabilitation counseling
- Orientation and mobility services
- Medical services for diagnostic or evaluation purposes
- School health services
- Social work services in schools
- Parent counseling and training
- Transportation services and specialized equipment



For more information:

Counseling as a Related Service [Technical Assistance Paper, FY: 2006-10], FDOE. <http://www.fldoe.org/ease/tap-home.asp>

Issues in Physical and Occupational Therapy [Technical Assistance Paper, FY: 1997-3], FDOE. <http://www.fldoe.org/ease/tap-home.asp>

Speech/Language Services

Speech/language pathology is defined as a related service that includes diagnosis and appraisal, provision of services, and counseling and guidance for parents, students, and teachers regarding speech and language impairments. A student must be determined eligible for an ESE program to have speech or language included as a related service on the IEP. Students who have speech or language impairments may be eligible for speech or language as a program if they meet requirements established in Rules 6A-6.03012 and 6A-6.03121, F.A.C. Program eligibility consideration is not a requirement for determining the need for speech/language as a related service (FDOE, 2009, June 8b).



For more information:

Questions and Answers Regarding Speech/Language as a Related Service [Technical Assistance Paper, DPS: 2009-099], FDOE. <http://www.fldoe.org/ease/tap-home.asp>

Occupational and Physical Therapy

Occupational therapy (OT) and physical therapy (PT) may be provided as a related service. In general, occupational therapists provide interventions that help students prepare for and perform learning- and school-related activities. They may support academic and nonacademic outcomes, including social skills, math, reading, and writing; behavior management; prevocational/vocational skills; participation in extracurricular activities; and self-help skills. Physical therapists design and implement interventions directed toward neuromuscular or sensorimotor function and postural control. They may also teach and train family and education personnel. They assist students in accessing school environments and benefitting from their educational program.

Input from the therapist may be integrated or combined into annual goals and short-term objectives or benchmarks, as applicable. The plan of care may be referenced in the student's IEP. Therapy interventions may also be provided in the general education setting to provide students the opportunity to use skills while participating in regular classroom routines.

Health Care Needs

Services provided for the students' health care needs are related services. Services may include monitoring health conditions, providing special health care services such

as suctioning, and support for services provided by other agencies. These health care services are not provided to all students but are necessary for the student with a disability to benefit from special education services.

Exceptions to the provision of related services are specific services that apply to students with surgically implanted devices, including cochlear implants. These exceptions were first specified in IDEA 2004. A cochlear implant helps the recipient to understand sounds and speech in the environment. Other surgically implanted devices include an insulin pump, pacemaker, or G-tube. The district is not responsible for optimizing, maintaining, or replacing surgically implanted devices. However, the district may need to monitor or routinely check the external component of a surgically implanted device to be sure it is functioning appropriately. Students who have cochlear implants may be provided other related services if they need them.



For more information:

Meeting the Educational Needs of Students with Cochlear Implants and IDEA 2004 [Technical Assistance Paper, FY: 2007-5], FDOE. <http://www.fldoe.org/ese/tap-home.asp>

Transportation

A student with a disability is eligible for weighted transportation funding for special transportation services if he meets one or more of the following criteria:

- Medical equipment required (wheelchair, crutches, walker, cane, tracheotomy equipment, positioning or unique seating device)
- Medical condition that requires a special transportation environment per a physician's prescription (tinted windows, dust controlled atmosphere, temperature control)
- Aide or monitor required due to disability and specific need of student
- Shortened day required due to disability and specific need of student
- School assigned is located in an out-of-district school system (FDOE, 2010–11)

If the student requires special transportation services to benefit from special education, then transportation services must be provided regardless of whether the transportation is eligible for weighted funding. These transportation services may include door-to-door stops, stops other than designated approved stops, pick-ups within two miles of the school site, and use of behavior intervention plans while the student is in transit. The IEP should include information describing the specific services to be received. The district may attach a separate form to document the criteria that have been met to determine the eligibility for weighted transportation funding (FDOE, 2001, July).



For more information:

Securement of Wheelchair Lap Trays and Other Support Equipment [Technical Assistance Paper, FY: 1994-26], FDOE. <http://www.fldoe.org/ese/tap-home.asp>
Transporting Oxygen on School Buses [Technical Assistance Paper, FY: 1994-15], FDOE. <http://www.fldoe.org/ese/tap-home.asp>

Transition Services Areas

The IEP team determines if related services are needed by students for any of the transition services areas, including instruction, community experiences, employment, or post-school adult living and for daily living skills and functional vocational evaluation, if appropriate. For example, a student may need transportation to and from the workplace for supported employment.



For more information, see “Transition Services Needs” and “Documenting Transition Services on the IEP, Age 16 and Above” in Chapter 4, pp. 57–59 and 61–64.

A description of the location and anticipated initiation, duration, and frequency of related services must be included on the IEP.



For more information, see “Initiation Date, Duration, Location, and Frequency of Services” in Chapter 7, pp. 115–117.

Supplementary Aids and Services

IEP-16. The IEP contains a statement of supplementary aids and services, including location and anticipated initiation, duration, and frequency. (34 CFR §300.320(a)(4) and (7))

IDEA 2004 identifies supplementary aids and services as a separate category of services, including aids, services, and other supports, that are provided in regular education classes or other education-related settings, and in extracurricular and nonacademic settings to enable students with disabilities to be educated with students without disabilities to the maximum extent appropriate in accordance with the LRE decision-making process.

The distinction between supplementary aids and services and special education and related services is primarily the intent or expected outcomes of the services.

- **Supplementary aids and services** are provided in regular education classes or other educational settings to enable students with disabilities to be educated with students without disabilities.

- **Related services** are provided to enable the student to benefit from special education services.

It may be helpful to think of supplementary aids and services as types of accommodations or supports to the student that enable participation in the regular education program or participation in activities with students without disabilities. The present level statement should provide evidence of the need for initiation or continued use of supplementary aids and services. Supplementary services may include note takers, sign language interpreters, personal assistants, or a proctor for assessments.

Assistive Technology

Supplementary aids may include adapted materials and specialized equipment used in regular classes, such as large-print textbooks, recorded materials, or assistive technology. Students who have special communication needs may require an alternate communication system. The special communication system includes the particular method the student will use for language expression or reception and also the opportunities the student will have for direct communication with peers and instructional personnel. If a student requires the use of an assistive or augmentative communication device, teachers and support personnel should be able to communicate with the student and support the student's use of the device.

The IEP team must consider the student's need for assistive technology. An assistive technology device is a piece of equipment or product that can increase, maintain, or improve the functional capabilities of a student with a disability. Assistive technology services are provided to assist in the selection, acquisition, or use of an assistive technology device. An evaluation may be required before selecting the right device. If an evaluation is recommended, it must be completed within 60 school days.



For more information, see "6. Does the student require assistive technology devices and services?" in Chapter 3, pp. 38–39.

One factor that should be considered in regard to supplementary aids and services is the training and support the staff and family may need to work with the student. Service logs or data may be used to document that needed aids and services have been provided.

Sign language interpretation
Proctor for assessments
Homework assistance
Specially designed software
Assistive technology assistance

Braille textbooks
Concept mastery tutoring
Positioning assistance
Homework hotline
Note taker

The same aid or service might fit in multiple categories—special education and related services, supplementary aids and services, and accommodations. The IEP team will decide how to document the particular aid or service. The following scenarios are provided as examples:

The student receives learning strategies instruction from the ESE teacher as a special education service while the regular education teacher provides cues and prompts to generalize the use of the strategies in the regular class as a supplementary service.

The student receives instruction in reading and writing braille as a special education service and uses a braille writer or braille textbooks as an accommodation in the regular class.

Occupational therapy and physical therapy are related services, but having a personal assistant to position the child when in the regular class is a supplementary service. The therapist may consult with the regular teacher as a support for school personnel.

The IEP team needs to pay particular attention to coordinating the supplementary aids and services provided to the student with any program modifications or supports for personnel that have been identified.

A description of the location and anticipated initiation, duration, and frequency of supplementary aids and services must be included on the IEP.



For more information, see “Initiation Date, Duration, Location, and Frequency of Services” in Chapter 7, pp. 115–117.

Program Modifications and Classroom Accommodations

IEP-17. The IEP contains a statement of program modifications or classroom accommodations, including location and anticipated initiation, duration, and frequency. (34 CFR §300.320(a)(4) and (7))

The IEP team must document program modifications and classroom accommodations that relate to enabling the student:

- To advance toward attaining annual goals
- To be involved in and progress in the general curriculum and to participate in extracurricular and other nonacademic activities
- To be educated and participate with other students with disabilities and with students without disabilities in activities

The following definitions are used in this document:

Modifications—changes in what a student is expected to learn; may include changes to content, requirements, and expected level of mastery (Rule 6A-6.03411(1)(z), F.A.C.)

Accommodations—changes made in how a student accesses information and demonstrates performance (Rule 6A-6.03411(1)(a), F.A.C.)

Classroom accommodations are provided in instruction and assessment activities in the classroom

Testing accommodations are provided on state and district assessments

It is important to distinguish between accommodations and modifications. Accommodations may change how students are instructed and how they are assessed. The use of an accommodation does not change the standards, the instructional level, or the content; instead it provides the student with equal access and equal opportunity to demonstrate his skills and knowledge. By contrast, modifications change what a student is expected to learn. If modifications are used, a student will be working toward different expectations and outcomes.

Program Modifications

Modifications to course descriptions or requirements are addressed in Rule 6A-6.0312, F.A.C. Modifications to academic courses may not include modifications to requirements in state-adopted course descriptions. Students with disabilities are expected to meet the same requirements as students without disabilities. This is particularly important if the student is using the course to meet graduation requirements for a standard diploma.

In contrast, program requirements or student performance standards for career and technical education courses may be modified for students with disabilities. To modify the requirements for career and technical education courses, the particular outcomes and student performance standards, known as Modified Occupational Completion Points (MOCPs), are specified on an individual basis. MOCPs are selected sets of performance standards within a career and technical education job preparatory program. MOCPs provide secondary students with disabilities the opportunity to complete a modified program and develop marketable skills leading to competitive employment. The district determines which occupational programs may be modified for students with disabilities.

MOCPs fall between the established occupational completion points as defined in the career and technical education course descriptions. The selected student performance standards for each student are identified on an individual basis. They should match the job or jobs identified in the measurable postsecondary goals in the student's IEP. The overall purpose of using MOCPs for students with disabilities is to maximize their opportunities to participate in and benefit from career and technical education job preparatory programs, thus increasing their likelihood of success in the world of work. Students with disabilities may use credit earned through MOCPs for a standard diploma.

The IEP team should consider changing expectations and requirements in programs only after accommodations and supplementary aids and services have been exhausted. If the IEP team determines that the educational needs of a student with disabilities call for modifications to the benchmarks or course requirements in the general education program, the parents and the student will need to understand how this can affect the student's progress toward a standard high school diploma. This information should be communicated to parents as early as elementary or middle school. If the requirements

for a required general course have been modified in high school, the credit cannot be used to meet graduation requirements for a standard diploma. The IEP team documents which program modifications are needed, regardless of whether the student is taught the course in a general education program or in an exceptional student education program.



For more information:

Grading Policies for Students with Disabilities [Technical Assistance Paper, FY: 2006-11], FDOE. <http://www.fldoe.org/ease/tap-home.asp>

Classroom Accommodations

Students with disabilities may need accommodations to be involved in instruction and assessment activities. The accommodations make it possible for the students to work around the effect of their disability. Through the analysis of the student's present level of academic achievement and functional performance, the effect of the disability is identified, and the team determines if the student needs accommodations. There should be a clear link with the evidence in the present level statement describing of the student's needs and the accommodations the team selected. The student's disability category alone should not be used to determine the need for a particular accommodation.

When making decisions about accommodations, it is important to involve everyone—including the student, parents, ESE staff, and teachers who will be responsible for delivering the accommodations. The student can provide important insights into accommodations that are both acceptable and needed.

Measuring the impact of the accommodation is also very important. Data collected before and after the implementation of the accommodation can show whether the accommodation improves student performance. The IEP team should also base their decision to continue an accommodation on student data.

The following guiding questions are intended to be part of a systematic process for selecting, implementing, and evaluating accommodations.

1. What instructional and assessment tasks are difficult for the student to do independently? Are these difficulties documented in the present level statement?
2. Why are these tasks difficult for the student?
3. What accommodations will allow the student to access the information and demonstrate performance of the tasks?
4. How will the IEP team know if the accommodation is effective?

The team will also select the specific accommodations the student needs to access state and district tests. Assessment accommodations should be based on current accommodations and accessible instructional materials the student uses in the classroom. Generally, the student needs the same type of accommodations for

instruction and assessment. For example, if the student needs extended time in the classroom to complete assignments and tests, then it is appropriate to provide extended time for the state or district assessment program. Using an accommodation only for the state test does not allow the student to take advantage of the accommodation as effectively as possible (Beech, 2010a). The following descriptions provide a brief discussion of the kinds of tools and strategies typically associated with the four categories of accommodations.



For more information:

Accommodations: Assisting Students with Disabilities (2010), FDOE.
<http://www.fldoe.org/eae/pubxhome.asp>

Presentation Accommodations

A good starting point for discussing accommodations is to focus on the instructional methods and materials typically used to present information in the classroom. Frequently, small changes in the way instruction is delivered can have a powerful impact on student learning. Students who have difficulty with complex ideas and processes may need advance organizers, highlighting of important concepts, and key material repeated to understand what they are supposed to do.

Students with disabilities who cannot read standard print effectively and are therefore unable to meet grade-level expectations require **accessible instructional materials** to participate and progress in the general curriculum. The IEP team is responsible for determining if a student needs accessible instructional materials, the format of such materials, and the related accommodations for the student to participate in the general curriculum.

Accessible instructional materials are instructional materials that have been formatted or adapted to meet the individual needs of students with disabilities. Examples include restructured print, braille, large print, digital text (or e-text), audio, graphic-enhanced text, images, and manipulatives. The specific types of adaptations to instructional materials should be based on the present level statement that describes how the student's disability affects involvement and progress in the general education curriculum. This may involve a review of the language and reading level, how the information is structured or organized, and how the information is presented (visual, auditory, or tactile).

Examples of students who may benefit from accessible materials include the following:

- Students who cannot hold a printed book or turn the pages can use a digital book where the pages can be turned by a switch or keyboard.
- Students who cannot decode text and/or have language-related disabilities can get information using text-to-speech software.
- Students who are blind or visually impaired can benefit from digital text that can be converted to braille or audio (FDOE, 2010, May 19).

The IEP team is encouraged to include the following elements in the documentation on the IEP for both instructional and assessment materials:

- The specific format(s), features, and related accommodations to be provided (digital text, large print, braille, audio, text-to-speech, etc.)
- The services and/or assistive technology the student needs to use the accessible materials
- Whether the student has a recognized print disability under the National Instructional Materials Accessibility Standard (FDOE, 2009, June 8a)
- Whether the format is required to be used in the student's home or in another setting in addition to the classroom for the student to receive FAPE (FDOE, 2010, May 19)



For more information:

Accessible Instructional Materials Questions and Answers [Technical Assistance Paper DPS: 2010-70], FDOE. <http://www.fldoe.org/ese/tap-home.asp>

Questions and Answers: National Instructional Materials Accessibility Standard (NIMAS) [Technical Assistance Paper DPS: 2009-084], FDOE. <http://www.fldoe.org/ese/tap-home.asp>

Response Accommodations

Frequently, accommodations are needed so students will be able to respond to specific types of classroom assignments or assessments. Students may need to use alternate response modes. For example, the use of a word processor with voice recognition would allow a student who cannot manage handwriting or keyboarding to complete written assignments or test responses. A student may need adjustments to the layout of a worksheet to help him to focus on the questions.

Students with disabilities who have difficulty with expressive communication due to sensory or language impairments, and students who are unable to use handwriting due to motor or orthopedic impairments, may need assistive technology to communicate and respond in class. The IEP team should involve the local assistive technology specialist for guidance on selecting devices, including evaluation and trials.

Students may have difficulty planning or drafting written responses for a variety of reasons. These students may need accommodations to support their ability to respond, such as access to a thesaurus, use of graphic organizers for planning, or use of visuals.

Mathematical tasks present challenges due to difficulty students have with abstract concepts, procedural skills, and problem solving. Students may need to use manipulatives to understand the mathematical concepts.

Setting Accommodations

A third area for the IEP team to discuss is the setting or learning environment. Changes to physical setting, grouping arrangements, behavioral expectations, and classroom management procedures may be needed. The student may require alterations to the classroom setting. In some cases, an alternative learning environment that is self-contained or off-campus may be needed. If so, it is important that the student with a disability be provided the opportunity for activities with people without disabilities. Other types of setting accommodations include the use of acoustical treatment or a barrier-free environment. For placements at a worksite, the level of a workspace countertop may need to be adjusted so that a student in a wheelchair can fit underneath.

Special grouping arrangements may be needed for a student who requires increased personal attention and support from school personnel. If so, the IEP team needs to identify the size of the group the student will need. A student with behavior and learning problems may also require additional assistance and guidance on tasks.

Students who have difficulty with organization and managing their own space may need accommodations in the instructional setting, such as compartmentalized containers, color-coded materials, and checklists. Other students need special classroom management procedures or an individual behavior management system with daily or weekly monitoring of behavior in school and reports to the parents. Using predictable routines for daily activities, establishing clear rules, and being consistent with enforcement are examples of positive behavior strategies that students might need.

Scheduling Accommodations

If a student appears to work at a slower pace than peers or does better when not under the pressure of a strict schedule, the IEP team should consider accommodations to scheduling demands. The teacher may extend due dates for assignments. Breaks and schedule adjustments may be needed for students who can only maintain attention for short periods of time or whose physical or mental productivity is better at certain, predictable times of day. Complex or lengthy tasks may present problems for students who are easily distracted or have difficulty following instructions. Such students may need predictable procedures and timelines, or assignments presented in smaller, manageable parts.

When considering scheduling accommodations, it is important to determine if the rate of performance is critical for success. For example, students who are acquiring employment skills will need to be able to perform them at a rate that meets the standards of the workplace.

Service Animals

A service animal is any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Such tasks typically include guiding a student

who is visually impaired or blind, pulling a wheelchair, assisting with mobility or balance, retrieving objects, or performing special tasks. A service animal is not a pet. Other species of animals are not considered service animals under the definition included in the Code of Federal Regulations (28 CFR §35.105). Animals whose sole purpose is to provide emotional support or comfort to the student are not service animals.

The school district cannot unilaterally prohibit the use of service animals or other accommodations that are determined necessary for a student to access a public school program. The need for and integration of a service animal should be addressed in the student's IEP (FDOE, 2010, August 31).



For more information and a sample template:

Guidelines for School Districts on the Use of Service Animals by Students with Disabilities [Technical Assistance Paper, DPS 2010-164—Attachment A], FDOE.
<http://www.fldoe.org/ese/tap-home.asp>

Selecting and Documenting Classroom Accommodations

Deciding which accommodations should be used for individual students requires consideration of the expectations and demands of the particular program or course and an analysis of what the student currently does and what the student needs to be successful. The IEP team should review the required content and standards, as well as the methods for instruction and assessment typically used in the courses. The IEP team will determine which accommodations or program modifications are essential for an individual student. The IEP team may address questions such as the following:

- Does the student have the necessary prerequisite knowledge and skills?
- Are different formats or modes of response needed for tests or assignments?
- Does the learning environment need to be structured to promote appropriate behavior?
- Does the student require flexible scheduling?
- What kinds of support will school personnel need?

A disability can have a range of effects on student performance. Sometimes the effect of the disability makes it difficult or impossible for the student to perform a critical element of the task. For example, a student with a visual impairment may be unable to see where students line up to go to lunch. A student who is unable to speak may need to use an alternate mode of communication to participate actively in classroom discussions about science. Accommodations allow a student with a disability to perform a task using alternate methods, supports, or task adaptations (Beech, 2010a, 2010b). For example:

Alternate Method	Dictate to a scribe or use voice recognition software instead of writing with a pencil
Support	Write with a word processor on a computer instead of writing with a pencil
Task Adaptation	Break the assignment into short segments so student can write with a pencil

Steps should be taken to make sure that only necessary accommodations are designated for a student. The IEP team may identify accommodations that do not specifically relate to the student's educational needs. For example, a student who has difficulty with reading comprehension may not necessarily need extended time. Only accommodations the student requires should be selected. The team determines what the student needs using the analysis of the critical elements of the task in terms of specific cognitive, motor, social/emotional, or communication demands. It may be necessary to include additional details in the documentation of the accommodations on the IEP so that the student's needs are clearly communicated.



For more information, see "Why Is it Taking Place?" Chapter 5, pp. 71–73.

A description of the location and anticipated initiation, duration, and frequency of classroom accommodations must be included on the IEP. See the following section for more information.

Initiation Date, Duration, Location, and Frequency of Services

6A-6.03028(3)(h)6, F.A.C.: Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities

The requirement is to document IEP team decisions about special education, related services, supplementary aids and services, and classroom accommodations concerning four specific elements of the student's program:

- The projected date(s) for **initiation**
- The expected **duration**
- The **location**
- The **frequency**

All of these decisions are made in light of the student's educational needs, measurable annual goals, and short-term objectives or benchmarks, if applicable. The **initiation**

date is important to parents in that it gives notice when the services will start. The initiation date is important to school personnel so they can be prepared to implement the educational program at the specified time. The **duration** of special education services is determined for each individual student. In some cases, the duration may extend beyond the school calendar as an **extended school year**. In other cases, the special education services may be required for less than an entire school year, as in some homebound or hospital situations. The **location** indicates where the services and accommodations will be provided. This may include the regular class, a learning lab, a work site, or even the home. The **frequency** indicates how often and how long (for what period of time) each session of the service will be provided.

Initiation and Duration

The initiation and duration decision is made when the IEP team has determined the services and supports the student needs. Given this information, the IEP team will discuss the initiation and duration requirement. Consider the following factors:

- The educational needs of the student
- The impact of the disability on the student
- The anticipated effects of services and supports

Special consideration should be given to ensuring services begin in a timely manner and are not unduly delayed. Services must be provided when needed and may not be based on whether there is space available in a particular setting or whether the school district currently offers these types of services. Services may need to be available during the regular school year or extend beyond the school calendar of 180 days. Extended school year services may be needed if it is determined the student will regress without continued intervention.

Special Education	Dates:	Initiation	Duration
Job coaching		9/9/14	6/7/15
Job coaching (continues during summer; ESY)		6/22/14	9/8/14

It may be appropriate to align the initiation of services with other major elements in the school calendar. For example, a new program may be delayed until the start of a new semester to avoid unnecessary disruption in a secondary student's life. However, the IEP team should also consider the impact of the delay.

Location

Information regarding the location of services and supports must be recorded on the student's IEP. The description of the location should be clear and specific. This can be accomplished by including details, such as the grade level for the regular class or the general location of the job site. Specially designed instruction and therapy may be integrated into regular classroom activities and routines supported by consultation and modeling by the ESE staff.

5th grade class
 Computer learning lab
 ESE resource room
 Job site in community
 Home
 Juvenile justice facility

The IEP team should consider the need for any of the services in all settings in which education is provided to the student. The annual goals may indicate educational needs in community or home settings. The team will document the specific settings for services to ensure they are provided. In some cases, the family may provide home-based services. It is important for the IEP team to determine if the family is a reasonable choice for provider and whether the family is willing to do all that is required.

Frequency

The frequency, or amount of services, should also be clear to everyone involved. This may include the amount of time each day, how many times per week or month, or on a continuous basis. If a range of time is suggested, additional information needs to be provided to explain the circumstances and unique nature of the student's needs that require a range of time and the criteria to be used to determine when the service is to be provided. The use of a range of time may be appropriate if a student requires more time or more intensive instruction when presented with a new concept or skill and less time or less intensive instruction for review and reinforcement activities. Notations should be made on the IEP form, in IEP conference notes, or by other appropriate documentation so the student's teachers can anticipate and plan for more time and intensive instruction.

In some circumstances, the IEP team may recommend the student be responsible for determining the need for a service. This should only be implemented when the IEP team is certain the student is both willing and able to make this need known to appropriate personnel. Information in the student's present level statement should support this decision (FDOE, 2010c).

Daily for 60 minutes
 30 minutes two times per week
 Five times per month
 Once a week
 Continuously



For more information:

Documenting the Amount of Special Education and Related Services on the Individual Educational Plan [Technical Assistance Paper FY: 2002-1]. FDOE.
<http://www.fldoe.org/eseltap-home.asp>

Participation in State and District Assessment Programs

ss. 1008.22(3)(c)8 and 10, F.S.: *Student assessment program for public schools.*

6A-1.0943(2),(3) and (5), F.A.C.: *Statewide Assessment for Students with Disabilities.*

6A-6.03028(3)(h)5, F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

All students enrolled in Florida's public schools are required to participate in state and district assessment programs. The state assessment program in Florida includes the FCAT, the FCAT 2.0, Florida End-of-Course Assessments, and the Florida Alternate Assessment. The Florida Alternate Assessment is used to measure the progress of students with significant cognitive disabilities who are working on the Next Generation Sunshine State Standards access points. The IEP team determines how the student with disabilities will participate in the state and district assessment program. If accommodations in the administration of the FCAT, FCAT 2.0, or FAA are needed for the student to participate, the student's IEP will include a statement describing those accommodations. Testing accommodations should reflect the same kinds of accommodations the student uses in the classroom.

Students with disabilities working on general education standards are assessed on the FCAT, FCAT 2.0, and EOC assessments. Students with disabilities who attend a private school through a McKay Scholarship may be given the FCAT 2.0 at their parent's request.

Students with disabilities who are unable to achieve the general education standards even with accommodations as a result of a significant cognitive disability may be assessed with the Florida Alternate Assessment. The FAA measures achievement of access points, which are extended (alternate) standards embedded in the Next Generation Sunshine State Standards that reflect learning expectations with reduced complexity. The IEP team makes the decision to have a student with a significant cognitive disability take the FAA based on the guidelines in Rule 6A-1.0943(4), F.A.C., which include the following:

- The student is unable to master the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C., even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials.
- The student is participating in a curriculum based on the Next Generation Sunshine State Standards access points, for all academic areas.
- The student requires direct instruction in academics based on access points to acquire, generalize, and transfer skills across settings (FDOE, 2010, July 15).

English Language Learners are expected to participate in statewide assessments. A student who has been classified as an ELL is a student who is Limited English Proficient and whose native or home spoken language is other than English. A student classified as ELL within one year of the assessment date must be assessed by the FCAT 2.0 Reading or the Comprehensive English Language Learning Assessment (CELLA) as determined by the ELL committee. This requirement applies to students with disabilities who are ELL.



For more information:

Statewide Assessment for Students with Disabilities [Technical Assistance Paper DPS: 2010-92], FDOE. <http://www.fldoe.org/ese/tap-home.asp>

Accommodations for State and District Assessments

IEP-20. The IEP contains a statement of appropriate accommodations necessary to measure academic achievement and functional performance on statewide or districtwide assessments. (34 CFR §300.320(a)(6)(i))

IEP-22. If the IEP team determined that the student will not participate in a particular statewide or districtwide assessment, the IEP contains a statement of why that assessment is not appropriate, why the particular alternate assessment is appropriate, and shows notification to the parent of the implications of nonparticipation. (34 CFR §300.320(a)(6)(ii); s. 1008.22(3)(c)8., F.S.; Rule 6A-6.03028(3)(h)5, F.A.C.)

The IEP team makes the decision about participation of a student with disabilities in state and district testing. The IEP team should discuss the administration of these tests and decide whether the student needs accommodations. Students with disabilities must be afforded the appropriate accommodations for assessment procedures allowed by the individual tests. The accommodations should be regularly used for instruction. However, some classroom accommodations are not allowed on certain statewide or districtwide assessments. The team makes decisions about accommodations for testing based on the following guidelines (Beech, 2010b; FDOE, 2010a):

- Accommodations should facilitate an accurate demonstration of what the student knows or can do.
- Accommodations should not provide the student with an unfair advantage or interfere with the validity of the test. They must not change the underlying skills the test measures.
- Accommodations for the FCAT, EOC assessments, or FAA must be the same or nearly the same as those the student uses in classroom instruction and assessment activities.
- Accommodations must be necessary for the student to demonstrate knowledge, ability, or skill.

Presentation Accommodations for Testing

The IEP team may begin the discussion about presentation testing accommodations by focusing on the presentation format the student typically uses for instruction. For example, a student who is visually impaired may use braille versions of books in instructional activities. Therefore, tests for this student should also be presented in braille. Auditory or sign language presentations are permitted for tests that are not intended to measure reading skills. Many students with disabilities are able to use standard print but need additional support to focus on the print materials, recognize words, and comprehend meaning. Such students may need presentation supports, such as a magnification device, a blank card to help focus attention on a line of print, colored overlays, or highlighter to mark key words or phrases.

Response Accommodations for Testing

The IEP team will discuss how the student will respond to test items. Again, the response method the student typically uses should be allowed. For example, a student who has motor impairments and cannot write or type may have a scribe record his verbal responses. A student who has difficulty keeping track of questions and answers may record answers directly in the test booklet. Alternate response modes may include dictating to a proctor or audio recorder, braille responses on a separate answer form, or using a pointing device to indicate answers. Response supports may include using a writing guide or using gridded paper to organize mathematical computation.

Setting Accommodations for Testing

A student may need different settings, such as small group or individual seating, for testing. The IEP team should discuss the types of settings in which the student does his or her best work. The student may need an environment with reduced stimuli, such as a study carrel, or require special lighting or acoustics. If an alternate setting is needed for classroom assessments, it should also be provided for state and district assessments. If a student requires a small group setting, the size of the group should be comparable to the normal instruction group for the student as indicated on the IEP.

Scheduling Accommodations for Testing

The IEP team will determine how much of a test should be given to the student in one session. If the student typically attends to tasks for about 15 minutes, it may be best to schedule the test to be completed in 15-minute sessions. Decisions about extended time should be based on the student's performance on similar tasks in the classroom. However, extended time is not unlimited time.

Students who need extended time on standardized tests must be offered the time in accordance with their IEP. However, students are not required to use all of the extended time that is allowed and may end the session prior to the expiration of the extended time.

Assistive Technology and Testing

Students with disabilities may use assistive technology for the specialized presentation formats or alternate ways of responding to tests. Communication devices used for testing should be word-, phrase-, or letter-based. Communication devices in which pictures represent complete sentences may not be used for FCAT Writing. Communication devices that serve as alternative keyboards are also allowed. Word processors, including talking word processors, may be used for FCAT Writing as long as the spelling and grammar check features are disabled.

Computer-Based Testing

In the 2010–2011 school year, Florida’s statewide assessment programs began assessing student performance on the FCAT Reading and Mathematics Retakes and the EOC assessments using a computer-based testing (CBT) platform. The CBT platform provides online tools for all students to use as they work through the test items. Instructions and practice using the tools during practice sessions are available for each test prior to the test administration. All students will be able to participate in a practice session to learn how to use the computer-based system (FDOE, 2011a, 2011b). Students and school personnel can access CBT practice tests for the regular test via Electronic Practice Assessment Tools (ePAT) links at <http://www.FLAssessments.com/ePATs>.

Students with disabilities may use accommodations on the computer-based tests. Many of the accommodations used with paper-based tests will also be needed on computer-based tests. The IEP team needs to consider the format of the content and questions on the test, the expected types of responses, and state and local policies affecting the setting and schedule of the test.

When determining accommodations for computer-based testing, it is important to consider the student’s prior experience and familiarity with computer-based programs (Thompson, Thurlow, & Moore, 2003; Thurlow, Lazarus, Albus, & Hodgson, 2010, September).

- Does the student have basic computer skills?
- Does the student know how to use electronic tools for eliminating choices, highlighting, erasing, or flagging answers for review?
- Can the student use a calculator, straightedge, notepad, and reference sheets on the computer?
- Does the student become more fatigued when reading text on a computer screen or have difficulty when the entire passage is not visible on the screen at one time?
- Does the student use an assistive device or an augmentative alternative communication device that requires software programs to run in the background?

The IEP team can begin discussing the need for **presentation accommodations** for CBT. The test items are displayed on a computer screen using written text and graphics.

The student must read the passages and questions on reading tests independently. The FCAT Reading Retake may not be presented to the student through sign language, orally, or communicated through a screen reader. However, mathematics and science tests may be provided in these specialized formats. Colored transparent filters may be placed over the computer screen, if needed. If the student requires assistance with following directions, the test administrator may repeat, clarify, or summarize the directions. The student may refer to a copy of the script the test administrator reads.

Accommodated CBT forms with large print (18-point font), variable font/background color, zoom, and a screen reader are available on an alternate platform of the computer-based testing system.

Some students with disabilities may not be able to access the computer-based assessments. **Paper-based versions**, including regular print and braille will be available for students who require them. To receive paper-based test materials for any CBT administration, a paper-based testing requirement or one or more of the conditions listed below should be indicated on the student's IEP. These alternate forms must be ordered during the respective PreID window for each assessment.

- The student cannot access assessments on the computer.
- The student requires an accommodation that cannot be implemented in conjunction with a computer-based administration (e.g., the student requires a specialized setting or uses adaptive furniture that cannot accommodate a computer workstation).
- The student has a flexible scheduling/extended time accommodation that requires testing one session over more than one day.
- The student is hospitalized/homebound.

If the student uses more than one presentation format in the classroom as an accommodation, more than one test format can be ordered. For example, both a computer-based format **and** a paper-based braille test format could be ordered for a student. To ensure the accuracy of the transcription of student responses when dealing with more than one format, the test contractor cannot assume the transcription responsibilities in this instance. In situations when more than one test format is ordered, districts are required to combine the student responses from both formats and transcribe the responses as directed in the state assessment test administration manual.

Students may need **response accommodations** for CBT. The tests require students to enter their responses on the computer using a mouse and keyboard. Students will have blank paper in their CBT Work Folder to work out solutions to problems on the mathematics and science tests. If any student has trouble with the built-in calculator, he can ask to use a handheld calculator for tests given in grades seven and higher. If the student with a disability cannot use a keyboard, he can answer the test questions in writing or use sign language, speech, or an assistive device. The test administrator will enter the student's responses on the computer for the EOC assessments.

Students with disabilities may also need **schedule accommodations**. Students must complete all computer-based test sessions within one day. Students with disabilities can have extended time or take short breaks. If a student with a disability needs to take the test over more than one day, he will have to use a paper-based test.

Students with disabilities may need **setting accommodations** if they require special lighting, adaptive furniture, or reduced distractions. The IEP team will need to make sure the test coordinator at the school is aware of the need for these types of accommodations so advance preparations can take place.

Unique Accommodations

If a student with a disability needs an unusual accommodation that is not included in the test administration manual, a request can be made for approval from the Commissioner of Education or designee. Unique accommodations generally involve alterations to test materials, such as fewer items per page or the use of special assistive devices.

Written requests for unique accommodations for any of the statewide tests must be submitted on a Unique Accommodations Request Form to the Bureau of K–12 Assessment in the FDOE. These requests must be reviewed and require the signature of the district assessment coordinator and the district exceptional student education director (FDOE, 2010, July 19).

Non-Allowed Accommodations

IEP-21. The parent provided consent for the student to receive instructional accommodations not permitted on statewide assessments and acknowledged the implications of such accommodations. (ss 1008.22(3)(c)8. and 10., F.S.; Rule 6A-6.03028(3)(h), F.A.C.)

Not all classroom accommodations are allowed on the FCAT, FCAT 2.0, or EOC assessments. Such accommodations are not permitted because they negatively affect the test's validity and reliability. Examples of non-allowed accommodations include the following:

- Oral or sign language presentation or use of a screen reader for passages and items that test reading skills
- Use of spelling or grammar check features in a word processor for responding to FCAT Writing
- Reduced number of test questions or answer options
- Use of a calculator for FCAT 2.0 Mathematics in grades 3–6

If the IEP team recommends the student be permitted to use a non-allowed accommodation in the classroom, the parent must be notified. The parent must give signed consent for the use of the particular accommodation in the classroom and

acknowledge in writing that he understands the possible future consequences of using accommodations in the classroom that are not permitted on the statewide tests.

Accommodations for Students Who Are English Language Learners

Students with disabilities who are ELLs and are currently receiving services in a program operated in accordance with an approved district ELL plan may also have accommodations approved for ELL students. Many of the allowable accommodations for ELL students are similar to those students with disabilities use, including flexible setting, flexible scheduling, and additional time. Students may also have assistance in the heritage language for tests that measure mathematics, science, or writing. Access to an approved English-to-heritage language and/or heritage language-to English dictionary is allowed. Dictionaries that are written exclusively in the heritage language or in English are not allowed, per Rule 6A-6.09091, F.A.C.

Selecting and Documenting Testing Accommodations

Accommodations for the statewide and districtwide testing program must be documented on the student's IEP. Most IEP forms include a list of allowable presentation, response, setting, and scheduling accommodations for testing. The descriptions on the list should be used as a starting point for describing the accommodation the student needs. For example, if the team checks that the student needs to take the test in an individual or small group setting, it is important for the team to note what they mean. Must the student have an individual setting when he takes the test? Or if the student needs a small group setting, what is the size of the group? "A small group should be of a size comparable to the normal instruction group size indicated on the student's IEP" (FDOE, 2010a, p. 277). It is important to include a reference to the normal instructional group size for the student on the IEP or in the conference notes. If there is a question about allowable accommodations, the team members should refer to current test administration manuals.

The person responsible for administering the test may not be present at the IEP team meeting when decisions about accommodations are made. Checking the box on the IEP for a particular accommodation does not always include the necessary details that describe the accommodations the student needs. The IEP team may add the details on the IEP form or write them in conference notes that can be given to the test coordinator at the school.



For more information:

Accommodations for Students with Disabilities Taking the Florida Comprehensive Assessment Test® (FCAT) [Technical Assistance Paper FY: 2007-4], FDOE. <http://www.fldoe.org/ese/tap-home.asp>

Guide to FCAT and FCAT 2.0 Accommodations for Students with Disabilities (2010), FDOE. <http://www.fldoe.org/ese/pubxhome.asp>

“Planning for FCAT and FCAT 2.0 Accommodations for Students with Disabilities,” (2010), FDOE, Brochure. <http://www.fldoe.org/ese/pubxhome.asp>

Guide to Accommodations for Computer-Based FCAT, FCAT 2.0, and EOC Assessments (Spring 2012), FDOE. <http://www.fldoe.org/ese/pubxhome.asp>

Test Administration Manuals:

Spring 2012 Reading, Mathematics, and Science Test Administration Manual, FDOE.

2011–2012 Writing Test Administration Manual, FDOE.

Spring 2012 End-of-Course Test Administration Manual, FDOE.

Spring 2012 Reading & Mathematics Retake Grades 6 & 10 Reading Computer-Based Test Administration Manual, FDOE.

Note: FCAT, FCAT 2.0, and EOC test administration manuals are available on the following website: <http://flassessments.com>.

Florida Alternate Assessment Administration Manual (2011–2012), FDOE. <http://www.fldoe.org/asp/altassessment.asp>

Waiver of FCAT and EOC Results

Students with disabilities who have an IEP may request a waiver of the use of the results of the FCAT/FCAT 2.0 as a requirement for graduation with a standard high school diploma if their IEP team determines the statewide assessment cannot accurately measure the students' abilities. The IEP team must determine whether the FCAT/FCAT 2.0 can accurately measure the student's abilities, taking into consideration allowable accommodations.

To qualify for an FCAT waiver, the student must:

- Be identified as a student with a disability (s. 1007.02(2), F.S.)
- Have an IEP
- Have been provided instruction to prepare the student to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation
- Have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice (once in the tenth grade and once in the eleventh grade)
- Be progressing toward meeting the state's credit and cumulative grade point average requirements and any other district requirements for graduation with a standard diploma

Participation in the FCAT or FCAT 2.0 in the spring of the senior year is recommended to ensure each student has had every opportunity to pass the test. If all requirements are met, the student may be granted a waiver of the results of the FCAT in order to meet the graduation requirement.

Students with disabilities are also expected to participate in the End-of-Course assessments. A student with an IEP may have the EOC assessment results waived for the purpose of determining the student's course grade and credit. The IEP team must determine that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. The IEP team will follow a procedure similar to the one used for the FCAT waiver to request a waiver of the EOC assessment results.

Students with disabilities with an IEP who are not granted a waiver and who have not passed the required graduation tests are eligible for the provision of a free appropriate public education until their 22nd birthday. This also applies to students who have earned a special diploma. Such students may continue to attend school and work toward a standard diploma or another program of study (FDOE, 2010, March 12).



For more information:

Waiver of the Florida Comprehensive Assessment Test (FCAT) Graduation Requirement for Students with Disabilities [Technical Assistance Paper 2010-24], FDOE. <http://www.fldoe.org/eae/tap-home.asp>

Memorandum, Senate Bill 4 Implementation and 2011–2012 Senate Bill 4 Implementation Update. <http://fldoe.org/BI/sb4i/asp>

Special Exemption from State Testing

A student with a disability may be allowed a special exemption from participation in the FCAT 2.0 or FAA due to extraordinary circumstances. Extraordinary circumstances include events or conditions that prevent the student from physically demonstrating mastery of skills that have been learned and are assessed by these tests. They do not include conditions that are solely the result of learning, emotional, behavioral, or significant cognitive disabilities or if the student receives services through the homebound or hospitalized program. The extraordinary circumstances cause the test to reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement. Extraordinary circumstances involve physical conditions that affect a student's ability to communicate in acceptable modes for statewide assessment. This special exemption is authorized in Rule 6A-1.0943(5), F.A.C.

The district superintendent must submit a request for consideration of a special exemption to the Commissioner of Education at least 30 days before the test administration. The request must include documentation of the student's disabling condition with evidence that the disability prevents the student from responding to the

assessment even with allowable accommodations. This request must be submitted annually and approved by the Commissioner of Education (FDOE 2010, July 15).

Special exemption from the graduation test requirement is also permitted under extraordinary circumstances. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating mastery of skills that have been acquired and are measured by the test. The district superintendent must submit a written request at least one semester before the anticipated graduation date (Rule 6A-1.09431, F.A.C.).

Supports for School Personnel

IEP-18. The IEP contains a statement of supports for school personnel. (34 CFR §300.320 (a)(4))

Supports for school personnel are defined as services provided directly to the regular teacher, special education teacher, or other school personnel to assist a student with disabilities to be involved or progress in the general curriculum. Support may include specific training or specific professional development activities to ensure school personnel have the knowledge, information, skills, and materials they need to help the student. Support may also include consultant services, collaborative teaching, or assistance from a paraprofessional or teacher aide. School personnel may also need special equipment or materials, such as a braille writer, to provide accommodations the student needs.

The determination of supports for school personnel is one of several areas in the development of IEPs in which the general education teacher should be sure to participate. The general education teacher can provide valuable information concerning what teachers or other providers need to assist them in providing the appropriate services and accommodations to students with disabilities.

Training in data collection for progress-monitoring system in the positive behavior intervention plan

Consultative support on the use of an assistive technology device in the classroom

Extended School Year Services

IEP-32. The IEP team considered the extended school year (ESY) needs of the student. (34 CFR §300.106(a))

Extended school year services are special education and related services provided beyond the normal 180-day school year. ESY services are provided only if the IEP team determines the services are necessary for an individual student. Considerations may include the following:

- Anticipated regression and rate of recoupment
- Emerging skills
- Nature and severity of the disability
- Interfering behaviors
- Rate of progress
- Other special circumstances, such as transition from school to work

The IEP team may determine a student will lose skills over an extended break, and it will take an extraordinarily long time for the student to regain proficiency, so continued instruction through extended school year services is required. The need for ESY services must be considered for every student every year. There should be evidence the IEP team considered whether the student requires ESY services to be provided FAPE. The need for ESY services must be considered at least annually. If ESY services are needed, those services must be identified on the IEP. Related services and transportation must be considered along with special education when determining the need for ESY services. Decisions regarding ESY may not be based on the disability label or unilaterally limit the type, amount, or duration of the services.



For more information, see “7. Does the student need extended school year services?” in Chapter 3, pp. 39–40.

Physical Education and Program Options

6A-6.03028(3)(s) and (t), F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities*

The school district must ensure students with disabilities have a variety of educational programs and services available to them, including physical education (PE), art, music, and career and technical education programs, as appropriate. The IEP team will determine if the student needs services and supports to participate in these programs.

IEP-33. The student is provided access to the same physical education (PE) program as nondisabled students. If the student needs specially designed PE, this is included on the IEP. (34 CFR §300.108)

Students with disabilities must be provided access to the same physical education programs as students without disabilities, unless enrolled in a separate school or in need of specially designed PE (FDOE, 2010c). Enrollment in a general education physical education course should be the first consideration for all students with disabilities. The IEP team determines which standards the student should pursue (benchmarks or access points) and if the student requires adaptive PE services and/or accommodations. Adaptive PE services are provided for a student with a disability who needs adaptations or program modifications due to physical, mental, and/or emotional conditions. Such students may participate in general education PE classes or in specially designed PE described in the student’s IEP.

Recent changes in Florida statutes have increased requirements for physical education instruction at the elementary school level (150 minutes per week) and for middle school (one semester each year). A student with disabilities who receives physical therapy cannot count this toward the 150 minutes per week requirement. Physical therapy is a related service and is not considered to be physical education. However, the PE requirement for students with disabilities can be met through participation in adaptive or specially designed PE (FDOE, 2008, July 31). At the high school level, the requirement for physical education can be met by completion of the integrated course, Health Opportunities through Physical Education (HOPE), the Personal Fitness course, or a PE activity elective, such as interscholastic sports, Reserve Officer Training Corps (R.O.T.C.), marching band, and dance class (FDOE, 2007, June 15).

Extent of Participation in General Education Programs

6A-6.03028(3)(i), F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

IEP-23. The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class. (34 CFR §300.320(a)(5))

The IEP must include an explanation of the extent, if any, to which a student will not participate with children without disabilities in the regular class. This explanation provides a justification for any amount of time when the student may be removed from participation in the regular classroom. This requirement does not preclude the use of special classes or separate placements, but strengthens the emphasis on providing services in the context of the students' involvement in the general curriculum and regular education program and in the activities of their peers without disabilities.

This requirement reflects the basic principle of IDEA 2004 that students with disabilities will be educated in the general education environment along with their peers without disabilities. Students with disabilities are only removed from this environment if the IEP team determines the student cannot be appropriately served in that placement, even through the use of supplementary aids and services, accommodations, program modifications, and special education and related services. This requirement is not intended to be burdensome, although the explanation should clearly address the reasons a student is removed from participation in the regular classroom. Possible statements may be similar to "the student requires individual, intensive behavioral support," or "the student requires highly specialized instruction to meet the annual goals stated in this IEP."

A student's placement in the **least restrictive environment** requires the decision be based on the needs of the individual student, not based on categories or exceptionalities. IDEA 2004 strongly emphasizes that students with disabilities should be educated in regular classes with appropriate aids and supports. The requirement

to consider how a student's disability affects involvement and progress in the general curriculum and the requirement that annual goals and objectives or benchmarks reflect the student's needs that arise from the disability apply regardless of the setting in which the services are provided. The IEP team, including the parent, will make the placement decision. A student with a disability should not be removed from education in an age-appropriate, regular classroom solely because of needed services or supports in the general curriculum.

If the IEP team recommends the student be removed from the general education environment for a particular class or subject, it should be evident in the IEP why the removal is necessary. If the removal results from an educational need in a particular area, such as specific academic skills or behaviors, this should be addressed in the present level statement and annual goals and short-term objectives or benchmarks, if applicable. The services, accommodations, and supports should be designed to enable the student to achieve the annual goals (FDOE, 2010c).

Once it has been determined that the measurable annual goals, including benchmarks or short-term objectives, if applicable, appropriately address the student's educational needs, the IEP team should address questions, such as the ones listed below, which are designed to assist in the LRE decision-making process and the decision regarding exceptional student education placement.

- What accommodations, modifications, and services have been attempted previously? How effective were these services and supports? What was the impact on student progress?
- What services and supports are necessary for the student to be involved and progress in the general classroom and achieve the annual goals on the IEP?
- What accommodations will be needed for successful involvement in the general curriculum?
- Are the student's needs for interaction with peers without disabilities appropriately addressed?
- Does the student have opportunities to participate in nonacademic and extracurricular activities with people without disabilities?
- What positive or negative effects will the student's presence have on students in the regular classroom?

The IEP team will finalize and document the student's participation in general education programs, including participation in extracurricular and nonacademic activities, if needed, for the student to meet the measurable annual goals stated in the IEP. It is recommended that the anticipated positive effects or purpose of participation be described. For example, a student with significant cognitive disabilities may participate in the high school journalism program to develop communication and socialization skills. Providing an explanation of the purpose or anticipated benefits helps to clarify the expectations for the student.

Descriptions of activities that remove students from the regular class for special education services, such as “individual speech therapy” or “instruction in sign language,” would also be acceptable. However, if students with disabilities are receiving integrated special education services in a regular school setting or a community setting, such as on a job site where the coworkers include students without disabilities, this would be considered as time with persons without disabilities. The IEP team should consider all opportunities for participation with people without disabilities when determining the extent of participation.

It is important that all members of the IEP team, including the parents and the student, if appropriate, have a clear understanding of the value of student participation in the general education environment. They will need information on the continuum of services available to support the student.



For more information:

Least Restrictive Environment Considerations Related to Individual Educational Plans [Technical Assistance Paper FY: 2000-5], FDOE. <http://www.fldoe.org/ese/tap-home.asp>

Quick Check: Special Education Services and Supports

Special education and related services, supplementary aids and services, supports for personnel, program modifications, and accommodations

- ☐ Address individual student needs described in present level statements
- ☐ Relate to present level needs and annual goals
- ☐ Are calculated to enable student to achieve annual goals
- ☐ Are based on peer-reviewed research to the extent practicable
- ☐ Describe services and supports so they are clear to all participants

Location

- ☐ Describe where services and supports will be provided

Initiation date

- ☐ Begin service and support in a timely manner
- ☐ Consider related elements in school calendar

Duration

- ☐ Base duration of services and supports on the student's needs
- ☐ Consider need for extended school year services

Frequency

- ☐ Specify amount of time each day, times per week or month, or continuous
- ☐ Explain circumstances and student's needs, if range of time is needed

Do	Don't
• Use clear and specific descriptions • Align classroom and testing accommodations • Get consent for non-allowed accommodations in classroom • Indicate if no related services, supplementary aids and services, accommodations, or supports for school personnel are needed	• Describe only a service model (inclusion, co-teaching) • Use information irrelevant to annual goal • Describe only a disability (speech impaired) • Describe only a subject or domain (independent functioning, reading) • Describe only an accommodation (not a service) • Base service on administrative convenience • Indicate zero minutes or as needed

Matrix of Services

The Matrix of Services is a funding document that is completed based on the information in the student's IEP. The matrix indicates the nature and intensity of special education and related services, supplementary aids and services, and modifications, accommodations, and supports for personnel that will be provided to and on behalf of the student in each of five domains. Thus the domains addressed in the present level statements, annual goals, and short-term objectives or benchmarks, if applicable, of individual students should also be reflected in the domains identified on the matrix. Health care services will generally be reflected as related services or captured in a health care plan.

The Matrix of Services uses five levels to reflect the severity of student needs and the intensity of support required in each of five domains, described below:

- Curriculum and Learning Environment
- Social/Emotional Behavior
- Independent Functioning
- Health Care
- Communication

The **Curriculum and Learning Environment** domain includes services provided to students with exceptionalities in the areas of curriculum, instructional strategies, and learning environment. The nature and intensity of accommodations or program modifications and the divergence from the general curriculum, instructional strategies, and learning environment are the guiding factors in determining the level of service.

The **Social and Emotional Behavior** domain includes services required to support the social and emotional needs of students with exceptionalities. Services included in this domain address positive behavioral supports, behavioral interventions, social skills development, socialization, and counseling as a related service. The nature, frequency, and intensity of intervention and/or collaboration determine the level of service.

The **Independent Functioning** domain includes services required to support and encourage the independent functioning of students with exceptionalities. These services include instruction in organizational strategies, assistance with activities of daily living and self-care, physical therapy, occupational therapy, orientation and mobility training, and supervision and monitoring of students to ensure physical safety. The need for assistance and/or supervision and the nature and intensity of interventions determine the level of service.

The **Health Care** domain includes services provided to students with exceptionalities who have special health care needs. Services may be related to monitoring and assessing health conditions, provision of related health care, and interagency collaboration. The frequency, nature, and intensity of the services provided and the qualifications of personnel required for services and collaboration determine the level of service.

The **Communication** domain includes services provided to support the communication needs of students with disabilities. Services include personal assistance, instructional interventions, speech/ language therapy, and the use of alternative and augmentative communication systems. The frequency, nature, and intensity of the services and the qualifications of personnel required for services and collaboration determine the level of service.

Completing the Matrix

The matrix is completed based on decisions the IEP team makes. The services identified on the IEP and subsequently checked on the matrix must be based on individual student needs documented through various components of the IEP.

Essentially, the Matrix of Services is used to record the services and supports that have already been documented on the IEP. The levels of service required in all five domains are summed to arrive at a total domain rating that corresponds to one of the ESE cost factors. The cost factors are not based on categorical criteria nor on the amount of time the student is in special education programs. Funding is based on the intensity of support required to meet the student's needs. This model provides an opportunity for school districts and schools to improve their services to students with exceptionalities by implementing other service delivery models and options that will meet the needs of students. It provides for funding of services for students with exceptionalities regardless of setting.

Chapter 8: Implementation, Review, and Revision of the IEP



All special education and related services (including transition services), accommodations, program modifications, and supports identified on the student's IEP are implemented with fidelity. The IEP team regularly monitors student progress and revises the IEP based on changes in student performance data.

Requirement

6A-6.03028(3)(j); (k); and (m), F.A.C.: *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

Implementation of the IEP begins with the provision of the services and supports the team identified for the student with a disability as soon as possible following the IEP team meeting. The school district is responsible for providing special education in accordance with the student's IEP.

The IEP team now moves to Step 4 of the problem-solving process embedded in Florida's multi-tiered system of supports (FDOE, 2011c):

Step 1. Problem Identification: "What's the problem?"

Step 2. Problem Analysis: "Why is it taking place?"

Step 3. Intervention Planning and Implementation: What are we going to do about it?

Step 4. Response to Instruction/Intervention: "Is it working?"

Who is responsible for delivering and monitoring the integrity of implementation of services and supports identified on the student's IEP? When will student data be evaluated and progress reported to the student's parents? What decision rules can be used to determine if there has been a positive, questionable, or poor response to the services and supports provided in the IEP?

The student's general education teachers, ESE teachers, and other service providers must have access to the student's IEP. They must be informed of their specific responsibilities related to the student's IEP and the accommodations, program modifications, and supports to be provided to the student.

The progress on annual goals must be monitored and periodically reported to parents. Parents may request revisions to their child's IEP at any time if they feel the services and supports do not meet their child's needs. They may also invoke due process procedures if they don't agree with what the district is willing to provide.

The IEP team must review the student's IEP at least annually to determine whether annual goals are being met. The IEP may be revised at any time to address any lack of expected progress toward the annual goals or in the general curriculum, results of reevaluation, information provided to or by the parents, or the student's anticipated needs.

Planning for Implementation

IEP-37. The student's general education teachers, ESE teachers, and related service providers were provided access and information regarding specific responsibilities for IEP implementation. (34 CFR §300.323(d)(1)-(2))

The first step in planning for implementation of the IEP is a discussion of the type of personnel who will be responsible. This step is particularly important in light of the requirement that the student's IEP be accessible to each teacher and other service provider who is responsible for its implementation. Each teacher and provider must be informed of her specific responsibilities related to implementing the student's IEP and the specific accommodations, program modifications, services, and supports. A suggested practice is to assign instructional responsibilities for each annual goal or service. This is not required to be listed on the IEP, but may be documented in the conference notes or other district planning forms.

For purposes of IEP implementation, discuss these four responsibilities:

- Planning instruction/intervention for the annual goals
- Implementing the planned instruction/intervention with fidelity
- Monitoring student performance as a result of the intervention and supports
- Interpreting student performance data and making appropriate instructional decisions concerning the effectiveness of the intervention and supports

The identification of individual(s) responsible for each duty is critical when there is collaboration among staff, such as general education teachers, special education teachers, therapists, and parents. The team may wish to first identify the person who will have lead responsibility, then identify specific responsibilities of other individuals. The team may decide that the parent or student would be appropriate to carry out some of the instructional responsibilities. If so, it is critical that the parent or student be **both** willing and able to carry out the assigned responsibilities.

All of the student's teachers must have access and information regarding their specific responsibilities for the implementation of the IEP. This may begin with providing copies of the IEP to each of the teachers or related service providers. Some schools designate

a staff member, such as a lead teacher or case manager, with the responsibility to provide copies of a student's IEPs to all teachers and staff working with the student. Some districts provide access through a protected database, whereas others provide paper copies of relevant sections of the IEPs. Confidentiality of the student's records and information must be protected.

In prekindergarten programs, it is important that community providers, such as Head Start, Voluntary Prekindergarten, or local day care centers who will be responsible for implementation, have access to and understand the IEPs of the students they serve. They will need support from appropriate district personnel to implement the IEPs. The same is true for agencies and employers who provide transition services for older students with disabilities.

Staff may require professional development and ongoing support to fully understand their responsibilities and implement the services and supports with fidelity. This should be documented on the IEP in the section "Supports for Personnel." In some cases, staff will need specific training to learn how to implement an evidence-based instructional procedure with fidelity. They may need assistance on data collection and progress-monitoring procedures. Consultation, coaching, and collaborative planning with therapists and counselors will help teachers work more effectively with students who receive related services.

Even using a simple accommodation requires intentional planning by the teacher so the student can learn how to use the accommodation, when to apply it, how to self-advocate, and how to use it without distracting others. Implementation of accommodations can be improved by encouraging teachers to make notations of needed accommodations in their lesson plans.

Implementation with Fidelity

The provision of instruction or an intervention in the way in which it was designed or intended is often referred to as "fidelity" or "integrity of implementation." Fidelity is particularly important for special education services and supports because it ensures the student with a disability has an optimum chance of making progress.

Fidelity of implementation means the instructional procedures and methods are used systematically and on a regular basis. Interventions vary in "level of intensity" based on the length of the sessions (10 minutes, 60 minutes), frequency (once a day, every 10 minutes), and duration (four weeks, one grading period). The size of the instructional group also impacts intensity (specialized instruction in targeted skills provided one-on-one or in a small group, co-teaching in core curriculum). The student's IEP documents the following aspects of the level of intensity: frequency, duration, and location. The team will need to make sure the staff is also held responsible for fidelity of implementation of key aspects of the intervention, such as direct instruction, support for generalization, and the provision of feedback to students.

Fidelity can be verified through various approaches, including direct observations, self-reports, and student products. Assuring fidelity of implementation provides many opportunities for staff collaboration and coaching, all aimed at improving student performance. The IEP team should discuss how they verify fidelity and provide support to staff responsible for implementing the intervention (FDOE, 2011, February 28).

Monitoring Student Progress

IEP-35. The student's progress toward meeting the annual goals was measured, and the report of progress was provided as often as stated on the IEP. (34 CFR §300.320(a)(3))

Periodically, at least as often as specified on the IEP, the teachers and service providers must review the student's progress on annual IEP goals and report to the student's parents. The reports must describe the student's progress toward the annual goals. The IEP team determines the frequency of the reports. The reports should reference the data that was collected with a description of the student's progress, such as "Goal met"; "Excellent, anticipate goal will be met"; "Satisfactory, anticipate goal will be met"; and "Insufficient, at risk of not meeting goal." Data should be presented in easy to understand visual formats, such as graphs and charts that depict performance over time. Additional information may be provided through written narratives, phone calls, or documented conferences.

If progress is not sufficient, the teachers and service providers should again apply the systematic problem-solving process embedded in Florida's multi-tiered system of supports to determine if changes are needed in the services and supports provided to the student. The teacher should document the changes and communicate them to the parents and other IEP team members. If no progress continues, the IEP team may reconvene to revise the IEP.

Teachers and service providers can be more proactive when they base their decisions about the student's needs for interventions and supports on ongoing progress-monitoring data, state assessments, and data that measure the impact of accommodations and other support services. This review can become part of the problem-solving process used in the schools, with the periodic monitoring of student progress done with the support of the school-based team, as long as the IEP team is kept informed and involved.

Reviewing the IEP

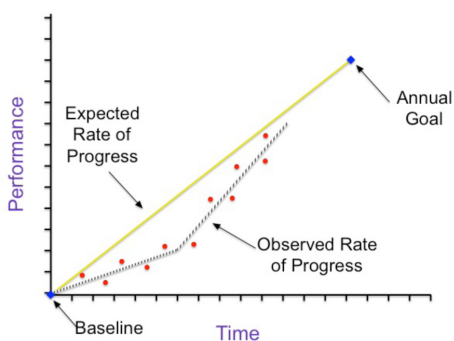
IEP-36. The IEP had been reviewed at least annually, and revised as appropriate, to address: any lack of progress toward the annual goals; any lack of progress in the general curriculum, if appropriate; the results of reevaluation; information about the student provided to, or by, the parent; and/or the student's anticipated needs or other matters. (34 CFR §300.324(b)(1))

The IEP team must review the student's IEP at least annually to address concerns about any lack of progress toward annual goals or in the general curriculum. The team may receive results of the student's reevaluation or other information. The parents may have new information about the student. The team may also need to consider anticipated needs if the student is moving to a different school, or there may be other matters that must be addressed.

The team will review the student's progress on the current IEP, report card grades and interim reports, discipline and attendance records, and reports of any other relevant data. The student's rate of progress and the likelihood of achieving the annual goals should be the first indicator of how well the IEP is working for the student. If the student is not making adequate progress or if results of new evaluations identify additional areas of concern for the student, the team should use the systematic problem-solving process to plan needed changes to the IEP.

The student's progress to the annual goal and response to instruction/intervention is measured through ongoing data collection. To determine if the response has been **positive**, the teacher or the IEP team will look at the data to see if the gap between current and expected student performance is closing (see Figure 1). In terms of the IEP, the expected performance is the target set in the annual goal. A **questionable** response is when the rate of progress doesn't close the gap (see Figure 2). A **poor** response is when the gap continues to widen with no change or improvement in the rate of progress (see Figure 3; all figures from FDOE, 2011c, pp. 25-26).

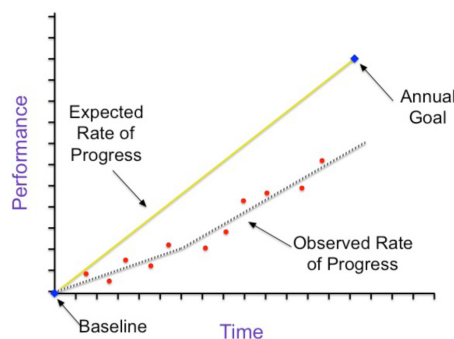
Positive Response to Intervention



If the response has been positive, the following possible actions are suggested:

- Continue services and supports with current annual goal.
- Continue services and supports and increase annual goal.
- Gradually fade services or supports to determine if students can perform independently.

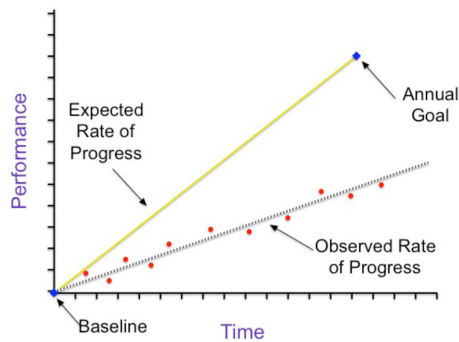
Questionable Response to Intervention



If the response is questionable, the following possible actions are suggested:

- Determine if the services and supports were implemented as intended.
- If not, improve implementation of services and supports.
- If yes, increase intensity of current services and supports and assess impact. If rate doesn't improve, return to problem solving.

Poor Response to Intervention



If the response is poor, the following possible actions are suggested:

- Determine if the services and supports were implemented as intended.
- If not, improve implementation of services and supports.
- If yes, use the problem-solving process to reevaluate if the problem was identified correctly and why the problem is taking place or consider other hypotheses.

For each type of response, the IEP team should employ strategies to assure implementation fidelity and either continue with services and supports, adjust goals, increase intensity, or reconsider the student's problem, depending on the student data (FDOE, 2011c).



For more information:

Florida Department of Education Statewide Response to Instruction/Intervention (RtI) Implementation Plan and Guiding Tools for Instructional Problem Solving, FDOE. <http://www.florida-rti.org/>

In some cases, students may have anticipated needs that will require revisions to their IEPs. The team should not wait for the annual review or lack of progress to reconvene. For example, a student who is moving from one school to another in which classes are departmentalized may need support for moving between classes and keeping track of homework assignments from multiple teachers. Older students may have anticipated transition services needs related to preparing for employment and post-school adult living that require revisions to their IEPs.

Amendments to the IEP

Generally the entire IEP team revises the IEP at a regular IEP team meeting. However, the IEP may be amended after the meeting. The parent and school district can agree not to have a meeting and instead develop a written document that amends or modifies the student's IEP. The entire IEP team must be informed of those changes.

Change of Placement

IEP-34. If the current IEP represents a change of placement/change of FAPE from the previous IEP, or the district refused to make a change that the parent requested, the parent received appropriate prior written notice. (34 CFR §300.503)

Certain procedural requirements come into play when the district proposes or refuses to change a student's placement or the provision of free appropriate public education to the student. Change in FAPE occurs when there is a significant change in the type, amount, or intensity of services provided to a student. This could be when a personal aide is discontinued or added, when therapy services are discontinued or added, or when the frequency of services changes. Other changes in FAPE may occur when the service changes from direct ESE service, such as specially designed instruction, to indirect service, such as consultation between the general education and ESE teacher.

If a change of placement or FAPE is proposed, prior written notice is required. If the parent was not at the meeting, there should be a reasonable delay (five to 10 days) before the change can be implemented so that prior written notice can be received. The written notice must include a description of the proposed action, an explanation of why the district proposes or refuses the action, and a description of each evaluation, assessment, record, or report the IEP team used as a basis for the decision. The notice must also include any other options that were considered or rejected and a description of any other relevant factors. Parents may be provided a copy of procedural safeguard protections and sources for parents to contact to get help understanding their rights (FDOE, 2010c).

Next Steps

This document includes information that supports the development of quality individual educational plans for students with disabilities. It is based on law and policies that are current as of January 2012.

Potential changes to Federal and Florida statutes and regulations as well as advances in services for students with disabilities may affect the decisions that are made in regard to IEPs. As changes are implemented, the Bureau of Exceptional Education and Student Services and your local school district will provide technical assistance information.

Appendices

Appendix A: Florida Statutes and Florida Administrative Code

Florida Statutes

<u>1003.33</u>	Report cards; end-of-the-year status.
<u>1007.02</u>	Access to postsecondary education and meaningful careers for students with disabilities; popular name; definition.
<u>1008.22</u>	Student assessment program for public schools.
<u>1008.31</u>	Florida's K-20 education performance accountability system; legislative intent; mission, goals, and systemwide measures; data quality improvements.

Florida Administrative Code

<u>6A-1.0943</u>	Statewide Assessment for Students with Disabilities.
<u>6A-1.09431</u>	Procedures for Special Exemption from Graduation Test Requirements for Students with Disabilities Seeking a Standard High School Diploma.
<u>6A-1.09961</u>	Graduation Requirements for Certain Students with Disabilities.
<u>6A-6.0312</u>	Course Modifications for Exceptional Students.
<u>6A-6.0902</u>	Requirements for Identification, Eligibility Programmatic and Annual Assessments of English Language Learners.
<u>6A-6.09091</u>	Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.
<u>6A-6.03028</u>	Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.
<u>6A-6.0331</u>	General Education Intervention Procedures, Identification, Evaluation, Reevaluation and the Initial Provision of Exceptional Education Services.
<u>6A-6.03311</u>	Procedural Safeguards and Due Process Procedures for Parents and Students with Disabilities.

Appendix B: Domain Descriptors

Domains are areas of student need organized into categories. An IEP does not need to address every domain, but rather only those domains that represent the educational needs for the student during the next year. Because there is overlap across domains, it may be appropriate to combine domains to develop an annual goal. The list below was generated to assist instructional personnel and other professionals in identifying typical areas of need for students with disabilities. The list is not intended to be all-inclusive. Items may be added, adapted, or combined in any way appropriate for a student.

Curriculum and Learning Environment

Task-Related Behavior

- School and class attendance
- Class entry
- Class preparation—materials
- Homework assignments
- Promptness
- Following routines
- Attention-getting behaviors
- Voluntary responding
- Cooperation
- Use of objects within the environment
- Participation
- In-location behavior
- In-seat behavior
- Requesting assistance
- Requesting compliance
- Attention to tasks
- Approach to new tasks
- Task orientation
- Task switching
- Independent task completion
- Task completion with time limits
- Task accuracy
- Task prioritizing
- Task scheduling

Cognitive Processing

- Separating self from environment
- Sensory awareness
- Sensory tracking (tactile, visual, auditory)

- Sensory discrimination (tactile, visual, auditory)
- Sensory integration (tactile, visual, auditory)
- Inquiry
- Sequencing
- Seriation
- Classification
- Comparison
- Contrast
- Cause and effect
- Prediction
- Sorting
- Matching
- Directionality
- Spatial relations
- Imitation
- Observation
- Representation
- Investigation
- Manipulation
- Problem-solving
- Pretending
- Symbolic play
- Creativity
- Imagination

Strategic Learning

- Goal setting
- Planning
- Organizing information
- Organizing tasks
- Task switching
- Seeking help when needed

- Time management
- Independent study
- Scanning for answers
- Skimming for information
- Paraphrasing information
- Using memory aids (mnemonics)
- Outlining
- Note taking
- Identifying sources of information
- Locating information
- Identifying main idea and supporting details
- Listening for verbal cues
- Recognizing important information
- Critical listening
- Test preparation
- Test taking
- Self-monitoring
- Self-correcting

Higher Thought Processes

- Clarifying
- Probing
- Analyzing
- Determining perspectives and viewpoints
- Using research skills
- Comparing
- Contrasting
- Illustrating
- Investigating
- Deducing
- Classifying
- Imagining
- Inventing
- Creating
- Estimating
- Predicting
- Designing
- Evaluating
- Rating
- Choosing
- Selecting
- Judging
- Grading

Career/Employment

- Workplace skills
- Workplace ethics
- Job-seeking skills
- Managing resources
- Work attitudes and behaviors
- Establishing routines

Social/Emotional Behavior

Personal Adjustment—Effective skills

- Adjusting to environmental changes
- Handling of new situations
- Recognition of emotions
- Coping with frustration
- Understanding strengths and weaknesses
- Self-awareness
- Self-determination
- Self-advocacy
- Self-esteem
- Self-confidence
- Acceptance of defeat
- Tolerating frustration
- Pride in accomplishment
- Self-control
- Compliance
- Responsibility for own actions
- Accepting consequences of actions
- Appropriate attention-getting
- Coping with demands of a variety of settings
- Independent task completion
- Coping with stress

Interpersonal Relationships—Skills involved in relating to others

- Peer acceptance
- Involvement in peer group activities
- Physical self-control
- Self-assertion
- Demonstration of trust
- Eye contact
- Physical proximity
- Facial expressions
- Greetings

- Turn taking
- Sharing materials
- Initiating peer interaction
- Initiating adult interaction
- Courtesy
- Tact
- Verbal introductions
- Giving assistance
- Respect for others' property
- Working in a group on a common goal
- Accepting assistance from others

Independent Functioning

Daily Living/Self-Care Skills—Self-help and personal care routines leading toward independence

- Awareness of personal needs
- Toileting
- Dressing
- Management of clothing
- Oral and nasal care
- Eating
- Grooming
- Personal information
- Organization of belongings
- Self-protection
- Use of medicines
- Dealing with illness
- Awareness of danger
- Handling emergencies or dangerous situations
- Personal/body awareness (prevention of abuse)
- Money management
- Scheduling/budgeting/planning
- Assisting/taking care of others
- Home living

Recreation/Leisure

- School and extracurricular activities
- Alone activities
- Family/friends at home and in neighborhood
- Family/friends in the community

- Physical fitness
- Community participation
- Safety
- Grocery shopping
- General shopping
- Eating out
- Using community services
- Orientation and mobility
- Transportation
- Purchasing
- Handling money
- Adjusting to routine
- Volunteer activities
- Using community technology

Physical Development: Gross Motor—Skills involving large muscle movement

- Body awareness
- Ambulation
- Position in space
- Movement exploration
- Relational movement
- Sequential movement
- Range of motion
- Mobility
- Motor planning
- Posture
- Balance

Physical Development: Fine Motor—Skills involving small muscle movement

- Range of motion
- Motor planning
- Task sequence
- Reach
- Grasp/release
- Swallowing
- Tactile exploration
- Eye-hand coordination
- Mobility
- Motor planning
- Posture
- Drawing
- Writing

Communication

- Understanding the concept of communication
- Interest in communicating
- Response to communication
- Understanding specific constructions
- Word combining
- Initiating communication
- Communicating daily needs
- Describing
- Turn taking
- Conversing
- Understanding vocabulary
- Using vocabulary
- Understanding requests
- Requesting
- Understanding questions
- Using questions
- Use of language in problem solving
- Topic elaboration
- Speech fluency
- Oral motor skills
- Phoneme articulation
- Phonological processes
- Sign language

Appendix C: Sample Individual Educational Plans

The sample individual educational plans included in this appendix are based on actual students. Personally identifiable information has been omitted to protect the students' identities. Any similarities of student names or grades are coincidental.

Andy A.	5 years, 7 months	Other Health Impairment, Language Impairment, Speech Impairment, Occupational Therapy, Physical Therapy
Blaire B.	7 years, 1 month	Speech Impairment
Corey C.	9 years, 11 months	Intellectual Disabilities
Danilo D.	12 years, 6 months	Deaf or Hard-of-Hearing, Speech Impairment
Emma E.	17 years, 9 months	Specific Learning Disabilities, Language Impairment
Foster F.	20 years, 3 months	Autism Spectrum Disorder, Language Impairment

**Quality County School District
Individual Educational Plan (IEP)**

I. Student Information

Date of IEP meeting: 5/24/2011	School: Sample School 1111
Student: Andy A.	Student number:
Address: 23 A Street A Village, FL	Age: 5 years, 7 months
Parent/Guardian: Mom A.	Reevaluation due date: 5/18/2014
DOB: 12/3/2006	Initiation date of IEP: 5/25/2011
Grade: Prekindergarten	Review date of IEP: 5/24/2012
Purpose of meeting: Annual review, articulation to elementary school	Is this a transition IEP?: No
Primary exceptionality: Other Health Impairment (V) Additional exceptionality(ies): Language Impairment (G), Speech Impairment (F), Occupational Therapy (D), Physical Therapy (E)	

II. Special Considerations

In considering the following factors, if the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or program modification, the IEP must include a statement to that effect in the development of the IEP.

Y N

X		Does the student's behavior impede his/her learning or the learning of others?
X		If yes, does the student have a functional behavior assessment (FBA) and/or behavior intervention plan (BIP)?
		If there is not a FBA/BIP, the use of positive behavioral interventions, strategies, and supports must be considered in the development of this IEP.
	X	Does the student have limited English proficiency?
	X	Is the student blind or visually impaired?
		If yes, is instruction in braille or the use of braille appropriate?
X		Does the student have communication needs? If yes, those needs must be addressed in this IEP.
	X	Is the student deaf or hard-of-hearing?
		If yes, the following opportunities for direct communication with peers and professionals in the student's language are needed:
		N/A

Developing Quality IEPs

Student: Andy

Meeting Date: 5/24/2011

		If yes, the following opportunities for direct instruction in the student's language are needed: N/A
	X	Does the student need assistive technology devices or services?
		Does the student require instruction or the provision of information in the area of self-determination? N/A due to age of student
		The student is pursuing a course of study leading to: N/A (due to age of student)

Domains

The student's needs that result from his or her disability are addressed through the following domains or transition service activities areas:

Y N

X		Curriculum and Learning Environment
X		Independent Functioning
X		Communication
X		Social/Emotional Behavior
X		Health Care

III. General Factors and Assessment Data

Parent input was obtained through: **Attended meeting**

The parents' concerns for enhancing the education of the student:

Andy's mother is concerned that he will not continue to get all of the services he needs when he transitions to the regular kindergarten program. Her other major concern is the need for daily parent and teacher communication.

Health concerns:

Andy takes medication to improve the spasticity of his legs; however, it seems to be weakening his muscles and may be causing Andy to have a decreasing tolerance for physical activity. Andy also takes medication for attention deficit hyperactivity disorder and to control seizures. A health care plan has been developed to monitor his medications and seizure activity. The plan includes a protocol for care if a seizure occurs.

Results of statewide or districtwide assessments (e.g., Florida Comprehensive Assessment Test; Florida Alternate Assessment):

Not applicable.

Results of the initial or most recent evaluation:

DEVELOPMENTAL ASSESSMENT

Andy's scores on the Adaptive, Personal-Social, Communication, and Cognitive domains of the Batelle Developmental Inventory–2nd Edition, conducted in September 2009, revealed a significant developmental delay. His scores in the Motor domain indicated a mild developmental delay category, as compared to peers his age.

OCCUPATIONAL THERAPY EVALUATION

The occupational therapy evaluation conducted in September 2010 indicated that Andy was functioning below his chronological age level developmentally due to his medical condition. He lacked behaviors he needed to function safely and appropriately in daily life. The results of the Peabody Developmental Motor Scales–2nd Edition indicated that Andy's fine motor development was on target for his age level.

PHYSICAL THERAPY EVALUATION

An initial functional physical therapy evaluation was completed May 6, 2010. He could sit on the floor and freely use his hands for exploration during floor time. His primary means of getting around was walking, although he had poor balance and lacked control, particularly when walking on uneven surfaces. He fell frequently on the playground, but picked himself up and continued on.

Andy strongly preferred to engage in play and explore the environment on his own. He frequently objected to participating in testing activities. Instead he would walk away, say "no," say that he wanted to eat or use the bathroom, or have a temper tantrum.

BEHAVIOR ASSESSMENT

Andy was assessed on the Behavior Assessment System for Children, 2nd Edition on August 15, 2009. His scores were below average in adaptive skills, including behaviors related to self-care, problem solving, and planning.

A Functional Behavior Assessment was completed on October 1, 2010. Andy's positive behavior intervention plan identified his need for specific positive behavior strategies and a social skills curriculum.

SPEECH AND LANGUAGE EVALUATION

Andy was administered the Preschool Language Scale, 4th Edition on February 17, 2011. His scores were significantly below expectations for his age. Overall,

Andy's receptive language skills are better than his expressive language skills. The speech/language pathologist conducted an oral mechanism examination on February 17, 2011. Andy is able to open and close his mouth with ease. He seems to struggle to coordinate motions when his tongue is outside his mouth. Little movement of the soft palate was noted when he was making sounds.

More recent speech testing was completed in April 2011. On the Clinical Assessment of Articulation and Phonology, Andy's scores indicated severely impaired skills in speech sound production. He omitted sounds and syllables from words and substituted one sound for another. No sound distortions were noted during testing.

Interagency responsibilities or linkages, if needed:

None

Results of Florida Comprehensive Assessment Test:

Test Year: N/A				Test Grade: N/A			
Reading				Math			
Achievement Level: N/A				Achievement Level: N/A			
Scale Score: N/A				Scale Score: N/A			
Content Areas	Points Possible	Points Earned	State Mean	Content Areas	Points Possible	Points Earned	State Mean

IV. Present Level of Academic Achievement and Functional Performance

Information on transition needs and/or self-determination is included here as appropriate.

Domain/Transition Service: Curriculum and Learning Environment

The strengths of the student related to this domain(s) are as follows:

Andy does very well in routine classroom activities that he likes and can remember steps of repeated lessons. He enjoys coloring pictures and working with simple puzzles, stacking blocks, and lock boxes. He is able to cut a straight line.

He enjoys morning circle and is able to pay attention and participate for about 20 minutes. He is motivated by praise and positive adult attention. Frequently he will turn and face the other adults in the room to show how proud he is of his accomplishments.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

LANGUAGE AND EMERGENT LITERACY

Andy can match and identify 23 letters of the alphabet. He recognizes 12 of 15 single consonant sounds and can identify words that start with those sounds. He can match objects and pictures with the same beginning sounds. He is unable to distinguish same and different sounds in isolation or fill in simple rhymes. Andy can also recognize and spell his name and recognizes the names of five of his friends.

Andy can match events to pictures from a read aloud story. He answers two out of four questions correctly about a familiar story if the questions are about the pages that were just read. Andy has difficulty attending to more than two pages at a time without having to be reminded to pay attention to the story. Typically developing five-year-old children can ask and answer a variety of questions about a story after it is read aloud.

MATHEMATICS

Andy can match numerals 1 to 10, but is inconsistent in naming them. He can count to five by rote, but has difficulty counting sets of objects to 10 because he doesn't use one-to-one correspondence. He can match objects by color, shape, and size, but cannot sort by size and shape (little squares, big circles). Typically developing five-year-old children can relate quantities to 20 with numerals, sets of objects, and number names and show understanding of addition and subtraction by joining and separating sets of objects.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Andy has difficulty staying on task and remembering what he needs to do as a result of his short attention span. He needs maximum support from adults (remain close by; provide verbal/ visual prompts, frequent verbal praise, and additional explanations of the activity) to get started and maintain his effort and attention. He also requires extensive support from adults to stay focused on tasks he doesn't like. When Andy is participating in tasks that he knows and likes, the teacher can reduce the continuous prompts and supervision to periodic reminders (one reminder in five minutes). When he is learning a new activity, Andy requires verbal praise, continuous prompting and supervision, and reduced distractions.

Andy has difficulty shifting from one activity to another and can be disruptive if the next activity is not one he wants to do. He requires one to two minutes of continuous visual/verbal prompting to get back to the task.

Last school year, Andy's teachers noted that he significantly regressed in his use of appropriate behaviors and participation in learning activities after winter and spring school breaks. He had to relearn the routines and expectations of the classroom.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Given an individual opportunity to preview and practice new classroom routines, Andy will engage in the routine effectively (gather materials, locate assigned area, use materials appropriately, follow model/directions, complete activity).
Mastery criteria:	
Other:	Four of five opportunities
Assessment procedures:	Weekly teacher-developed checklist or chart
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Goal:	Given an environment with reduced distractions and minimum adult support (verbal/visual redirection, repetition of directions, modeling/explanation of the activity) for teacher-directed learning activities, Andy will remain effectively engaged (remain in assigned area, look at/listen to model/directions, use needed materials, follow steps of the task, respond to teacher questions) in the activity.
Mastery criteria:	For 10 minutes
Other:	Four of five opportunities
Assessment procedures:	Weekly teacher-developed checklist
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Goal:	Given a story read aloud, Andy will answer five “wh” questions about the story (“What just happened?” “Who was... ?” “Where did ... go?” “What did... do?” “What might happen next?”).
Mastery criteria:	
Other:	Four of five opportunities
Assessment procedures:	Weekly teacher-developed checklist or chart

Progress reports will be provided: **Nine weeks**
If other, describe:

Short-Term Objectives or Benchmarks:

Goal:	Given concrete objects, Andy will solve five simple mathematical problems involving joining and separating sets up to 20 objects.
Mastery criteria:	
Other:	Four of five opportunities
Assessment procedures:	Weekly teacher-developed checklist or chart
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Andy will correctly count sets with up to 20 objects in four of five opportunities.

Andy will relate sets with up to 20 objects with numerals and number names with 100 percent accuracy in four of five opportunities.

Domain/Transition Service Area: Communication

The strengths of the student related to this domain(s) are as follows:

Andy uses words to express himself. He is able to understand more than he can say.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

Based on the results of his most recent language evaluation (February 2011), Andy struggled to ask questions during play, answer “what” and “where” questions, understand negatives in sentences, and identify categories of objects in pictures. Andy was able to independently answer two of 10 yes/no questions accurately. Often, he repeated a portion of the question. For example, if Andy is asked, “Did you eat lunch?” he will usually reply, “Eat lunch.” When given a cue, such as, “Andy, yes or no?” after the question is asked, he answered the question accurately. On average Andy will answer seven of 10 “wh” questions accurately. He is able to follow one-step verbal directions in four out of five opportunities. Andy typically speaks in three- to five-word phrases or sentences.

Andy's speech is characterized by errors in multiple sounds, including sounds and syllables left out of words and substituting one sound for another. He exhibits speech characteristics of gliding (one for run), stopping (berry for very), fronting (tar for car), final consonant deletion (coe for comb), and consonant blend reduction (poon for spoon). Andy deletes syllables within multisyllabic words. His prekindergarten teacher said that he was very difficult to understand when he talked. When Andy is not understood, he typically repeats himself without modifying the message. His repetitions often become chant-like.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Andy's language impairment affects his ability to communicate his thoughts and ideas effectively. It also negatively impacts his ability to understand and apply new concepts in the curriculum. He has difficulty developing and maintaining positive social relationships with both peers and adults.

Andy's speech impairment affects his ability to be understood by his teachers and peers. Multiple articulation errors may also indicate a possible disordered phonological system (ability to detect and use the sound system of language), which could negatively impact his acquisition and development of reading and spelling skills.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Given five basic yes/no questions about classroom activities and events, Andy will answer all five questions without prompting.
Mastery criteria:	
Other:	Five consecutive opportunities
Assessment procedures:	Documented observation
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Goal:	Given five basic "wh" questions (who, what, where) about classroom activities and events, Andy will correctly answer all five questions.
Mastery criteria:	
Other:	Five consecutive opportunities
Assessment procedures:	Documented observation

Progress reports will be provided: **Nine weeks**
If other, describe:

Short-Term Objectives or Benchmarks:

Goal: **Andy will independently follow simple two-step directions related to routine classroom and play activities.**

Mastery criteria:

Other: **Five consecutive opportunities**

Assessment procedures: **Documented observation**

Progress reports will be provided: **Nine weeks**

If other, describe:

Short-Term Objectives or Benchmarks:

Goal: **Andy will correctly pronounce words without fronting (tar for car) and without stopping (berry for very) in spontaneous conversation.**

Mastery criteria:

Other: **Five consecutive opportunities**

Assessment Procedures: **Documented observation**

Progress reports will be provided: **Nine weeks**

If other, describe:

Short-Term Objectives or Benchmarks:

Domain/Transition Service: Independent Functioning

The strengths of the student related to this domain(s) are as follows:

Andy's motor skills on the playground have improved this year. He prefers playing by himself on equipment rather than playing with peers. He enjoys physical education class and usually needs minimal adult prompting and supervision to participate.

He is able to complete fine motor tasks without much difficulty, including coloring or cutting a straight line. He can write his name.

Developing Quality IEPs

Student: Andy

Meeting Date: 5/24/2011

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

Andy is unsteady when he walks. He moves his whole body and arms to compensate for insufficient control. He has particular difficulty when his balance is challenged by walking on uneven ground, or navigating ramps and curbs. He manages these challenges, but he may lose his balance or fall. When walking about campus with one hand held, Andy shows improved balance and less upper body movement. However, he walks much slower than peers. His teachers feel that his rate of walking has become very slow and his energy and stamina for physical activity has waned.

Andy drags his feet when he walks due to the weaknesses in his legs. When prompted, he can lift his feet, but this requires a great deal of concentration and more effort than he can sustain. Andy needs to hold onto a single rail (at times, two rails) when climbing steps. When walking down a high flight of steps, it is safer for Andy to place both hands on a single rail and side step, taking one step at a time. When walking up a group of low steps, he is safe when he holds onto both rails. Andy is able to carry a lightweight object, such as a ball, and walk several feet without losing his balance.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Andy has decreased balance control when moving through space, particularly when he walks on uneven, varying terrain. He is at increased risk of losing his balance and falling, which impacts his safety. When he loses his balance, he makes excessive movements with his arms and trunk and takes extra steps to recover or falls. He is presently showing decreased stamina for physical activity, particularly when walking longer distances around campus, such as when he travels from the classroom to the auditorium or media center. He may need more time or an alternate way to travel about the school grounds.

Andy requires adaptive furniture to ensure his safety and comfort. He uses a special block chair with a back when he participates in circle time or other floor activities requiring him to be seated. On the school bus, an aide must put him in a harness so he will be safe in his seat, and he must be monitored for safety by an aide. He is unable to walk long distances, so the bus must stop in front of his home.

Annual Goals and Short-Term Objectives or Benchmarks:

Goal:

Andy will exhibit balance control for enhanced safety when moving a distance up to 30 feet in the classroom or on campus.

Mastery criteria:

Other: **Four of five opportunities, randomly sampled**

Assessment procedures: **Documented observation**

Progress reports will be provided: **Nine weeks**

If other, describe:

Short-Term Objectives or Benchmarks:

Andy will smoothly navigate up to three obstacles in his path and make up to three surface level changes without losing his balance (balance loss: excessive movement in arms and trunk, needing to take quick, extra steps to recover, falling) on campus in four of five opportunities.

Andy will smoothly walk up and down a group of low steps (at least five steps) holding onto a single rail with his right hand on campus in four of five opportunities.

Andy will carry objects of varying sizes in his hands while walking at least 30 feet without losing his balance (balance loss: excessive movement in arms and trunk; needing to take quick, extra steps to recover; falling) in the classroom or on campus in four of five opportunities.

Domain/Transition Service: Social/Emotional Behavior

The strengths of the student related to this domain(s) are as follows:

Andy enjoys interactions with adults, especially those he knows well. He can be very affectionate and will call for adult attention when he is pleased with what he has done. Andy is very motivated by praise and adult attention. He often seeks attention from peers especially when playing outside.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

On October 1, 2010, a functional behavior assessment was initiated. The positive behavior intervention plan outlines strategies, including the use of visual cues, first/then contingency statements, and a social skills curriculum with emphasis on focusing attention and controlling behavior. Andy continues to have occasional aggressive episodes of yelling, spitting, and hitting during unstructured activities and during transitions from preferred to nonpreferred activities. These episodes typically occur about two times per week for no longer than five minutes. Andy responds well when an adult talks about the behavior immediately after it occurs. He is usually able to return to the group activity within five minutes. On occasion,

he becomes over-focused on the episode and repeats the phrases the adult uses to redirect the behavior.

When entering play situations with peers, Andy can typically stay in a center and engage in parallel play near peers for 10 minutes if he is interested in the items in the center (preferred activities). Andy has difficulty when he is asked to share, take turns, or negotiate the use of an item. Andy is more successful in play activities when he has an adult nearby to facilitate and prompt him to interact appropriately with peers. Typical five-year-old children can follow the expectations of classroom routines and participate effectively in activities with other children.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Andy has difficulty interacting with peers and participating in play activities and tasks he doesn't like (nonpreferred activities). He shows resistance to changing tasks (transition). These behaviors negatively affect his involvement in the general curriculum. Andy requires social skills instruction, supervision, and frequent prompts to be able to engage with peers and participate in classroom activities.

Andy is easily distracted by people and activities in the classroom. He is strong-willed and at times may resist teacher-directed activities. He needs varying amounts of physical support, encouragement, prompting, and adult supervision to succeed in his learning environment, depending on how familiar he is with the activity and if he is willing to participate.

Annual Goals and Short-Term Objectives or Benchmarks:

Goal:	Andy will effectively engage in reciprocal play activities by taking turns and sharing with peers during adult-facilitated play activities.
Mastery criteria:	Four of five opportunities for 10 minutes
Other:	
Assessment procedures:	Teacher-developed checklist or chart, documented observation
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Goal:	Given minimum adult assistance and supervision (visual/verbal cues, first/then statements), Andy will transition
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from activities to engage in nonpreferred activities throughout the daily schedule using appropriate behaviors and communication (absence of aggression—no yelling, spitting, or hitting; walk to the assigned area; put materials from the preferred activity away; engage in the nonpreferred activity).
Four of five opportunities for 10 minutes

Mastery criteria:
 Other:
 Assessment procedures: **Teacher-developed checklist or chart, documented observation**
 Progress reports will be provided: **Nine weeks**
 If other, describe:

Short-Term Objectives or Benchmarks:

Given modeling, explanation, and verbal prompts, Andy will engage in nonpreferred activities for five minutes using appropriate behaviors and communication in four of five opportunities.

Given verbal/visual prompts, Andy will transition from preferred to nonpreferred activities using appropriate behaviors and communication (absence of aggression: yelling, spitting, hitting; walk to the assigned area; put materials from the preferred activity away; engage in the nonpreferred activity) for five minutes in four of five opportunities.

V. Assessment

The student will be assessed through:

	General Statewide Assessment (FCAT)/General Districtwide Assessment
	Florida Alternate Assessment/Alternate Districtwide Assessment
X	N/A for student's current grade

Y N

	X	The student will participate in state or district assessments with accommodations? If yes, see "For students Participating in Assessment with Accommodations page (next page).
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VI. Special Education Services

Specially Designed Instruction	Initiation	Duration	Frequency	Location
Speech therapy: Direct intervention	5/25/2011	5/24/2012	30 min/wk	ESE
Language therapy: Direct intervention	5/25/2011	5/24/2012	30 min/wk	ESE
Language therapy: Assistance with integration, monitoring, and consultation	5/25/2011	5/24/2012	30 min/wk	General Education
Intensive learning and instructional support for academic and social skills curriculum in small groups (no more than 3 students)	5/25/2011	5/24/2012	Daily	General Education

Related Services	Initiation	Duration	Frequency	Location
Occupational therapy: Monitoring and consultation	5/25/2011	5/24/2012	30 min/wk	General Education
Physical therapy: Direct intervention and monitoring	5/25/2011	5/24/2012	60 min/wk	ESE
Transportation: Uses harness to stay in seat, stop closest to home, aide to monitor for safety	5/25/2011	5/24/2012	Daily	General
Health care: Monitoring of medications and seizures	5/25/2011	5/24/2012	Daily	School

Supplementary Aids and Services	Initiation	Duration	Frequency	Location
Classroom aide for student during physical education, lunch, school activities outside the regular classroom (assembly, field day), assist with medication and travel between areas on school campus and to and from the bus	5/25/2011	5/24/2012	Continuously	General Education

Supplementary Aids and Services	Initiation	Duration	Frequency	Location
Classroom aide to provide supervision and one-on-one assistance when new routines, activities, and transitions are introduced to familiarize student with the schedule and expectations	5/25/2011	5/24/2012	Continuously	General Education

Extended School Year Services	Initiation	Duration	Frequency	Location
Extended school year services are needed due to documented regression after winter and spring breaks: Intensive learning and instructional support for academic activities and social skills curriculum in small groups (no more than 3 students)	6/13/2011	7/22/2011	840 min/wk	ESE
Language therapy: Assistance and monitoring	6/13/2011	7/22/2011	30 min/wk	ESE
Occupational therapy: Assistance and monitoring	6/13/2011	7/22/2011	15 min/wk	ESE
Physical therapy: Intervention and monitoring	6/13/2011	7/22/2011	30 min/wk	ESE

Classroom Accommodations	Initiation	Duration	Frequency	Location
Accommodations are changes in how the student accesses information and demonstrates performance in the general education setting.				
Repeat, clarify, or summarize directions	5/25/2011	5/24/2012	Daily	General Education ESE
Allow student to demonstrate understanding of directions, instruction	5/25/2011	5/24/2012	Daily	General Education ESE

Developing Quality IEPs

Student: Andy

Meeting Date: 5/24/2011

Classroom Accommodations	Initiation	Duration	Frequency	Location
Provide verbal encouragement (e.g., “keep working”—not to be used to cue for correctness; “Be sure to answer every question”)	5/25/2011	5/24/2012	Daily	General Education ESE
Provide student with cue to maintain attention to task	5/25/2011	5/24/2012	Daily	General Education ESE
Reduce auditory distraction	5/25/2011	5/24/2012	Continuously	General Education ESE
Allow for frequent breaks	5/25/2011	5/24/2012	Daily	General Education ESE
Special or adaptive furniture: block chair with back	5/25/2011	5/24/2012	Continuously	General Education ESE
Setting Other: Adult in close proximity	5/25/2011	5/24/2012	Continuously	General Education ESE
Reduce stimuli (e.g., limit the number of items on desk)	5/25/2011	5/24/2012	Continuously	General Education ESE

Supports for School Personnel (describe):	Yes
(Supports required for the student to advance appropriately toward attaining goals, be involved and progress in the general education curriculum, and to be educated and participate with other students.)	
Adult in close proximity for assistance and supervision of all learning activities and transitions. Fade when Andy becomes accustomed to classroom routines. Training in seizure protocol for all adults who work with Andy (see Health Care Plan).	
Person responsible for transition services follow-up (can be identified by title):	N/A

VII. Least Restrictive Environment

Explain the extent, if any, to which the student will not participate with nondisabled students in the general education class, extracurricular activities, and nonacademic activities:

Andy receives the majority of his special education and related services in a regular early childhood program with his peers, which includes a majority of children without disabilities. Language therapy (30 minutes/week) and occupational therapy (30 minutes/week) will be integrated into his instruction in the general education environment. He receives speech therapy (30 minutes/week), additional language therapy (30 minutes/week), and physical therapy (60 minutes/week) in the therapy room.

Accessibility and Implementation

The IEP is accessible to each of the student's teachers who are responsible for implementation and each teacher of the student has been informed of the specific responsibilities related to implementing the IEP (Rule 6A-6.03028, F.A.C.).

VII. Conference Notes:

Andy will need the assistance and supervision of an adult throughout the day at the beginning of the school year. However, the assistance for new routines and learning activities, including nonpreferred activities and transitions, can be faded during the year as Andy becomes accustomed and comfortable with the classroom routines and schedule.

To keep Andy's mother informed about his ongoing progress and health care needs, daily notes will be sent to her.

**Quality County School District
Individual Educational Plan (IEP)**

I. Student Information

Date of IEP meeting:	6/6/2011	School:	Sample 2222
Student:	Blaire B.	Student number:	
Address:	234 B Lane B City, FL	Age:	7 years, 1 month
Parent/Guardian:	Mom B.	Reevaluation due date:	6/6/2014
DOB:	5/2/2004	Initiation date of IEP:	6/7/2011
Grade:	1	Review date of IEP:	6/6/2012
Purpose of meeting:	Initial IEP	Duration date:	6/6/2012
Other:		Is this a transition IEP?	No
Primary exceptionality:	Speech Impairment (F)		
Additional exceptionality:			

II. Special Considerations

In considering the following factors, if the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or program modification, the IEP must include a statement to that effect in the development of the IEP.

Y N

X	Does the student's behavior impede his/her learning or the learning of others?
	If yes, does the student have a functional behavior assessment (FBA) and/or behavior intervention plan (BIP)?
	If there is not a FBA/BIP, the use of positive behavioral interventions, strategies, and supports must be considered in the development of this IEP.
X	Does the student have limited English proficiency?
X	Is the student blind or visually impaired?
	If yes, is instruction in braille or the use of braille appropriate?
X	Does the student have communication needs? If yes, those needs must be addressed in this IEP.
X	Is the student deaf or hard-of-hearing?
	If yes, the following opportunities for direct communication with peers and professionals in the student's language are needed: N/A

Developing Quality IEPs

Student: Blaire

Meeting Date: 6/06/2011

		If yes, the following opportunities for direct instruction in the student's language are needed: N/A
	X	Does the student need assistive technology devices or services?
		Does the student require instruction or the provision of information in the area of self-determination? N/A due to age of student
		The student is pursuing a course of study leading to: N/A (due to age of student)

Domains

The student's needs that result from his or her disability are addressed through the following domains or transition service activities areas:

Y N

	X	Curriculum and Learning Environment
	X	Independent Functioning
X		Communication
	X	Social/Emotional Behavior
	X	Health Care

III. General Factors and Assessment Data

Parent input was obtained through: **Attended meeting.**

The parents' concerns for enhancing the education of the student:

Mom B. would like Blaire to improve her speech and continue to improve in academic subjects and getting along with her peers. Her mom shared that Blaire is a very creative artist and the family is proud to display her works of art.

Health Concerns:

N/A

Results of statewide or districtwide assessments (e.g., Florida Comprehensive Assessment Test, Florida Alternate Assessment):

On the Florida Assessments for Instruction in Reading (FAIR), Blaire demonstrated a 95 percent Probability of Reading Success, indicating that she is likely to perform on grade level when she takes the Florida Comprehensive Assessment Test (FCAT) 2.0 in Reading when she is in the third grade. On the

STAR Reading Test, she achieved a grade equivalent score of 2.4, which is above her current grade level.

Results of the initial or most recent evaluation:

Blaire was evaluated on 5/27/2011. The results of evaluation identified problems with articulating specific sounds (/s/, /z/, and /r/). This affects her classroom communication. Blaire is currently missing both upper central incisors.

Interagency responsibilities or linkages, if needed:

N/A

Results of Florida Comprehensive Assessment Test:

Test Year: N/A		Test Grade: N/A					
Reading				Math			
Achievement Level: N/A				Achievement Level: N/A			
Scale Score: N/A				Scale Score: N/A			
Content Areas	Points Possible	Points Earned	State Mean	Content Areas	Points Possible	Points Earned	State Mean

IV. Present Level of Academic Achievement and Functional Performance

Information on transition needs and/or self-determination is included here as appropriate.

Domain/Transition Service Area: Communication

The strengths of the student related to this domain(s) are as follows:

Blaire's voice, fluency, and oral language skills are normal. She is bright, polite, friendly, and appears to enjoy conversing with adults and peers. Her classroom teacher reported that she is making good academic progress.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

At the first evaluation session, Blaire asked the speech/language pathologist to listen to her talk because she has trouble saying words with /r/ sounds. Based on observation and diagnostic testing, Blaire has errors with several (but not all) forms and positions of vowelized /r/ sounds, such as /ar/, /ir/, /er/, and /ur/.

Diagnostic assessments also revealed errors with /s/ and /z/. These errors were present in her spontaneous speech. Blaire is missing her upper central incisors,

which may have a direct impact on these type of errors. Currently she is observed to stiffen her upper lip when speaking. She may be attempting to assist in positioning her tongue for these sounds. Blaire typically forwards her tongue past her teeth (interdentalizes) when producing /s/ and /z/.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Blaire's speech sound errors may impede classroom communication and participation and may also impact acquisition of spelling and reading fluency skills.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Blaire will correctly pronounce words with /s/, /z/, and /r/ sounds in spontaneous conversation.
Mastery criteria:	Nine of 10
Other:	Three of four consecutive opportunities
Assessment procedures:	Weekly documented observation, other speech language pathology clinical tally
Progress reports will be provided:	Six weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Blaire will correctly produce /s/, /z/, and /r/ sounds in isolation and syllables nine out of 10 times in three of four trials.

Blaire will correctly produce /s/, /z/, and /r/ sounds in all positions in words nine out of 10 times in three of four trials.

Blaire will correctly produce /s/, /z/, and /r/ sounds in imitative and spontaneous phrases and sentences nine out of 10 times in three of four trials.

Blaire will correctly produce /s/, /z/, and /r/ sounds in oral reading and storytelling nine out of 10 times in three of four trials.

Blaire will correctly produce /s/, /z/, and /r/ sounds in imitative and structured conversation nine out of 10 times in three of four trials.

V. Assessment**The student will be assessed through:**

	General Statewide Assessment (FCAT)/General Districtwide Assessment
	Florida Alternate Assessment/Alternate Districtwide Assessment
X	N/A for student's current grade

Y N

X	The student will participate in state or district assessments with accommodations? If yes, see "For students Participating in Assessment with Accommodations page (next page).
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VI. Special Education Services

Specially Designed Instruction	Initiation	Duration	Frequency	Location
Speech therapy and instruction	6/07/2011	6/06/2012	30 min/3x week	Therapy Room

Related Services	Initiation	Duration	Frequency	Location
The team considered the need for related services and determined none are needed at this time.				

Supplementary Aids and Services	Initiation	Duration	Frequency	Location
The team considered the need for supplementary aids and services and determined none are needed at this time.				

Extended School Year Services	Initiation	Duration	Frequency	Location
The team considered the need for extended school year services and determined none are needed at this time.				

Classroom Accommodations	Initiation	Duration	Frequency	Location
There are no classroom accommodations specified for this plan.				

Developing Quality IEPs

Student: Blaire

Meeting Date: 6/06/2011

Supports for School Personnel (describe):	None
(Supports required for the student to advance appropriately toward attaining goals, be involved and progress in the general education curriculum, and to be educated and participate with other students.)	
Person responsible for transition services follow-up (can be identified by title):	N/A

VII. Least Restrictive Environment

Explain the extent, if any, to which the student will not participate with nondisabled students in the general education class, extracurricular activities, and nonacademic activities:

Blaire will spend the majority of the school week in the general education setting with peers without disabilities. She will receive speech therapy (30 minutes/3 times a week) in the therapy room.

Accessibility and Implementation

The IEP is accessible to each of the student's teachers who are responsible for its implementation and each teacher of the student has been informed of the specific responsibilities related to implementing the IEP (Rule 6A-6.03028, F.A.C.).

VIII. Conference Notes:

**Quality County School District
Individual Educational Plan (IEP)****I. Student Information**

Date of IEP meeting:	9/17/2011	School:	Sample 3333
Student:	Corey C.	Student number:	
Address:	345 C Street C City, FL	Age:	9 years, 11 months
Parent/Guardian:	Mom C.	Reevaluation due date:	3/11/2014
DOB:	10/12/2001	Initiation date of IEP:	9/18/2011
Grade:	04	Review date of IEP:	9/17/2012
Purpose of meeting:	Annual Review	Duration date:	9/17/2012
Other:		Is this a transition IEP?	No
Primary exceptionality:		Intellectual Disabilities (W)	
Additional exceptionality(ies):			

II. Special Considerations

In considering the following factors, if the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or program modification, the IEP must include a statement to that effect in the development of the IEP.

Y N

☒	Does the student's behavior impede his/her learning or the learning of others?
☐	If yes, does the student have a functional behavior assessment (FBA) and/or behavior intervention plan (BIP)?
☐	If there is not a FBA/BIP, the use of positive behavioral interventions, strategies, and supports must be considered in the development of this IEP.
☒	Does the student have limited English proficiency?
☒	Is the student blind or visually impaired?
☐	If yes, is instruction in braille or the use of braille appropriate?
☒	Does the student have communication needs? If yes, those needs must be addressed in this IEP.
☒	Is the student deaf or hard-of-hearing?

Developing Quality IEPs

Student: Corey

Meeting Date: 9/17/2011

		If yes, the following opportunities for direct communication with peers and professionals in the student's language are needed: N/A
		If yes, the following opportunities for direct instruction in the student's language are needed: N/A
	X	Does the student need assistive technology devices or services?
		Does the student require instruction or the provision of information in the area of self-determination? N/A (due to age of student)
		The student is pursuing a course of study leading to: N/A (due to age of student)

Domains

The student's needs that result from his or her disability are addressed through the following domains or transition service activities areas:

Y N

X		Curriculum and Learning Environment
	X	Independent Functioning
	X	Communication
	X	Social/Emotional Behavior
X		Health Care

III. General Factors and Assessment Data

Parent input was obtained through: **Participated in the IEP meeting via telephone.**

The parents' concerns for enhancing the education of the student:

Corey's mother wants her to participate in the general education classroom as much as possible. She also wants Corey to make as much progress as she can with the help of the exceptional student education program.

Health Concerns:

According to her health care plan, Corey must monitor her diet daily and limit her intake of dairy products. She has medical conditions that sometimes result in infections and can cause digestive problems. Corey will need to learn how to monitor her own food intake.

Results of statewide or districtwide assessments (e.g., Florida Comprehensive Assessment Test, Florida Alternate Assessment):

Last year, Corey was assessed on the Florida Alternate Assessment (FAA) for Reading and Mathematics in third grade. Corey scored on the independent level for both reading and math.

Results of the initial or most recent evaluation:

Corey's STAR Reading test given March 2, 2011, indicates that her reading level is equivalent to 1.5 grade level. In STAR Math, she scored a 1.9 grade level. She did better on Numbers and Operations than on the Geometry and Measurement cluster.

Interagency responsibilities or linkages, if needed:

N/A

Results of Florida Comprehensive Assessment Test:

Test Year: N/A				Test Grade: N/A			
Reading				Math			
Achievement Level: N/A				Achievement Level: N/A			
Scale Score: N/A				Scale Score: N/A			
Content Areas	Points Possible	Points Earned	State Mean	Content Areas	Points Possible	Points Earned	State Mean

IV. Present Level of Academic Achievement and Functional Performance

Information on transition needs and/or self-determination is included here as appropriate.

Domain/Transition Service: Curriculum and Learning Environment

The strengths of the student related to this domain(s) are as follows:

Corey's FAA results show that she is above proficiency in both reading and mathematics for her grade level access points. During the last grading period, she read 20 books (1.4–1.7 reading level) with an average 82 percent accuracy on comprehension tests. She enjoys reading and making good grades on her comprehension checks. She also enjoys writing stories and drawing pictures about things that interest her. Corey's performance on STAR Math assessments in March 2011 indicated that her skills were at the 1.9 grade level.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

READING

Corey is currently reading on a 1.5 grade-level, according to STAR Reading assessments. Her reading fluency rate on a 1.7 grade-level passage is 25 words correct per minute (wcpm). Typical students reading on the first grade level can read 60–70 wcpm at the end of the school year.

Corey can identify 137 of 220 Dolch sight words and 73 of 95 common nouns. She can read one-syllable words with common long and short vowel spelling patterns, such as ran and cake, but cannot sound out words with consonant blends. Corey needs explicit intensive instruction on decoding skills involving consonant blends, such as words that begin with bl-, st-, tr-, and sm-; and phonetic patterns, such as words that end in -ack, -eat, -ent, -ing, and -ook.

She needs at least five explicit exposures with new vocabulary before she is able to identify the meaning of the words independently. She is most successful learning new vocabulary by talking about it in her own words or using objects and pictures.

Corey can retell the main idea and one or two details from passages written on a 1.5 grade level. She answers three of four basic “who,” “what,” and “where” questions about passages she reads, but mixes the sequence of half the events in stories. She is able to predict the topic or relate cause and effect only in one of four stories.

Corey’s listening comprehension is stronger than her reading comprehension, with supporting illustrations. She can retell the second grade-level stories she hears as long as the events and setting are familiar. She accurately names four of five characters and major events in stories read aloud.

MATHEMATICS

In third grade, Corey began the year in an inclusion third grade class for mathematics, but she was not successful. She was moved to a self-contained ESE classroom to work on the independent level access points for the third grade. Based on the results in the Numbers and Operations section of the STAR Math test, Corey needs to learn the concept of multiplication. She has mastered addition and subtraction facts with sums to 20.

The ESE teacher reported that Corey has difficulty solving problems with two-digit numbers because she doesn’t understand the concept of place value, unless she is using concrete objects or coins (dimes and pennies).

In geometry and measurement, she recognizes basic shapes. When working with fractions, she can identify whole and half of an object or area, but not sets of objects.

WRITING

According to her ESE teacher, Corey consistently writes two or three short sentences on a topic. However, she often repeats the same idea in all sentences. She does not make or follow a plan for her writing.

She can spell frequently used words correctly but relies on phonetic spelling or omits letters in others. She mixes capital and lowercase letters and does not use punctuation, except for a period at the end of a sentence.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Corey learns at a slower rate than her same-age peers. She is unable to achieve grade-level benchmarks even with accommodations. She requires individualized intensive instruction in all academic areas. She needs many more exposures and additional practice to acquire new knowledge and skills. She has difficulty remembering and following directions and often requires directions to be repeated or clarified for classroom activities. Corey is instructed on the Access Points of the Next Generation Sunshine State Standards for all subject areas.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Given a representative list of 50 words from the second grade reading program, Corey will correctly read the words aloud.
Mastery criteria:	95 percent accuracy
Other:	Four of five consecutive trials
Assessment procedures:	Weekly curriculum-based assessment, documented observation
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Given a list of 50 Dolch second grade sight words, Corey will correctly read all words in four of five consecutive trials.

Given a list of 50 words with initial and final consonant blends (e.g., bl-, st-, fr-; -st, -nd, -mp), Corey will correctly read the words with 95 percent accuracy in four of five consecutive trials.

Developing Quality IEPs

Student: Corey

Meeting Date: 9/17/2011

Goal: **Given a 200-word second grade-level passage, Corey will read fluently with 60 words correct per minute (wcpm).**

Mastery criteria:

Other:

Assessment procedures:

Three consecutive trials

Weekly curriculum-based assessment, documented observation

Progress reports will be provided:

Nine weeks

If other, describe:

Short-Term Objectives or Benchmarks:

Given a 200-word end-of-year first grade-level passage, Corey will fluently read 30 wcpm in three consecutive trials.

Given a 200-word beginning second grade-level passage, Corey will fluently read 40 wcpm in three consecutive trials.

Given a 200-word middle second grade-level passage, Corey will fluently read 50 wcpm in three consecutive trials.

Goal: **Given a second grade-level reading passage, Corey will answer 10 questions about the main idea, supporting details, sequence, and cause-effect relationships.**

Mastery criteria:

Other:

Assessment procedures:

Eight of 10

Four of five opportunities

Student work product, weekly curriculum-based assessment

Progress reports will be provided:

Nine weeks

If other, describe:

Short-Term Objectives or Benchmarks:

Given a beginning second grade-level reading passage, Corey will answer five questions about supporting details and the main idea using a comprehension strategy with 80 percent accuracy in four of five opportunities.

Given a beginning second grade-level reading passage with explicit cues, Corey will answer five questions about the sequence of events using a comprehension strategy with 80 percent accuracy in four of five opportunities.

Given a middle second grade-level reading passage, Corey will answer five questions relating cause and effect using a comprehension strategy with 80 percent accuracy in four of five opportunities.

Goal:	When given 20 two-digit numbers to 50, Corey will identify the place value of each digit.
Mastery criteria:	18 of 20
Other:	Three of four trials
Assessment procedures:	Student work product, weekly curriculum-based assessment
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

When given 10 two-digit numbers to 30, Corey will group objects to represent the place value of each digit with 100 percent accuracy three of four trials.

When given 10 two-digit numbers to 30, Corey will match the place value of each digit to sets of pictures with 100 percent accuracy three of four trials.

When given 15 two-digit numbers to 30, Corey will identify the place value of each digit with 90 percent accuracy three of four trials.

Goal:	When given 10 pictures representing sets with up to 20 items, Corey will identify fractional parts: whole, half, and fourth.
Mastery criteria:	Nine of 10
Other:	Three consecutive trials
Assessment procedures:	Student work product, curriculum-based assessment
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

When given five sets of concrete objects with up to 10 items, Corey will identify fractional parts (whole and half) with 100 percent accuracy on three consecutive trials.

When given 10 pictures representing sets with up to 20 items, Corey will identify fractional parts (whole and half) with 100 percent accuracy on three consecutive trials.

Goal:	Given a prompt, Corey will write four complete sentences that express related ideas about the topic that follow her plan for writing.
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Developing Quality IEPs

Student: Corey

Meeting Date: 9/17/2011

Mastery Criteria:

Other:

Score level 4 on teacher-made six-point rubric, three consecutive trials

Assessment Procedures:

Teacher-developed checklist, student work product

Progress reports will be provided:

Nine weeks

If other, describe:

Short-Term Objectives or Benchmarks:

Given a prompt, Corey will select four pictures to plan for a writing assignment on three consecutive trials.

Given a prompt, Corey will arrange four pictures in sequence for a plan for a writing assignment on three consecutive trials.

Given a prompt, Corey will describe four ideas to include in a plan for a writing assignment on three consecutive trials.

IV. Present Level of Academic Achievement and Functional Performance

Information on transition needs and/or self-determination is included here as appropriate.

Domain/Transition Service: Health Care

The strengths of the student related to this domain(s) are as follows:

Corey has responded well to guidance from her physician and parents on monitoring her diet. She follows their instructions on what she can and cannot eat. She understands her need to limit her daily intake of dairy products.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

Corey's parents report that her health has improved since they changed her diet. She no longer has weekly occurrences of digestive problems. However, they want her to become more independent in this area. Her physician has recommended that Corey take on more responsibility and monitor her diet every day.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

About two times a month, Corey forgets to watch her diet and eats food with dairy products. However, she can identify most foods that contain dairy products in

the school cafeteria lunches, or she knows to ask the cafeteria staff. She needs to keep track of what she eats each day, so she can accurately report it to her parents, and they can then share that information with her physician.

Annual Goals and Short-Term Objectives or Benchmarks

Goal: **Given a lunch menu with pictures of food items, Corey will independently record the foods she has eaten.**

Mastery Criteria: **100 percent accuracy**

Other: **Four consecutive weeks**

Assessment Procedures: **Daily student work product**

Progress reports will be provided: **Nine weeks**

If other, describe:

Short-term Objectives or Benchmarks:

Given a daily lunch menu with pictures, Corey will accurately identify the foods that contain dairy products for two consecutive weeks.

Given a daily lunch menu with pictures, Corey will accurately identify the foods she has eaten when prompted for two consecutive weeks.

VI. Assessment

The student will be assessed through:

	General Statewide Assessment (FCAT)/General Districtwide Assessment
X	Florida Alternate Assessment/Alternate Districtwide Assessment
	N/A for student's current grade

For Students Participating in Alternate Assessments

The IEP team is responsible for determining whether a student with a disability will be assessed with the general statewide assessment or with the Florida Alternate Assessment. The decision is based on the criteria found in Rule 6A-1.0943(4), F.A.C. The team may only determine that an alternate assessment is appropriate if the statements below accurately characterize the student's current educational situation. If the decision of the IEP team is to assess the student through alternate assessment, the parent must be notified of the implications of that decision, including that the student cannot earn a standard diploma.

Developing Quality IEPs

Student: Corey

Meeting Date: 9/17/2011

In accordance with Rule 6A-1.0943(4), F.A.C., an IEP team may only select the Florida Alternate Assessment for a student if the answers to the following statements are “yes” (Y).

Y N

X		The student has a significant cognitive disability.
X		The student is unable to master the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C., even with the appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials.
X		The student is participating in a curriculum based on the state standards access points, pursuant to Rule 6A-1.09401, F.A.C., for all academic areas.
X		The student requires direct instruction in academics based on access points, pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings.

The districtwide assessments to be used is/are:

Florida Alternate Assessment

This/these assessment(s) is/are appropriate for this student because:

The Florida Alternate Assessment measures the skills Corey is being taught in the access points for the Next Generation Sunshine State Standards.

Y N

	X	The student will participate in state or district assessments with accommodations? If yes, see “For students Participating in Assessment with Accommodations page (next page).
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VI. Special Education Services

Specially Designed Instruction	Initiation	Duration	Frequency	Location
Intensive individualized instruction in all academic subject areas	9/18/2011	9/17/2012	1625 min/ wk	ESE Classroom

Related Services	Initiation	Duration	Frequency	Location
Individualized instruction and assistance in monitoring food intake	9/18/2011	9/17/2012	Weekly	School health clinic

Supplementary Aids and Services	Initiation	Duration	Frequency	Location
The team considered the need for supplementary aids and services and determined none are needed at this time.				

Extended School Year Services	Initiation	Duration	Frequency	Location
The team considered the need for extended school year services and determined none are needed at this time.				

Classroom Accommodations	Initiation	Duration	Frequency	Location
Accommodations are changes in how the student accesses information and demonstrates performance in the general education setting.				
Repeat, clarify, or summarize directions	9/18/2011	9/17/2012	Daily	ESE Classroom General Education
Presentation Other: Use concrete objects and pictures to represent numbers in mathematics. Provided repeated exposure and practice for new vocabulary.	9/18/2011	9/17/2012	Daily	ESE Classroom

Supports for School Personnel (describe):	None
(Supports required for the student to advance appropriately toward attaining goals, be involved and progress in the general education curriculum, and to be educated and participate with other students.)	
Person responsible for transition services follow-up (can be identified by title):	N/A

VIII. Least Restrictive Environment

Explain the extent, if any, to which the student will not participate with nondisabled students in the general education class, extracurricular activities, and nonacademic activities:

Corey requires intensive, individualized instruction in all core academic areas, which will be provided in the ESE classroom. She will participate with peers

without disabilities in general education third grade special area classes (45 minutes/5 days a week) and lunch (30 minutes/5 days a week).

Accessibility and Implementation

The IEP is accessible to each of the student's teachers who are responsible for its implementation and procedures are implemented to ensure that each teacher of the student has been informed of the specific responsibilities related to implementing the IEP (Rule 6A-6.03028, F.A.C.).

IX. Conference Notes:

By September 30, 2011, the ESE teacher will meet with the art, music, and physical education teacher to give them copies of Corey's IEP and discuss her accommodations.

**Quality County School District
Individual Educational Plan (IEP)**

I. Student Information

Date of IEP Meeting: 10/16/2011	School: Art Magnet Sample 4444
Student: Danilo D.	Student number:
Address: 456 D Terrace D Town, FL	Age: 12 years, 6 months
Parent/Guardian: Dad D.	
DOB: 4/2/1999	Reevaluation due date: 3/14/2014
Grade: 6	Initiation date of IEP: 10/17/2011
Purpose of meeting: Annual Review	Review date of IEP: 10/16/2012
Other:	Duration date: 10/16/2012
	Is this a transition IEP? No
Primary exceptionality: Deaf Hard-of-Hearing (H)	
Additional exceptionality(ies): Speech Impairment (F)	

II. Special Considerations

In considering the following factors, if the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or program modification, the IEP must include a statement to that effect in the development of the IEP.

Y N

X	Does the student's behavior impede his/her learning or the learning of others?
	If yes, does the student have a functional behavior assessment (FBA) and/or behavior intervention plan (BIP)?
	If there is not a FBA/BIP, the use of positive behavioral interventions, strategies, and supports must be considered in the development of this IEP.
X	Does the student have limited English proficiency?
X	Is the student blind or visually impaired?
	If yes, is instruction in braille or the use of braille appropriate?
X	Does the student have communication needs? If yes, those needs must be addressed in this IEP.
X	Is the student deaf or hard-of-hearing?
	If yes, the following opportunities for direct communication with peers and professionals in the student's language are needed: ESE and general education classroom

Developing Quality IEPs

Student: Danilo

Meeting Date: 10/16/2011

		If yes, the following opportunities for direct instruction in the student's language are needed: ESE and general education classroom
	X	Does the student need assistive technology devices or services?
X		Does the student require instruction or the provision of information in the area of self-determination?
		The student is pursuing a course of study leading to: N/A (due to age of student)

Domains

The student's needs that result from his or her disability are addressed through the following domains or transition service activities areas:

Y N

X		Curriculum and Learning Environment
	X	Independent Functioning
X		Communication
X		Social/Emotional Behavior
	X	Health Care

III. General Factors and Assessment Data

Parent input was obtained through: **Participated in the meeting via telephone**

The parents' concerns for enhancing the education of the student:

Danilo loves to play computer games and likes to do his homework on the computer. His dad is very pleased that Danilo is now able to attend the magnet school for visual arts and will be able to develop his artistic talents. He is concerned about Danilo's achievement in mathematics.

Health Concerns:

None

Results of statewide or districtwide assessments (e.g., Florida Comprehensive Assessment Test, Florida Alternate Assessment):

Danilo was assessed on the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) in March of 2011. He scored Level 3 in FCAT 2.0 Science. See table below for additional scores.

Results of the initial or most recent evaluation:

Audiological Annual Evaluation (2/10) Right ear within normal limits of hearing. Left ear is moderate to severe conductive hearing loss. No amplification is recommended.

Interagency responsibilities or linkages, if needed:

N/A

Results of Florida Comprehensive Assessment Test:

Test Year: 2011				Test Grade: 5			
Reading				Math			
Achievement Level: 3				Achievement Level: 2			
Scale Score: 295				Scale Score: 257			
Content Areas	Points Possible	Points Earned	State Mean	Content Areas	Points Possible	Points Earned	State Mean
Vocabulary	8	4	6	Number: Base Ten and Fractions	22	7	13
Reading Applications	17	10	11	Expressions, Equations, and Statistics	10	4	7
Literary Analysis: Fiction and Nonfiction	12	8	8	Geometry and Measurement	14	3	7
Information Text and Research Processes	8	5	5				

IV. Present Level of Academic and Functional Performance

Information on transition needs and/or self-determination is included here as appropriate.

Domain/Transition Service: Communication

The strengths of the student related to this domain(s) are as follows:

Danilo's social (pragmatic) language skills are like other students his age. He can use language for different purposes, change his language according to the needs of the listener, and follow the rules of conversation, including taking turns, staying on topic, and using verbal and nonverbal signals. He makes eye contact and, overall, his speech intelligibility is good even to the unfamiliar listener.

Based on observations in the general education classroom, Danilo can make his verbal responses understandable about nine out of 10 times to the teacher and his classmates. He will persist in making himself understood, when needed.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

Data from the speech/language pathologist indicates that Danilo continues to have difficulty producing the /r/ sound (examples: rain, race, very, car, trip, regret) and the vocalic /r/ sound (examples: girl, burn, fur, over) in conversational speech. He has produced the target sounds in isolated words in the therapy lab 30 percent of the time.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Danilo's speech sound errors negatively impact oral communication with classmates and teachers in instructional situations.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Danilo will correctly pronounce the targeted sounds (/r/ and vocalic /r/) in words during oral activities in the classroom.
Mastery criteria:	Eight of 10
Other:	Three consecutive sessions
Assessment procedures:	Documented observation
Progress reports will be provided:	Four weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Domain/Transition Service: Curriculum and Learning Environment

The strengths of the student related to this domain(s) are as follows:

Danilo enjoys reading. His mother reports that he likes to read at home in his spare time, especially stories about football. He is very talented in drawing and painting. This year he has transferred to a middle school with a magnet program for the arts.

According to the Grade 5 FCAT 2.0 Reading results, Danilo reads on grade level. Based on the results of curriculum-based progress monitoring, he can read frequently used sight words and decode phonetically regular words in context

in grade-level text with 95 percent accuracy. Danilo can use strategies such as rereading the text, predicting, and making connections to support his reading comprehension.

Danilo's writing achievement is on grade level (score of level 4 out of 6 on District Writing Prompt). His responses typically have a clear organizational pattern. He is able to edit and revise his own work.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

READING

On the Grade 5 FCAT 2.0 Reading test, Danilo answered four of eight items correctly on the Vocabulary content area. This is below the state average of six items correct. His teachers report that he has difficulty understanding the meaning of new academic vocabulary. He needs additional assistance with words that have multiple meanings.

MATHEMATICS

Danilo's skills are below proficiency according to the Grade 5 FCAT 2.0 Mathematics results. He scored below 50 percent in all subcategories. His performance on the Math Skills Inventory of Number Sense reveals that he has significant gaps in Number Theory and Fraction Concepts (no mastery), and Operations with Fractions (17 percent mastery).

In geometry and measurement, he can identify two- and three-dimensional shapes but has difficulty recalling and using the mathematical vocabulary used to name properties (edges, faces, vertices, etc.). His fifth grade teacher reported that Danilo did better with geometry and measurement when he could use concrete manipulatives to work out the problems involving formulas for area, surface area, and volume.

Danilo's math teacher reports that he is aware of self-correcting strategies in math, such as estimation and using the opposite operation, but doesn't know when to apply the strategies. When confronted with nonroutine problems, he will immediately ask the teacher for help. With minimal assistance and extra instruction from his math teacher, Danilo learns the skills and demonstrates mastery with 80 percent or higher accuracy.

WRITING

Generally, Danilo needs extra time to complete his plan and first draft of writing because it takes him longer (time + one-half) to determine the exact way to say what he wants.

Developing Quality IEPs

Student: Danilo

Meeting Date: 10/16/2011

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Due to his unilateral hearing loss, Danilo needs to be seated at the front left side of the classroom with his right ear facing toward where the majority of instruction will take place. Danilo may miss some words (incidental language) and needs explicit instruction in new academic vocabulary. He also needs visual cues, such as highlighting key words, and repeated exposure to the vocabulary in context. Danilo's ESE teacher reports that he needs extra time to complete assignments and assessments because of his difficulty processing language.

The following practices are needed to provide an effective learning environment for Danilo.

- ☐ **Have peers practice turn-taking so Danilo can follow the conversation during classroom discussions. Cue Danilo to face the speaker because he cannot always tell where the sound is coming from.**
- ☐ **Repeat instructions provided to the whole class or provide a buddy system whereby Danilo can confirm instructions with a peer.**

Based on an interview about his learning needs, Danilo feels he needs to keep an academic planner for all subjects to keep himself organized. He will be able to use the one the school provides for all students. He needs teacher/peer assistance in mathematics and does better when instructed and tested in a small group (four to six students).

Input provided by his general education teachers indicated that hands-on activities, graphic organizers, study guides, and cue cards are effective instructional strategies for Danilo. He needs assistance with notetaking in Language Arts and World History due to the increased language demands in these subjects. It is hard for him to listen and write at the same time.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Given 10 vocabulary words from sixth grade-level text, Danilo will explain the meaning of unfamiliar vocabulary words using vocabulary strategies, such as context clues, structural analysis, and subject area knowledge.
Mastery criteria:	Nine of 10
Other:	Five consecutive trials
Assessment procedures:	Teacher-developed checklist or chart, graded work sample
Progress reports will be provided:	Four weeks
If other, describe:	
<u>Short-Term Objectives or Benchmarks:</u>	

Student: Danilo
Meeting Date: 10/16/2011

Goal:	Given 25 sixth grade-level number sense problems involving decimals and fractions, Danilo will solve the math problems independently.
Mastery criteria:	20 of 25
Other:	Three consecutive trials
Assessment procedures:	Graded work samples, weekly curriculum-based measurement
Progress reports will be provided:	Four weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Goal:	Given 25 sixth grade-level mixed geometry and measurement problems, Danilo will solve the problems using diagrams and visual representation.
Mastery criteria:	20 of 25
Other:	Three consecutive trials
Assessment procedures:	Graded work samples, weekly curriculum-based measurement
Progress reports will be provided:	Four weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Given 10 sixth-grade geometry and measurement problems, Danilo will explain the meaning of all mathematical vocabulary with 90 percent accuracy in three consecutive trials.

Danilo will solve 10 sixth-grade geometry problems (area, surface area, and volume) using concrete objects and diagrams with 90 percent accuracy in three consecutive trials.

Domain/Transition Service: Social and Emotional

The strengths of the student related to this domain(s) are as follows:

Danilo says he enjoys his new art magnet school, particularly because he can focus on art and drawing. He gets along well in his new classes and abides by school and classroom rules. Danilo shows respect for his teachers and classmates. He has consistent satisfactory ratings for conduct on his report card.

Developing Quality IEPs

Student: Danilo

Meeting Date: 10/16/2011

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

Danilo understands and can explain his hearing loss to others. He knows which side is his better ear and will ask a friend to sit on that side when he wants to talk with him. He knows that he has an IEP and that its purpose is to provide him extra help at school.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Danilo needs instruction in self-advocacy, a component of self-determination. He is hesitant to make his needs for accommodations known to his new subject area teachers. Only one of his teachers at the magnet school said that Danilo talked with her about his need to sit at the front of the classroom. Danilo says that he is sometimes unsure of his ability to communicate effectively and needs to learn how to ask for accommodations.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Danilo will independently make requests for accommodations listed in his IEP using socially appropriate language (clear language, right time, respectful) in all general education classrooms by the end of the first semester.
Mastery criteria:	
Other:	Six of six general education classrooms
Assessment procedures:	Documented observation teacher reports
Progress reports will be provided:	Four weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

V. Assessment

The student will be assessed through:

X	General Statewide Assessment (FCAT)/General Districtwide Assessment
	Florida Alternate Assessment/Alternate Districtwide Assessment
	N/A for student's current grade

Y N

X	The student will participate in state or district assessments with accommodations? If yes, see "For Students Participating in Assessments with Accommodations" below.
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For Students Participating in Assessments with Accommodations

Assessment accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity. Only accommodations allowed by individual test administration manuals may be implemented on standardized tests. In accordance with Rule 6A-6.0943, Florida Administrative Code, the Commissioner of Education must approve the need for any unique accommodations for use of state assessments.

Scheduling
Having extended time to take any session of the test
Setting
In an individual or small group setting
Other
Other: Repeat, clarify, or summarize directions Highlight key words or phrases in text Provide preferential seating at front left side of room with right ear toward instruction

VI. Special Education Services

Specially Designed Instruction	Initiation	Duration	Frequency	Location
Intensive instruction in reading vocabulary, mathematics, and self-advocacy for accommodations	10/17/2011	10/16/2012	50 min/day	ESE Classroom
Speech therapy	10/17/2011	10/16/2012	30 min/wk	Therapy Lab

Related Services	Initiation	Duration	Frequency	Location
Audiological services	10/17/2011	10/16/2012	1x/year	District Services

Supplementary Aids and Services	Initiation	Duration	Frequency	Location
The team considered the need for supplementary aids and services and determined none are needed at this time.				

Developing Quality IEPs

Student: Danilo

Meeting Date: 10/16/2011

Extended School Year Services	Initiation	Duration	Frequency	Location
The team considered the need for extended school year services and determined none are needed at this time.				

Classroom Accommodations	Initiation	Duration	Frequency	Location
Accommodations are changes in how the student accesses information and demonstrates performance in the general education setting.				
Repeat, clarify, or summarize directions	10/17/2011	10/16/2012	Daily	ESE Classroom
Highlight key words or phrases in text	10/17/2011	10/16/2012	Daily	General Education ESE
Reduce auditory distraction	10/17/2011	10/16/2012	Daily	General Education ESE
Presentation Other: Provide repetition to ensure vocabulary skills mastery; Provide visual cues	10/17/2011	10/16/2012	Daily	General Education ESE
Responding Other: Provide assistance with notetaking in Language Arts and World History (copy of notes from teacher or peer, study guide)	10/17/2011	10/16/2012	2 periods daily	General Education
Provide additional time for assignment/assessment completion	10/17/2011	10/16/2012	Daily	General Education
Deliver instruction/administer test in small group setting	10/17/2011	10/16/2012	Daily	General Education ESE
Setting Other: Provide preferential seating (front left side of room with right ear facing majority of instruction); Face student when talking	10/17/2011	10/16/2012	Daily	General Education ESE

Supports for school personnel (describe):	Yes
(Supports required for the student to advance appropriately toward attaining goals, be involved and progress in the general education curriculum, and to be educated and participate with other students.)	
Consultation by teacher of deaf and hard-of-hearing with general education staff in all settings, at least four times a semester	
Person responsible for transition services follow-up (can be identified by title):	N/A

VII. Least Restrictive Environment

Explain the extent, if any, to which the student will not participate with nondisabled students in the general education class, extracurricular activities, and nonacademic activities:

Danilo will spend the majority of his day in the general education environment and will participate in special area courses, electives, clubs, lunch, and field trips with peers without disabilities. Danilo will receive instruction in vocabulary, mathematics, and self-advocacy skills in an ESE classroom for 50 minutes a day. He will receive speech therapy (30 minutes/week) in a therapy lab.

Accessibility and Implementation

The IEP is accessible to each of the student's teachers who are responsible for its implementation and procedures are implemented to ensure that each teacher of the student has been informed of the specific responsibilities related to implementing the IEP (Rule 6A-6.03028, F.A.C.).

VIII. Conference Notes:

The teacher of the deaf and hard-of-hearing will meet with Danilo's general education teachers to ensure that his needs for accommodations, including preferential seating, are being met.

**Quality County School District
Individual Educational Plan (IEP)**

I. Student Information

Date of IEP meeting:	5/21/2011	School:	Sample High 5555
Student:	Emma E.	Student number:	
Address:	567 E. Road E Town, FL	Age:	17 years, 9 months
Parent/Guardian:	Mom E.	Reevaluation due:	9/25/2012
DOB:	8/19/1993		
Grade:	10	Initiation date of IEP:	5/22/2011
Purpose of meeting: Annual Review, Transition		Review date of IEP:	5/21/2012
Other:		Duration date:	5/21/2012
		Is this a transition IEP?	Yes
Primary exceptionality:	Specific Learning Disabilities (K)		
Additional exceptionality(ies):	Language Impairment (F)		

II. Special Considerations

In considering the following factors, if the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or program modification, the IEP must include a statement to that effect in the development of the IEP.

Y N

	X	Does the student's behavior impede his/her learning or the learning of others?
		If yes, does the student have a functional behavior assessment (FBA) and/or behavior intervention plan (BIP)?
		If there is not a FBA/BIP, the use of positive behavioral interventions, strategies, and supports must be considered in the development of this IEP.
	X	Does the student have limited English proficiency?
	X	Is the student blind or visually impaired?
		If yes, is instruction in braille or the use of braille appropriate?
X		Does the student have communication needs? If yes, those needs must be addressed in this IEP.
	X	Is the student deaf or hard-of-hearing?
		If yes, the following opportunities for direct communication with peers and professionals in the student's language are needed:

Developing Quality IEPs

Student: Emma

Meeting Date: 5/21/2011

		If yes, the following opportunities for direct instruction in the student's language are needed:
X		Does the student need assistive technology devices or services?
X		Does the student require instruction or the provision of information in the area of self-determination?
		The student is pursuing a course of study leading to: Standard Diploma

The student's needs that result from his or her disability are addressed through the following domains or transition service activities areas:

Domains

Transition Service Activity Areas

Y	N		Y	N	
	X	Curriculum and Learning Environment	X		Instruction
	X	Independent Functioning		X	Related Services
	X	Communication		X	Community Experiences
	X	Social/Emotional Behavior		X	Employment
	X	Health Care		X	Post-School Adult Living
				X	Daily Living Skills, if appropriate
				X	Functional Vocational Evaluation, if appropriate

III. General Factors and Assessment Data

Parent input was obtained through: **Attended meeting**

Other:

The parents' concerns for enhancing the education of the student:

Ms. E. wants her daughter to do well in school, pass all of her classes, and graduate on time. She wants her daughter to be able to go to college and get a job.

Health Concerns:

None known.

Results of statewide or districtwide assessments (e.g. Florida Comprehensive Assessment Test, Florida Alternate Assessment):

In March 2011, Emma was assessed on the Florida Comprehensive Assessment Test (FCAT) for Reading and Mathematics. Her overall achievement level in

Reading was a Level 1 and Mathematics, Level 3. Her FCAT Writing score was Level 4.

Results of the initial or most recent evaluation:

Emma was evaluated in November 2010 to determine which type of assistive technology device would best meet her needs to access text in an audio format. It was determined that she needed a tablet computer with screen reader software and headphones. Her textbooks will be provided in a digital format that can be used with the screen reader, so she can view the text as she listens to it.

Interagency responsibilities or linkages, if needed:

N/A

Results of Florida Comprehensive Assessment Test:

Test Year: 2011		Test Grade: 10					
Reading				Math			
Achievement Level: 1				Achievement Level: 3			
Scale Score: 236.0				Scale Score: 329.0			
Content Areas	Points Possible	Points Earned	State Mean	Content Areas	Points Possible	Points Earned	State Mean
Vocabulary	8	2	4	Number Sense	11	6	6
Reading Application	17	8	11	Measurement	10	6	6
Literary Analysis:	16	6	10	Geometry	14	6	5
Informational Text and Research Processes	12	4	7	Algebraic Thinking	14	8	8
				Data Analysis and Probability	11	6	6

Transition Components

Student input was obtained through:

Interviews, interest assessments, Florida CHOICES—Emma's academic and career plan and portfolio.

Developing Quality IEPs

Student: Emma

Meeting Date: 5/21/2011

The student's measurable postsecondary goals related to education/training, employment, and, if appropriate, independent functioning, are as follows:

Postsecondary education or training:

Within three years of high school graduation, Emma will complete a program in criminal justice technology and earn an associate of applied science degree.

Employment:

Within six months of graduation from a community college program, Emma will obtain employment in the criminal justice field or law enforcement.

Independent living, if appropriate:

N/A

Description of the student's course of study:

Emma's course of study includes an emphasis on technology and computer applications, and she will graduate with a standard high school diploma. She selected information technology courses that focus on computer application skills, web and digital media, and database design.

IV. Present Level of Academic and Functional Performance

Information on transition needs and/or self-determination is included here as appropriate.

Domain/Transition Service: Instruction

The strengths of the student related to this domain(s) are as follows:

Emma took the CHOICES career assessments online. Based on her Interest Profiler results, she is interested in law and public safety and information technology. Her Work Values Sorter results indicate that she wants to help society, prefers stability, and works well with technology and tools. In the career and education planning course she completed in middle school, Emma expressed an interest in a career in criminal justice and a desire to work on investigations and forensic science. She plans on going to a Florida college in her community to pursue an associate of applied science degree in criminal justice. She would like to have the opportunity to do some career shadowing while in high school to see how law enforcement officers work and use technology in the local police department.

Emma works hard to maintain her grades in classes. She can obtain the information she needs from textbooks using a screen reader that translates

digital text to an audio format. Since beginning high school in the ninth grade, she has improved her ability to engage in instructional activities by listening and observing more effectively. She prefers to use a screen reader over having someone read aloud to her because she can be more independent.

Emma gets along with her peers at school. In class, she is sometimes hesitant to volunteer, but will respond if the teacher asks her questions.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

READING AND LANGUAGE (COMMUNICATION)

Emma's overall reading achievement is significantly below grade level. Based on results from the Florida Assessment Instruction in Reading (FAIR) given on April 23, 2011, her FCAT Success Probability increased from 1 to 16 percent. She experiences difficulty with academic vocabulary and comprehending complex text. She reads very slowly and has been observed to mouth the words when she reads silently. In middle school, she had intensive instruction in reading on word recognition, fluency, and comprehension skills. She made progress in word recognition (using phonics to decode phonetically regular multisyllable words) and reading comprehension (identifying main idea and details).

At the beginning of the school year (September 2010), Emma was able to identify and recall main ideas and details when she read explicit and literal text on her independent reading level (fifth grade-level text) with 85 percent accuracy, based on her graded work samples from her intensive reading class. When she was required to make inferences, relate cause and effect, and paraphrase or summarize, her accuracy was much lower (45 percent).

Last year she was evaluated for assistive technology to assist with her problems with reading grade-level material. Core instructional materials were provided in a digital format that she could view while she listened to an audio version. She had a screen reader application (app) installed on a tablet computer with headphones. She began to learn how to use text structure cues, highlighting, and taking notes while reading and listening to improve her understanding. When she was able to listen to the text, her comprehension scores improved from 15 to 65 percent.

SELF-DETERMINATION

Emma has made some progress in her use of self-determination and self-advocacy skills. In September 2010, she said she didn't want to tell her teachers about her needs for accommodations and assistive technology. She thought they would think that she couldn't do the work. With explicit instruction and practice in the exceptional student education (ESE) resource class, Emma learned how to

approach her teachers. With assistance from her ESE teacher, she discussed her accommodation needs with one subject area teacher. She kept track of her use of the accommodations on a weekly basis for one nine-week grading period and found that when she used the laptop and screen reader to listen to instructional materials and classroom assignments and when she had extended time, her grade improved from a D to a C+ in United States History.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

READING AND LANGUAGE (COMMUNICATION)

Emma has difficulty identifying academic vocabulary and comprehending grade-level materials when reading due to her language impairment and specific learning disability. She has learned to compensate using assistive technology to translate text-to-speech and is beginning to learn how to apply vocabulary and comprehension strategies to help her understand the meaning of complex text. Emma needs core materials for classroom instruction, assessments, and statewide and district tests (other than tests of reading skills) read aloud or provided in audible format using assistive technology. She needs the text provided in digital format that can be used on a tablet computer with a screen reader with highlighting, notes, hyperlinks to online dictionary and background information, and bookmark capabilities. She will not be able to use the screen reader when she takes the FCAT Reading Retake.

When she reads grade-level passages from her textbooks with new academic vocabulary, she skips the words she doesn't recognize and often misses most of the meaning of the passage. She needs to learn to use vocabulary strategies, including knowledge of prefixes/suffixes and roots (structural analysis), concept mapping, and use of a linked dictionary/thesaurus and background information, to identify the meaning and understand how the word is used in the context of the passage.

Emma needs extended time and a separate setting to complete assignments and assessments when she uses digital/audio formats. If she can use her headphones, she may not require a separate setting. Emma will need to use the laptop computer with headphones at home and in school. This will also be important to prepare her to succeed for a career in criminal justice after high school.

SELF-DETERMINATION

Emma has been reluctant to use her self-advocacy skills to talk with her teachers about her need for accommodations, but has indicated that she is now ready to do so. She will need continued intensive instruction and support from her ESE teacher to learn how to approach her teachers in different subject areas. Her requests need to be clear and explicit, timely, and respectful. She also needs to

seek assistance when the screen reader is not working correctly. When Emma enters college or gets a job, she will need to provide documentation of her disability and request the accommodations she needs.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Given grade-level passages in digital/audio format, Emma will answer 15 inferential questions by applying comprehension strategies, such as identifying author's purpose, identifying cause-effect relationships, analyzing text structure, and paraphrasing/summarizing.
Mastery criteria:	12 of 15
Other:	Three consecutive trials
Assessment procedures:	Graded work sample, documented observation
Progress reports will be provided:	Six weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Goal:	Given grade-level passages in digital/audio format from least three different subject areas, Emma will explain the meaning of five academic vocabulary words in each passage, using vocabulary strategies, such as structural analysis, concept mapping, or use of a linked dictionary or thesaurus.
Mastery criteria:	Four of five
Other:	Three consecutive trials in each subject area
Assessment procedures:	Graded work sample, documented observation
Progress reports will be provided:	Six weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Goal:	Emma will make clear and explicit requests, before class begins, concerning her accommodation needs, and self-monitor effectiveness in four academic classes.
Mastery criteria:	

Developing Quality IEPs

Student: Emma

Meeting Date: 5/21/2011

Other: **Three consecutive weeks in each academic class**

Assessment procedures: **Documented observation, other student self-report**

Progress reports will be provided: **Six weeks**

If other, describe:

Short-term Objectives or Benchmarks:

V. Assessment

The student will be assessed through:

X	General Statewide Assessment (FCAT)/General Districtwide Assessment
	Florida Alternate Assessment/Alternate Districtwide Assessment
	N/A for student's current grade

Y N

X	The student will participate in state or district assessments with accommodations? If yes, see "For students Participating in Assessments with Accommodations" below.
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For Students Participating in Assessments with Accommodations

Assessment accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity. Only accommodations allowed by individual test administration manuals may be implemented on standardized tests. In accordance with Rule 6A-6.0943, F.A.C., the Commissioner of Education must approve the need for any unique accommodations for use of state assessments.

Presentation Text to speech technology to communicate directions and items other than reading
Scheduling Having extended time to take any session of the test
Setting In an individual or small group setting

VI. Special Education Services

Specially Designed Instruction	Initiation	Duration	Frequency	Location
Instruction in strategies for reading vocabulary and comprehension using materials in standard and audio/digital formats	5/22/2011	5/21/2012	60 min/day	ESE Classroom
Instruction in self-determination and self-advocacy skills	5/22/2011	5/21/2012	30 min/wk	ESE Classroom

Related Services	Initiation	Duration	Frequency	Location
Language therapy through collaboration of speech/language pathology and ESE teacher with general education teachers	5/22/2011	5/21/2012	30 min/wk	General Education ESE Classroom

Supplementary Aids and Services	Initiation	Duration	Frequency	Location
Use of screen reader for text-to-speech translation with tools (highlighter, notes, hyperlinked online dictionary, thesaurus, and background knowledge) on a tablet computer with headphones	5/22/2011	5/21/2012	Daily	General Education ESE Home

Extended School Year Services	Initiation	Duration	Frequency	Location
The team considered the need for extended year services and determined none are needed at this time.				

Classroom Accommodations	Initiation	Duration	Frequency	Location
Accommodations are changes in how the student accesses information and demonstrates performance in the general education setting.				
Highlight key words or phrases in text	5/22/2011	5/21/2012	Daily	General Education ESE
Read aloud directions, instructional material, test items	5/22/2011	5/21/2012	Daily	General Education ESE

Developing Quality IEPs

Student: Emma

Meeting Date: 5/21/2011

Classroom Accommodations	Initiation	Duration	Frequency	Location
Provide additional time for assignment/assessment completion	5/22/2011	5/21/2011	Daily	General Education ESE
Deliver instruction/administer test in small group setting	5/22/2011	5/21/2011	Daily	General Education ESE

Supports for school personnel (describe):	Yes
(Supports required for the student to advance appropriately toward attaining goals, be involved and progress in the general education curriculum, and to be educated and participate with other students.)	
The exceptional student education teacher and the speech/language pathologist will collaborate with the general education staff in all academic classes regarding the student's use of accommodations, at least two times each grading period.	
Person responsible for transition services follow-up (can be identified by title):	

VII. Least Restrictive Environment

Explain the extent, if any, to which the student will not participate with nondisabled students in the general education class, extracurricular activities, and nonacademic activities:

Emma will participate in the general education environment for the majority of the school day and will participate in electives, clubs, lunch, and field trips with peers without disabilities. Emma will receive daily instruction (60 minutes/day) in learning strategies for academic subjects in an ESE classroom. She will also receive weekly instruction in self-determination and self-advocacy skills (30 minutes/week) in the ESE classroom. Language therapy (30 minutes/week) will be integrated into her time in both the ESE and general education classrooms through collaboration of the speech/language pathologist and her teachers.

Accessibility and Implementation

The IEP is accessible to each of the student's teachers who are responsible for its implementation and procedures are implemented to ensure that each teacher of the student is been informed of the specific responsibilities related to implementing the IEP (Rule 6A-6.03028, F.A.C.).

Transfer of Rights

Y N

X	At least one year prior to the student's 18th birthday, the student was informed of his or her rights under Part B of the Individuals with Disabilities Education Act (IDEA 2004) that will transfer from the parent to the student on reaching the age of majority, which is 18 years of age.
X	A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday. Notification Date: 5/21/11

VIII. Conference Notes:

**Quality County School District
Individual Educational Plan (IEP)**

I. Student Information

Date of IEP Meeting: 8/12/11	School: Sample Center 7777
Student: Foster F.	Student number:
Address: 789 Avenue F F Falls, FL	Age: 20 years, 3 months
Parent/Guardian: Mary S.	Reevaluation due: 2/4/2012
DOB: 5/6/1991	
Grade: 12	Initiation date of IEP: 8/13/2011
Purpose of meeting: Transition	Review date of IEP: 8/12/2012
Other:	Duration date: 8/12/2012
	Is this a transition IEP? Yes
Primary exceptionality:	Autism Spectrum Disorder (P)
Additional exceptionality:	Language Impairment (G)

II. Special Considerations

In considering the following factors, if the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or program modification, the IEP must include a statement to that effect in the development of the IEP.

Y N

X		Does the student's behavior impede his/her learning or the learning of others?
X		If yes, does the student have a functional behavior assessment (FBA) and/or behavior intervention plan (BIP)?
		If there is not a FBA/BIP, the use of positive behavioral interventions, strategies, and supports must be considered in the development of this IEP.
	X	Does the student have limited English proficiency?
	X	Is the student blind or visually impaired?
		If yes, is instruction in braille or the use of braille appropriate?
X		Does the student have communication needs? If yes, those needs must be addressed in this IEP.
	X	Is the student deaf or hard-of-hearing?
		If yes, the following opportunities for direct communication with peers and professionals in the student's language are needed: N/A

Developing Quality IEPs

Student: Foster

Meeting Date: 8/12/2011

		If yes, the following opportunities for direct instruction in the student's language are needed: N/A
X		Does the student need assistive technology devices or services?
X		Does the student require instruction or the provision of information in the area of self-determination?
		The student is pursuing a course of study leading to: Special Diploma, Option 1

Domains

Transition Service Activity Areas

The student's needs that result from his or her disability are addressed in present level statements and goals for the following domains or transition service activity areas:

Y	N		Y	N	
	X	Curriculum and Learning Environment	X		Instruction
	X	Independent Functioning	X		Related Services
	X	Communication	X		Community Experience
	X	Social/Emotional Behavior	X		Employment
	X	Health Care		X	Post-School Adult Living
			X		Daily Living, if appropriate
				X	Functional Vocational Evaluation, if appropriate

III. General Factors and Assessment Data

Parent input was obtained through: **Prior communication via phone call**

The parents' concerns for enhancing the education of the student:

Mother says that Foster is very loving and friendly and willing to help out any way he can. He is smart and learns quickly when he wants to. She is concerned about Foster's ability to communicate. She also wants him to learn to be more patient when things don't go his way.

Health Concerns:

None noted.

Results of statewide or districtwide assessments (e.g., Florida Comprehensive Assessment Test, Florida Alternate Assessment):

On the Grade 10 Florida Alternate Assessment in 2009, he scored in the Emergent Level in Reading, Mathematics, and Writing. Foster did not participate in statewide assessment this past year.

Results of the initial or most recent evaluation:

Foster was re-evaluated in February 2009. It was determined that he needed an augmentative communication device (AAC) due to his limited functional communication skills.

The device selected was portable with a touchscreen for input and that allows the user to change pages, when more picture communication symbols (PCS) are added. It had a large screen with a high quality visual display of 20 items per page. The interactivity and voice output captured Foster's attention.

Foster had a successful three-month trial using the device. At first, he used the six PCS from his picture board. By the end of the third month, a total of 20 PCS were displayed at one time. When more PCS were added and he would have to select a different page, he would not do it. He only used the first display. He used the device when prompted in the ESE classroom approximately 80 percent of the time and to a more limited extent in other parts of the school (about 30 percent of the time). He was unwilling to take it home or try to use it in the community.

Interagency responsibilities or linkages, if needed:

Foster is already served by the Agency for Persons with Disabilities (APD). APD has agreed to assume responsibility for case management and maintenance of services and support coordination. The family has provided consent for a representative of Vocational Rehabilitation (VR) to participate in the IEP meeting. VR has initiated the referral process.

Results of Florida Comprehensive Assessment Test:

Test Year: N/A		Test Grade: N/A					
Reading				Math			
Achievement Level: N/A				Achievement Level: N/A			
Scale Score: N/A				Scale Score: N/A			
Content Areas	Points Possible	Points Earned	State Mean	Content Areas	Points Possible	Points Earned	State Mean

Transition Components

Student input was obtained through:

Informal assessments, district transition planning inventory, and situational assessments conducted in community-based instruction settings.

The student's measurable postsecondary goals related to education/training, employment, and, if appropriate, independent functioning, are as follows:

Postsecondary education or training:

Immediately after high school graduation, Foster will receive job coaching and supported employment services through Vocational Rehabilitation and a local community service provider.

Employment:

Within six months of high school graduation, Foster will increase his hours from 10 to 20 hours per week in a supported employment situation in the laundry department at the nursing home.

Independent living, if appropriate:

Immediately upon high school graduation, Foster will use an augmentative communication device at home, in the community, and on the job to communicate his wants and needs more independently.

Description of the student's course of study:

Special diploma, option one with courses in career experiences and supported employment.

IV. Present Level of Academic and Functional Performance

Information on transition needs and/or self-determination is included here as appropriate.

Domain/Transition Service: Community Experiences

The strengths of the student related to this domain(s) are as follows:

Foster has indicated that he wants to go to events in the community. He really enjoys listening to music and watching performances on television. In the school setting, he indicated he was interested in attending a musical performance.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

When Foster attends a concert or play at school, an aide accompanies him to make sure he remains in his seat and doesn't make unnecessary vocalizations or have outbursts. He can be attentive for the first five minutes, then begins to move around and indicates that he wants to leave. When he returns to his class,

he listens to the rest of the performance broadcast over the loudspeaker in his classroom. Foster indicates that he would like to stay in the auditorium for the whole performance.

According to his mother, Foster has not had an opportunity to attend a musical event in the community in the last five years. She said she didn't know that this was something he wanted to do.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Both Foster's mother and the group home manager report that he requires constant supervision beyond what is needed by same-age peers to ensure his safety when he is out in the community. Foster is fearful of new people and has little understanding of dangerous situations. He will wander away from his companions and shout or scream when he is confused or unhappy with what is going on. Foster requires daily assistance with social expectations for behavior, self-regulatory behavior, and self-advocacy. He needs explicit instruction in choice making as indicated in his behavior management plan. In order for Foster to be able to attend a community concert, he needs to learn to behave in ways that will allow him to enjoy the performance and not disrupt the others in attendance.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Given supervision, Foster will demonstrate socially appropriate behaviors (watch the performance, remain in seat, applaud at the end of each song) when attending a concert that he has chosen in the community.
Mastery criteria:	20 consecutive minutes
Other:	
Assessment procedures:	Teacher-developed checklist or chart, documented observation
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Given a verbal prompt and supervision, Foster will demonstrate socially appropriate behaviors (watch performance, remain in seat, applaud at the end of each song) for 10 consecutive minutes when attending a live musical performance in the school auditorium.

Given supervision, Foster will demonstrate socially appropriate behaviors for 15 consecutive minutes (watch performance, remain in seat, applaud at the end of each song) when watching a live musical performance in the school auditorium

Goal:	Given four community activity choices, Foster will use his AAC device to indicate which activity he prefers.
Mastery criteria:	Three of four opportunities
Other:	
Assessment procedures:	Documented observation
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Given a verbal prompt and two community activity choices, Foster will use his AAC device to indicate which activity he prefers in three of three opportunities.

Given a verbal prompt and three community activity choices, Foster will use his AAC device to indicate which activity he prefers in three of three opportunities.

Given three community activity choices, Foster will use his AAC device to indicate which activity he prefers in three of three opportunities.

Domain/Transition Service: Daily Living Skills

The strengths of the student related to this domain(s) are as follows:

Foster is able to take care of basic personal needs, including bathing, dressing, and eating, with minimal supervision and prompting. Foster will assist with chores in the group home. He likes to pick up magazines and put them in the bin. He helps to put his clothes away when they are returned from the laundry. He is able to pick out appropriate clothing for school and community activities. He can put dirty clothes into the laundry and replace folded clothes into the correct place in his dresser when they are returned. Foster's teacher and group home manager report that he typically masters a simple daily living skill after he does it correctly three times in a row.

Foster likes to listen to music when he has free time. He uses his brother's MP3 player with headphones where he stores his favorite songs.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

In the group home and at school, Foster can feed himself with some spilling. He is able to cut his food into bite-sized pieces. Foster likes to clear the table and stack

the dishes. He sometimes leaves the area before the table is completely cleared, but will return when asked.

Foster completes his toileting needs independently in familiar environments. When toileting at school and in the group home, Foster remembers to wash his hands when finished one out of four times. He will wash his hands in response to a verbal prompt.

Foster's mother says that he is very uncomfortable in public restrooms and refuses to close the stall door. Even at school, he will leave his assigned area to use the more familiar bathroom in his homeroom. He prefers to have someone he trusts nearby. In the community, his mother has to make his brother go in the public restroom with him. On job sites, it generally takes two to three weeks until Foster is comfortable enough to go to the restroom by himself. He does not wash his hands because he is in a hurry to leave. Foster won't go into a public restroom unless a personal assistant or family member accompanies him.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Foster is currently unable to manage his health and medical concerns due to his limited ability to learn new routine procedures and communicate his wants and needs. He requires daily assistance from an adult or caregiver to make healthy choices. He does not know what to do keep from spreading common illnesses. He needs to learn to wash his hands after toileting and other times when they are soiled.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Given visual cues, Foster will consistently wash hands after toileting or when soiled at the group home and at the workplace.
Mastery criteria:	Three consecutive opportunities
Other:	
Assessment procedures:	Daily documented observation
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Given a verbal prompt and visual cues, Foster will wash hands after toileting in three consecutive opportunities in the classroom facilities.

Given a verbal prompt and visual cues, Foster will wash hands after toileting in three consecutive opportunities in the group home.

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Given a verbal prompt and visual cues, Foster will wash hands when soiled in three consecutive opportunities in the classroom and group home.

Given a verbal prompt and visual cues, Foster will wash hands after toileting in the facilities at the workplace in three consecutive opportunities in the school.

Goal:	Given a verbal prompt, Foster will independently use a public restroom in the community.
Mastery Criteria:	Three consecutive opportunities
Other:	
Assessment Procedures:	Documented observation
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Given a verbal prompt, Foster will independently use a restroom in the school that is not in his classroom on three consecutive opportunities.

Given supervision and a verbal prompt, Foster will independently use the restroom in the job site on three consecutive opportunities.

Given supervision and a verbal prompt, Foster will independently use a public restroom in the community on three consecutive opportunities.

Domain/Transition Service Area: Employment

The strengths of the student related to this domain(s) are as follows:

Foster indicates that he likes to go to work at the nursing home in the community, where he spends two hours each day. His job is to fold washcloths and towels in the laundry department.

Foster can perform simple rote work skills with continuous supervision, verbal cues and prompts, and rewards. He is able to use simple tools and guides to complete tasks.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

On the Documentation Rubric for Employability Skills, Foster scored a level 2 on a four-point scale in "Following directions." He can follow simple one- and two-step directions if the task is very familiar and he knows what to do. When learning to do a new task, Foster needs to have the task broken into discrete steps and then chained together. Adult supervision and prompting are necessary until Foster learns to put the steps together. Then he only needs visual cues to initiate and complete the tasks. Foster typically demonstrates mastery when he completes the task correctly on three consecutive correct trials. However, when he comes back to the job after a weekend, he needs additional prompting and supervision on the first day to remember how to do the task.

Over the past two years, Foster has been placed in four different nonpaid community-based vocational education programs. He worked in a recycling center, sorting cans and bottles; in a fitness center, replacing free weights into the storage bins; stuffing envelopes in a mail center; and folding clean towels in a laundry department in a nursing home. He expressed interest and satisfaction with the job at the nursing home.

In the supported employment situation at the local nursing home in the community, Foster was assigned to the laundry department. With the assistance of a job coach, Foster mastered the washcloth folding task. The job coach reduced the verbal prompting to get Foster to use the visual cue cards and folding guide to complete the steps of the task. Over a two-month period, he increased his rate of folding washcloths from 10 to 25 per hour. In order to maintain effort and focus on the job, Foster needed a five-minute break every hour.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Foster requires intensive instruction with continuous adult supervision, prompts, and rewards to learn new routines and tasks. Directions must be given in small steps, hand-over-hand assistance is sometimes needed, and reteaching is frequently necessary.

Foster can attend to one-step directions with verbal cues. When the job coach demonstrates how to carry out the task, he appears to watch the demonstration. If he is supervised and prompted, he will complete the task. If he doesn't understand or needs help, he will get the attention of the job coach by touching her arm or vocalizing. Foster needs to learn to follow two-step directions using visual cues without extensive prompting and direct supervision.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Given visual cues, Foster will complete a two-step task in the supported employment work situation.
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Mastery criteria:

Other:

Three consecutive trials

Assessment procedures:

Documented observation

Progress reports will be provided:

Nine weeks

If other, describe:

Short-Term Objectives or Benchmarks:

Given verbal prompts, supervision, and visual cues, Foster will complete step one of a new two-step task in a supported employment work situation for three consecutive trials.

Given verbal prompts, supervision, and visual cues, Foster will complete step two of a new two-step task in a supported employment work situation for three consecutive trials.

Given verbal prompts, supervision, and visual cues, Foster will complete a two-step task in a supported employment work situation for three consecutive trials.

Given supervision and visual cues, Foster will complete a two-step task in a supported employment work situation for three consecutive trials.

Domain/Transition Service Area: Instruction

The strengths of the student related to this domain(s) are as follows:

Foster comes to class on time and goes right to his place without prompting. He hangs up his jacket on a designated hook in the classroom. On the Documentation Rubric for Employability Skills, he scored a level 3 on a four-point scale in “Enters class on time, ready to begin work.” This means that he only needs occasional reminders to get ready for work.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

Foster can match the letters of his first name. He cannot write his name, and instead draws a mark when asked to sign his name. He can recognize environmental signs and symbols, such as Bathroom, Exit, Walk, Don’t Walk, Wet Floor, and Danger. He can locate the signs for the restroom, media center, and office on the school campus. He does not recognize any other words in print.

He has a limited repertoire of number concepts related to pointing to the day and year on a calendar. He has difficulty rote counting to five, even when imitating a model. He can point to a penny, a circle, and the color “red” when given verbal

prompts. He will gesture “more” to indicate that he wants additional food or snack or say “no” when he has had enough.

The student’s disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Foster has a significant cognitive disability that affects his ability to acquire, retain, and use information. He requires frequent visual and verbal prompts and occasional physical assistance to follow directions and carry out simple tasks. He resists academic activities involving paper/pencil tasks. He will shake his hands and arms to indicate that he doesn’t want to complete the task. When asked to do something he doesn’t like or something that he finds difficult, he frequently becomes nonresponsive and refuses to complete the task. He responds more favorably when the task is familiar and embedded in a meaningful real-life context, such as putting supplies away into designated spaces.

When in school, Foster requires intensive instruction with continuous adult supervision, prompts, and rewards to learn how to carry out routine tasks. Directions must be given in small steps, hand-over-hand assistance is sometimes needed, and reteaching is frequently necessary.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Given visual cues, Foster will appropriately respond to five environmental signs (men’s restroom, laundry, elevator, breakroom, and clinic) in the nursing home job site in the community.
Mastery criteria:	
Other:	Three consecutive opportunities
Assessment procedures:	Teacher-developed checklist or chart, documented observation
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Given verbal prompts and visual cues, Foster will appropriately respond to the men’s restroom sign in the nursing home job site in three consecutive opportunities.

Given verbal prompts and visual cues, Foster will appropriately respond to the elevator sign in the nursing home job site in three consecutive opportunities.

Given verbal prompts and visual cues, Foster will appropriately respond to the breakroom sign in the nursing home job site in three consecutive opportunities.

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Given verbal prompts and visual cues, Foster will appropriately respond to the clinic sign in the nursing home job site in three consecutive opportunities.

Goal: **Given visual cues, Foster will solve simple real-world problems involving small quantities of objects or actions using language, such as “more” and one-to-one correspondence.**

Mastery criteria: **Four of five opportunities**

Other:

Assessment procedures: **Teacher-developed checklist or chart, documented observation**

Progress reports will be provided: **Nine weeks**

If other, describe:

Short-Term Objectives or Benchmarks:

Given verbal prompts and visual cues, Foster will match one object to a designated space to show one-to-one correspondence for up to five items in real-world situations in four of five opportunities.

Given verbal prompts and visual cues, Foster will associate quantities with language, such as “more,” in real-world situations in four of five opportunities.

Domain/Transition Service: Related Services

The strengths of the student related to this domain(s) are as follows:

At home, Foster’s mother says that he communicates using gestures and the words: cookie, Mama, Dad, and no. At the group home where he now lives, his caregiver reports that he prefers to use gestures and vocalizations, but it is very difficult to understand what he needs. He will sometimes go and get what he needs, rather than try to communicate.

Foster is able to use his AAC device with voice output or gestures to communicate and respond to simple questions. In the ESE classroom, with verbal prompting, Foster will use his AAC device with picture symbols to communicate approximately 80 percent of the time.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

COMMUNICATION

Foster can respond to simple yes/no questions with vocalizations. In therapy sessions, he answers simple “wh” questions (who and what) with responses using vocalizations or his AAC device depicting 15 desired items or activities. In the classroom, he requires a verbal prompt to answer “wh” questions or indicate desired items or activities using his AAC device or vocalizations.

Most of Foster’s vocalizations are not intelligible. When not in the therapy lab or the ESE classroom, he simply gestures and points to what he needs. He has inconsistent responses to greetings from familiar adults and peers, but he says goodbye to his teacher every day.

If he needs something or there is a problem, he will get the attention of the teacher by touching the teacher’s arm or making a sound. He rarely uses language spontaneously to express his needs.

TRANSPORTATION

Foster requires transportation to and from school and the job site. He rides the school bus to and from school, but is using public transit for work. He cannot ride the bus alone because he has frequent outbursts (one to two times per week).

The student’s disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

COMMUNICATION

Due to Foster’s language impairment, he requires the use of an AAC device with pictures and voice output to communicate his wants and needs and to answer simple questions. He occasionally requires verbal prompts to look closely at the pictures before selecting the picture.

Foster has difficulty understanding and responding to simple questions. It is necessary to get his attention by first asking him to look at you, then giving a visual cue before asking the question. When his attention wanders, the question must be repeated. He needs to learn how to answer routine questions using words or his AAC device to communicate his personal wants and needs.

Foster requires intensive intervention and continuous assistance to use language for communication. He needs to be encouraged to select pictures to express needs; act out or gesture ideas, wants, and needs; point to actual items; and vocalize approximations of words.

TRANSPORTATION

During the bus rides, Foster has outbursts when he is frustrated with his inability to communicate. In May 2011, the outbursts occurred an average of one to two times per week. His teacher is concerned that these outbursts may escalate unless someone is there to calm him down. The outbursts may also disrupt the safety of the passengers or driver. He needs an aide to accompany him on the bus. Foster needs to learn how to remain calm throughout the duration of a bus ride.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Given a verbal prompt, Foster will use the AAC device, words, or gestures to respond to routine “who” and “what” questions to communicate personal wants and needs in the job site at the nursing home and in the community.
Mastery criteria:	Four of five opportunities
Other:	
Assessment procedures:	Teacher-developed checklist or chart, documented observation
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Given a verbal prompt, Foster will use the AAC device, words, or gestures to respond to routine “who” and “what” questions to communicate personal wants and needs in the ESE classroom in four of five opportunities.

Given verbal and visual prompts, Foster will use the AAC device, words, or gestures to respond to routine “who” and “what” questions to communicate personal wants and needs in the school campus in four of five opportunities.

Goal:	Given a visual cue, Foster will respond with a gesture or utterance within 30 seconds to social greetings from two familiar persons in the community.
Mastery criteria:	Three of four opportunities
Other:	
Assessment procedures:	Teacher-developed checklist or chart, documented observation
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Given a verbal prompt and a visual cue, Foster will respond with a gesture or utterance within 30 seconds to social greetings from two familiar persons in the classroom three of four opportunities.

Given a verbal prompt and a visual cue, Foster will respond with a gesture or utterance within 30 seconds to social greetings from two familiar persons in the school campus three of four opportunities.

Goal:	Given a choice of listening to music on his MP3 player or sitting next to an aide, Foster will complete the ride on the bus to his job in the community without outbursts.
Mastery Criteria:	Five of five opportunities
Other:	
Assessment Procedures:	Documented observation
Progress reports will be provided:	Nine weeks
If other, describe:	

Short-Term Objectives or Benchmarks:

Given a verbal prompt and supervision of an aide, Foster will ride on the bus to his job in the community without outbursts in three of four opportunities.

Given a verbal prompt and listening to music on an MP3 player with headphones, Foster ride on the bus to his job in the community without outbursts in three of four opportunities.

V. Assessment

The student will be assessed through:

	General Statewide Assessment (FCAT)/General Districtwide Assessment
	Florida Alternate Assessment/Alternate Districtwide Assessment
X	N/A for student's current grade

Y N

	X	The student will participate in state or district assessments with accommodations? If yes, see "For Students Participating in Assessments with Accommodations" page (next page).
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VI. Special Education Services

Specially Designed Instruction	Initiation	Duration	Frequency	Location
Intensive individual instruction in communication, academics, and social skills in a very small group setting	8/13/2011	8/12/2012	120 min/day	ESE Classroom
Language therapy: Instruction in the use of AAC device	8/13/2011	8/12/2012	30 min/day	Therapy Lab and ESE Classroom
Supported Employment Training	8/13/2011	8/12/2012	120 min/day	Job Site

Related Services	Initiation	Duration	Frequency	Location
Transportation to school: Aide monitors for safety	8/13/2011	8/12/2012	2x daily	Home/School
Transportation to worksite: Aide monitors for safety	8/13/2011	8/12/2012	2x daily	School/Job Site
Daily individual assistance in social expectations for behavior, self-regulatory behavior, and self-advocacy (see behavior management plan)	8/13/2011	8/12/2012	Daily	School/Job Site
One-on-one aide to provide supervision to ensure safety during the majority of school, work, and related community activities	8/13/2011	8/12/2012	Continuously	School/Community
Assistance with AAC device	8/13/2011	8/12/2012	Daily	Home/School/Community/Job Site

Supplementary Aids and Services	Initiation	Duration	Frequency	Location
The team considered the need for supplementary aids and services and determined none are needed at this time.				

Extended School Year Services	Initiation	Duration	Frequency	Location
Extended school year services are needed to maintain improvement in behavior and learning; Intensive instruction in communication, academics, and social skills in small group settings (no more than 3 students)	6/8/2012	7/30/2012	120 min/day	ESE Classroom
Language therapy: Instruction in use of AAC device	6/8/2012	7/30/2012	30 min 3x/wk	ESE Classroom
Supported employment	6/8/2012	7/30/2012	120 min/day	Job Site

Classroom Accommodations	Initiation	Duration	Frequency	Location
Accommodations are changes in how the student accesses information and demonstrates performance in the general education setting.				
Provide student with cue to maintain attention to task	8/13/2011	8/12/2012	Daily	School, Job Site
Deliver instruction/administer test in small group setting	8/13/2011	8/12/2012	Daily	ESE Classroom, Job Site
Setting Other: Adult in close proximity to provide supervision, assistance, and guidance to ensure personal safety	8/13/2011	8/12/2012	Daily	ESE Classroom, Job Site
If assistive technology or other is selected, please describe. AAC device	8/13/2011	8/12/2012	Daily	School, Job Site, Home, Community

Supports for school personnel (describe): Teachers, job coach, and bus aide will receive training in Professional Crisis Management one time during the 2011–2012 school year. (Supports required for the student to advance appropriately toward attaining goals, be involved and progress in the general education curriculum, and to be educated and participate with other students.) Person responsible for transition services follow-up (can be identified by title): ESE Teacher	Yes
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VII. Least Restrictive Environment

Explain the extent, if any, to which the student will not participate with nondisabled students in the general education class, extracurricular and nonacademic activities:

Foster will receive 120 minutes a day of intensive instruction in communication, academics, and social skills in an ESE classroom. He will also receive 30 minutes a day of language therapy in the therapy lab and/or ESE classroom. He will receive supported employment training in a supported employment worksite in the community with persons without disabilities for two hours per day.

Accessibility and Implementation

The IEP is accessible to each of the student's teachers who are responsible for implementation and each teacher of the student is been informed of the specific responsibilities related to implementing the IEP. (Rule 6A-6.03028, F.A.C.)

VIII. Transfer of Rights

Yes At least one year prior to the student's 18th birthday, the student was informed of his or her rights under Part B of the Individuals with Disabilities Education Act that will transfer from the parent to the student on reaching the age of majority, which is 18 years of age.

Yes A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday.

Additional information, as appropriate (e.g., date of receipt; initials documenting receipt):

Foster and his mother received notice on 12/19/2008.

IX. Conference Notes

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