Guidance Document
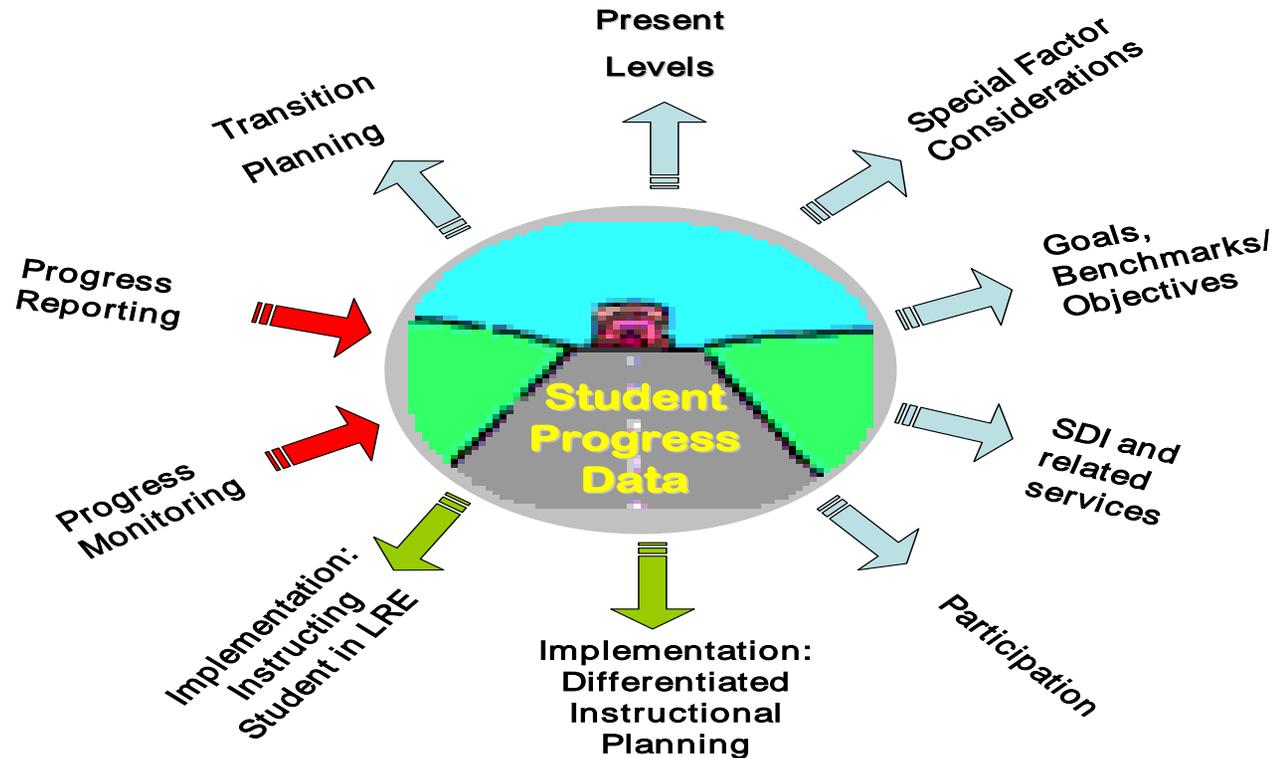
Individualized Education Program (IEP) Development

IEP Development is a PROCESS *not* an event!

Present Levels

Special Factor Considerations

Transition Planning

Goals, Benchmarks/ Objectives

Progress Reporting

Student Progress Data

SDI and related services

Progress Monitoring

Participation

Implementation: Instructing Student in LRE

Implementation: Differentiated Instructional Planning

The intent is for this to be a supplement to assist in making determinations regarding the provision of services to students with disabilities through IEP development, and NOT a replacement for local policy and procedure, careful study and application of IDEA and its regulations, including the Kentucky Administrative Regulations (KARs).

7/16/10

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IEP Process

The IEP supports learning by:
- Providing access to the general curriculum
- Ensuring the student will make progress in the general curriculum (educationally, academically, and socially)
- Addressing the student's other unique educational needs
- Preparing the student for further education, employment, **and** independent living

At least once every 12 months (365 calendar days), or as requested by any ARC member, the ARC reviews the IEP to determine whether the annual goals are being achieved, and revises the IEP, as appropriate, to address:
- Any lack of expected progress toward the annual goals;
- Any lack of expected progress in the general curriculum, if appropriate;
- The results of any reevaluation;
- Information about the child provided by or to the parents;
- The child's anticipated needs; and
- Other matters

The ARC shall consider in the development of an IEP:
a) the **strengths of the child**;
b) the concerns of the parents for enhancing the education of their child;
c) the results of the initial or most recent evaluation of the child;
d) the academic, developmental, and functional needs of the child; and
e) as appropriate, the results of the child's performance on any general state or district-wide assessment programs.

Student Performance Data

During the meeting, the ARC has a thorough discussion about the student performance data (i.e., how the student performs in class, on assignments, on assessments, etc.). The members use the collected student performance data, progress reports, and any evaluation data to make decisions. Student performance data is information that demonstrates how the student is performing academically, behaviorally, socially, and functionally. The use of this data assists the ARC in decision-making and development of the IEP for each unique, individual student. The data also assists instructional staff in lesson planning and implementation. This data may include:

- results of research-based interventions
- work samples (e.g., portfolios, daily assignments, etc.)
- behavioral observations
- results of standardized individual assessments
- culminating products/projects
- state and district-wide assessment results
- progress monitoring data (including baseline data)

- interviews
- classroom tests
- formal/informal assessment
- journal writing
- ILP (IGP)
- student & parent surveys

Demographic Information
Individual Education Program (IEP)
Anytown Public School
Enter School Name Here

Plan Information

Meeting Date:	1	Start Date:	2	End Date:	3
Special Ed Status:	4		Special Ed Setting:	5	
Primary Disability:	6				

Student Information

Student Name:	7	DOB:	8	Student Number:	9
Address:	10		District of Residence:	11	
School of Attendance:	12	Grade:	13	Gender: 14	Race (Ethnicity Code): 15

1. Enter the actual date of the ARC meeting (Month, Day, Year). This date must correspond with the scheduled date on the meeting notice. If the date of the meeting is different from the notice, document this change on the parent/student notice or on attached documentation of conference form, noting the reason for the change (e.g., school cancellation, parent request).

2. The Start Date for the implementation of special education services specifies the month, day, and year the ARC ensures IEP implementation. The Start Date also reflects when the IEP is amended through the ARC process and when those amended changes occur; make sure the End Date does not change. Refer to Policies and Procedures to determine "Start Date" if parent did not attend ARC meeting (allowing time to review and respond to the proposed action of ARC).

3. The End Date for the implementation of special education services reflects the date IEP will be reviewed through the ARC process. This is done within 365 calendar days of the "Meeting Date" unless a shorter time is specified by ARC.

4. Enter the current status of the student within the special education process.

5. Enter the appropriate LRE setting description.

6. Verify and enter the student's primary category of disability. This aligns with the most current Eligibility forms completed through the ARC process.

7. Enter the student's full legal name, first, middle and last. Do not use a nickname.

8. Verify and enter the student's date of birth. Use numerals (e.g., 07/29/95).

9. Enter the student ID number for the student.

10. Enter the address of the student.

11. Enter the district of residence of the student.

12. Enter the name of the school in which the student attends.

13. Enter the student's grade level as of the date of the IEP meeting.

14. Enter the gender of the student.

15. Enter the Ethnicity Code for the student.

Present Levels of Academic Achievement and Functional Performance

Education Performance Areas Assessed	**Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum** (For preschool children include the effect on participation in appropriate activities; Beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition needs is included.) *707 KAR 1:320 §5 (7)(a)*

The Present Levels of Academic Achievement and Functional Performance (Present Levels) is a snapshot summary of information and data of what the child currently knows and is able to do in relation to the core curriculum. The ARC finds this information in the Student Performance Data. The present level is a summary statement of the child's academic achievement and functional performance AND a statement of how the child's disability affects the child's involvement and progress in the general curriculum. The ARC identifies what skills and knowledge the student has within the core curriculum (or your district's curriculum), and determines if the student is performing commensurate with peers in the following areas:

- Communication
- Academic Performance
- Health, Vision, Hearing, and Motor Abilities
- Social and Emotional Status

- General Intelligence
- Transition Needs
- Functional Vision/Learning Media Assessment

Steps to Writing the Present Levels

1. Locate the student's grade level in the core curriculum or district curriculum so the ARC may begin discussion of the student at their current grade level.
2. Review and analyze the most recent student performance information (i.e., Anecdotal notes, teacher observations, formative classroom assessments, Educational/Psychological evaluations, other evaluations conducted (speech language, occupational therapy, physical therapy evaluations, etc.). to determine where the student is in the general curriculum as compared to peers.
3. Determine the skills and content the student needs to learn from the curriculum.
   - The regulations do not require the IEP be written on the student's grade level from the curricular documents; however, students are tested on grade level.
   - **The ARC may need to move back a few levels in the core curriculum or aligned curriculum to find a description of what the student CAN do.**
   - If the student does not meet competencies for their grade level, the ARC reviews the other grade levels to find the student's competency levels. The ARC must determine how to work on the student's needs and at the same time expose them to grade-level content.
4. Determine what the student needs to learn that is not addressed through the curricular documents to address the child's other needs.
   - The ARC considers the needs of the student that are not addressed by the curriculum, based on the unique needs of the child, the disability, and needs that are related to the disability.

Examples of Present Levels

If there are no concerns <u>related to the disability</u>, mark "Performance commensurate with similar age peers", to provide documentation that the ARC considered each area.

Communication Status includes functioning in the areas of voice, fluency, receptive and expressive language, articulation. This includes any means (e.g., speech, sign language, gesture, writing) by which a student relates experiences, ideas, knowledge, and feelings to others.

Based on student performance data, the ARC considers:
1. Does the student understand what is said to him? (receptive language-communication status)
2. Does the student continually ask for clarification?
3. Does the student use a catch phrase such as "I don't know" or "Huh?" in response to everything that is said to him?
4. Does the student make "sense" when he shares thoughts with you? (expressive language-communication status)
5. Are the thoughts complete and coherent?
6. Can the student stay on topic?
7. Can the student add details to his conversation?

Communication Status	☐ Performance commensurate with similar age peers According to input from Mia, she prefers to work on computers and expresses excitement when she uses a software program that will read aloud while she types. Assessments indicate Mia is performing within the average range in her academic courses, except for classes that require class discussions, oral reporting or presentations such as Language Arts. Mia exhibits a severe fluency disorder as characterized by part and whole word repetitions, interjections, and prolongations. In communication, she will repeat the beginning sounds in words as well as entire/part of words, She interjects by often using the word "um" or "uh" and will hold out the beginning words, making it frustrating for her to speak to others, and frustrating others are attempting to listen to her and comprehend what she is saying. Mia is now demonstrating more secondary behaviors such as slapping her leg (as if to get her speech started), clearing her throat or coughing (to get "out" a stutter), and avoiding certain words that she feels may trigger a stutter. Mia often becomes upset at school due to her difficulty in orally generating a complete sentence without the absence of stuttering. The pattern of withdrawal is becoming more evident which impacts the demonstration of the skills and concepts she has learned within her academic classes and impacts her interaction with others in academic and social settings.

Academic Performance is the level of development or achievement in basic and content reading and comprehension, math calculation, oral and written expression, listening comprehension, learning styles and strategies.

Based on student performance data, the ARC considers:
1. What do you know about the student's <u>reading abilities</u>?
2. What is the approximate reading level of the child?
3. What specific strengths and difficulties in reading (e.g., vocabulary, phonemic awareness, phonics, fluency, comprehension) do you observe?

4. What do you know about the student's <u>writing abilities</u>?
5. Using the writing guides for assessment, in which of those areas does the child exhibit strengths or difficulties?
6. What do you know about the student's <u>math abilities</u>?
7. Considering the math academic expectations, in which areas does the student exhibit strengths or difficulties?

Academic Performance	☐ Performance commensurate with similar age peers Based on work samples, curriculum based assessment, standardized assessment, and progress monitoring data, Amanda's independent reading level is third grade. Although she is able to call words at a higher level, she does not comprehend sentences or passages at the same level. She is adept at using picture, context and word clues whenever she is unable to decode words. Amanda can apply other word recognition strategies to determine pronunciation. However, when she struggles to pronounce the words, she loses the passage meaning by the time she reaches the end. She selects age-appropriate magazines for enjoyment. She can follow step-by-step directions using organizational signals (e.g., bullets, lists, layouts, charts, graphs, visuals) when prompted, but does have difficulty with reasoning and drawing conclusions. When presented orally with informational material, she can identify basic facts and details, but does not use text features to enhance her understanding of the text. Amanda's performance within content areas is adversely affected when the reading and comprehension level of text read within the general curriculum is above her current independent and functional level. Also, Amanda will have difficulty completing homework assignments when the material is above her independent reading level. Based on Amanda's work samples and progress data, she is able to express her ideas orally, but struggles to process her thoughts and transfer them to an organized written form. She can write simple, complete sentences, but they do not vary in structure and length. Amanda continues to have difficulty with the writing process including pre-writing and revising, structuring sentences, and organizing writing pieces sequentially and logically. She also demonstrates issues with correct punctuation, capitalization and spelling. These deficits in the area of written expression will adversely affect Amanda's performance in the areas of writing to demonstrate understanding of concepts, responding to open ended / essay questions, portfolio completion, homework completion, and transference of skills to real-world situations. Amanda is able to understand and apply basic computational procedures for addition, subtraction, multiplication, and division of whole numbers using memorized basic facts, but demonstrates significant difficulty with fractions. She has difficulty transferring computation skills to solve real-world problems. Additionally, while Amanda can write and solve equations with one variable using manipulatives, she is inconsistent in transferring this skill from one setting to another. She utilizes manipulatives for geometry problems. Amanda's deficits in the areas of basic math and math comprehension will adversely affect her ability to complete and comprehend material within the curriculum requiring multiple steps, reasoning, and problem solving. She will also experience difficulty completing homework assignments, and using math skills for real-world situations such as banking, computing discounts and budgeting.

Health, Vision, Hearing, Motor Abilities include information regarding the status of the student in these areas. This information is typically provided through screening information and by health care providers, including physical and occupational therapists.

Based on student performance data, the ARC considers:
1. Describe the student's outstanding physical characteristics.
2. Does the student have excessive absences due to illness?
3. Does the student struggle with seeing the board or the print in a book?
4. Does the student seem to have difficulty hearing a speaker from a distance? a conversation?
5. Does the student have strengths or difficulties with gross or fine motor activities?

Health, Vision, Hearing, Motor Abilities	☐ Not an area of concern at this time Mark has a diagnosis of cerebral palsy, spastic quadriplegia. The CP affects Mark's ability to control the movement of his arms and legs. Motor planning and fatigue limit his ability to perform at the same pace as his peers, especially in written assignments. He can use a wheelchair independently, but needs assistance in transitioning from different mobility devices. Currently, Mark performs the first of 5 steps of a transfer from his wheelchair to chair, toilet, or walker. He ambulates up to 50 ft. with use of a walker and moderate physical assistance within a 20 minute period of time. <mark>Mark's motor challenges will impact his ability to access his educational environment.</mark>

Social & Emotional Status includes adaptive behavior, social skills, self-help, responsibility, and safety.

Based on student performance data, the ARC considers:
1. How does the student "do" school?
2. How does the student get along with peers and adults?
3. Is the student able to travel throughout the building independently?
4. Does the student rely on a schedule? Does the student enjoy coming to school?
5. Is the student an active participant in activities and classes on campus?

Social and Emotional Status	☐ Performance commensurate with similar age peers Based on an adaptive behavior rating scale, and parent input, Amanda can identify and explain school rules. She avoids conflict either by walking away or by avoiding others. Amanda enjoys working and interacting with children who are younger than she. With peers, Amanda may initiate conversation at inappropriate times and places within the school environment. When asked, Amanda stated that she is uncomfortable interacting within a group of her peers, and is therefore reluctant to participate in physical education class, lunch, breaks, or other group activities. <mark>Amanda's lack of social interaction skills, and inability to recognize the inappropriateness of some of her verbalizations will adversely affect her ability to self-advocate and to participate appropriately in a real-world group activity with her peers.</mark>

General Intelligence includes aptitude, knowledge application, thinking, and problem solving.

Based on student performance data, the ARC considers:
1. How does the child process information (i.e., processing speed, thinking)?
2. How is the student's long-term and short-term memory? If, for example, a student receives a direction, how do they proceed to process that direction? (i.e., visual cues, repeating directions, take notes, "mouth" directions to self, etc.)

General Intelligenc e	☐ Performance commensurate with similar age peers Daniel functions in the average range of ability. Based on teacher and parent reports, Daniel learns best from verbal and hands-on activities. He can follow 3 step directions and has good short term memory skills.

Transition Needs focus on the student's needs related to the planned course of study and may include instruction, related services, community experiences, employment, daily living skills, post school adult living objectives, and functional vocational evaluation.

Based on student performance data, the ARC considers:
1. What instructional services does the student need to meet the postsecondary goals?
2. What related services does the student need to support the postsecondary goals?
3. What community experiences will enhance the student's learning and postsecondary goals?
4. What employments skills does the student need to meet the postsecondary goals?
5. What daily living skills does the student need to meet the postsecondary goals?
6. Does the ARC need to develop post school adult living objectives?
7. Does the student need a functional vocational evaluation?

Transition Needs	☐ Not an area of concern at this time *(Checking this box is not an option when the student is in the 8th Grade or 14 years or older because transition must be addressed for these students)* Check all areas of need as identified by the Admissions and Release Committee (More than one area may be checked.) ☒ Instruction ☐ Related services ☒ Community experiences ☒ Employment ☒ Daily Living Skills ☐ Post School Adult Living Objectives ☒ Functional Vocational Evaluation Amanda plans to graduate with a diploma in May 2014. Based on informal interviews with both Amanda and her parents, completion of an interest inventory, results of the student and parent surveys and formal assessment measures, identified needs related transition are the following: Instruction; employment; community experiences; daily living skills; and functional vocational assessment **Instruction**: Amanda's inability to read text to gain information and to draw conclusions from text may hinder her ability to complete in-class and/or homework assignments thus impacting her access to core content. Her deficits in problem solving will adversely impact her ability to budget for expenses, pay for purchases, balance a checkbook and pay bills in a timely manner. She requires accommodations in reading, math and oral directions if she is to benefit from instruction in these areas. These deficits will adversely affect Amanda's ability to live independently, interact with peers within the community, follow job related instructions and be successful in a real-world job situation. **Community Experiences:** Parents report that Amanda helps the Sunday School teacher teach the lessons. She volunteers in the community by coaching a church soccer team. These activities all involve interaction with individuals younger or older than she, and her previously stated reluctance to interact with same age peers will adversely affect her ability to participate in community activities and organizations in adulthood. Amanda also enjoys cooking, and reports that she won first place in a cooking contest and has been attempting to read other recipes for possible future community contests. However, her reading deficits will adversely affect her ability to read these recipes and follow directions to complete them. **Daily Living Skills:** Amanda has difficulty managing time wisely, organizing a household, managing finances, and purchasing and preparing food. When presented with options she becomes easily frustrated. These deficits will adversely affect the degree to which she will be able to live and work in an unsupported environment. **Employment**: Amanda's needs in this area include a lack of work experience, difficulty applying self-advocacy skills, and reading / math / writing deficits. She

	possesses adequate work habits for task completion in real-life situations. However, she lacks skills in interviewing, writing resumes, and completing applications that will be required for post secondary training or placement. She can follow written step-by-step directions using organizational signals given by others, but is inconsistent in transferring information learned from one setting to another. Without assistance and accommodations in job placement and training, these skill deficits will adversely affect Amanda's ability to secure and retain employment.
	Functional Vocational Evaluation: Based on the student interview and interest inventories, Amanda demonstrates an interest in social occupations such as child care, education, human services, and social services. Results of academic data, when compared to behavior observations, indicate she is inconsistent in transferring learned skills to real work settings. Amanda is punctual and has had good attendance throughout her school career. Amanda's vocational skill deficits will adversely affect her ability to obtain and maintain post secondary training skills in the workforce without the services of a job coach.

Functional Vision and Learning Media Assessment is a method to identify the impact a child's visual impairment has on their ability to develop or maintain literacy skills that will assist the ARC in determining the current and future media that will provide greatest access to learning for the student.

	☐ Not an area of concern at this time
Functional Vision/Learning Media Assessment	A media assessment revealed Braille as Tiffany's primary learning medium. A Braille skills inventory placed her at the proficient level with Braille reading speed being commensurate with peers, and she was able to demonstrate good fluency and Braille mechanics while reading. Use of an informal reading inventory indicated 2 grade levels below her peers in reading comprehension at the instructional level (80% accuracy), with word recognition above grade level. Teacher report confirms the reading inventory results, with specific difficulties in the area of the areas of story detail, cause and effect, inference, and sequencing. Reviews of journal/portfolio entries show progress in effectively communicating thoughts in writing. (She has advanced from the novice to apprentice level.) Classroom observation revealed use of a specialized tape player to record notes and listen to recorded texts. However, when asked, she had difficulty retrieving information. She could not locate her place on the tapes, or use any of the specialized features of speed control or indexing. Tiffany relies on peer assistance to locate tapes and sometimes manipulate the player/recorder. Tiffany's vision deficits affect her ability to benefit from incidental learning, modeling, classroom demonstrations, and facial expressions and body language in social situations. Her vision deficits will affect her ability to make sense of what she has read, including content such as social studies (e.g. map reading) and science. Becoming a self-sufficient individual could be impacted by her limited skills in home-management abilities, her lack of experiences with pedestrian travel, and independent living.

Affect on the Involvement and Progress in the General Curriculum

The Present Levels also includes how the disability affects the child's involvement and progress in the general curriculum. The ARC reviews the student's grade level curriculum to identify and determine how the student's challenges related to the disability affect his/her day-to-day life and incorporate the Affect Statements into the Present Levels. The examples above include the Affect Statements and are highlighted in light blue.
Based on the statements in the Present Level:
- What are the student's challenges related to the disability?
- How will the challenges related to the disability affect day-to-day life?

Consideration of Special Factors for IEP Development

What do you know that might be important for this student? (e.g., special factors) What strategies might be used to address these needs? You may find evidence in anecdotal records, daily progress reports, classroom assessment, work samples, and educational/psychological assessments. The ARC MUST address each question below and consider these issues in the review and revision of the IEP. Note: There must be information within the Present Levels statement to indicate a special factor exists (Present Levels and Special Factors align).

If a child's behavior impedes his or her learning or that of others, the ARC develops strategies, including positive behavioral interventions, to address that behavior. The ARC documents the supports in the IEP and indicates the type of service in the "Statement of Devices/Services" box below.

Does the child's behavior impede his/her learning or that of others? ☐ No ☐ Yes

If **Yes**, include appropriate strategies, such as positive behavioral interventions and supports in the '*Statement of Devices /Services*' below.

For a child with limited English proficiency, the ARC describes the language needs as related to the child's IEP. For example:
- What language will be used for the student's instruction?
- What accommodations are necessary for instruction and testing?

Does the child have limited English proficiency?   ☐ No ☐ Yes.

If **Yes**, what is the relationship of language needs to the IEP?   Describe:_____

For a child who is blind or visually impaired, the ARC uses an evaluation of the child's reading and writing skills, special needs, appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille), to determine the need for instruction in Braille and the use of Braille.

Is the child blind or visually impaired?   ☐ No ☐ Yes   If **Yes**, the IEP Team must consider:

    o   Is instruction in Braille needed?   ☐ No ☐ Yes

    o   Is use of Braille needed?   ☐ No ☐ Yes

    o   Will Braille be the student's primary mode of communication? ☐ No ☐   Yes (See evaluation data for supporting evidence)

For students with communication needs, the ARC addresses the student's language and communication needs in the areas of stuttering, impaired articulation, language impairment, voice impairment, delayed acquisition of language, or an absence of language.

Does the child have communication needs?   ☐ No ☐ Yes.   If **Yes**, specify below

☐   See Present Levels for Communication Status

☐   Other (Specify): _____

For a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication (with peers and professional personnel) in the child's language and communication mode.

Is the child deaf or hard of hearing?   ☐ No ☐ Yes.   If **Yes**, the IEP Team must consider:

o   The child's language and communication needs; Describe:

☐ See Present Levels for Communication Status

☐ Other (Specify):_____

o   Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe: _____

o   Any necessary opportunities for direct instruction in the child's language and communication mode; Describe_____

For students who may need assistive technology the ARC must determine the type(s) of device(s) and/or amount of services needed. The ARC documents the assistive technology in the IEP, and indicates the type of service in the "Statement of Devices/Services" box below.

Are assistive technology devices and services necessary in order to implement the child's IEP?

☐   No   ☐   Yes

This box provides a summary and link to the location of the services identified based on the student's special factors.

Statement of Devices/Services: If the ARC answers Yes to any of the questions above, include a statement of services and or devices to be provided to address the above special factors

☐   See Specially Designed Instruction   ☐   See Supplemental Aids and Services   ☐   See Behavior Intervention Plan

☐   Other (Specify)

Prioritizing Areas of Need

After developing the Present Levels including the Affect Statements, the ARC determines the needs of the student to be addressed during the school year. These needs are prioritized taking into consideration:
- Strengths and interests of the student
- Amount of time the student has left in school
- Skills needed to achieve postsecondary goals
- Behaviors that appear most modifiable
- Parent, teacher, and student interests and concerns

NOTE: This is a process to be discussed and documented in the minutes of the Conference Summary.

NOTE: The ARC writes goals, benchmarks, and/or objectives for the priority areas only that are related to the adverse effect of the disability.

Measurable Annual Goals, Methods of Measurement, Postsecondary Goal, Benchmarks/Objectives

When designing Measurable Annual Goals, the ARC ensures the goals are written to ensure access and enable progress in the general curriculum; relate to the needs of the student's disability as evidenced in the Present Levels; are written so that the behavior can be seen, heard, or counted; include a method of measurement, and describe performance to occur within one year.

When developing goals, keep the following in mind:
- You may use vocabulary from the Curriculum Documents
- Consider adding demonstrators: "as demonstrated by" or "as evidenced by" to make the goal measurable (seen, heard, measured, counted)
- Determine the method of evaluation to document how the student's progress will be measured and reported

Measurable Annual Goals

1. Determine the skills needed: What knowledge, skills, behaviors, and strategies do we want the student to achieve?
2. "How far by when"? What is the anticipated change in performance (in a year) from collected baseline data? How will the student's progress toward the annual goal, benchmark/objective be measured and reported? (i.e., anecdotal records, observations, work samples with scoring guide, curriculum based measurement?) The method of measurement is ==highlighted==.

Measurable Annual Goals and Benchmarks
Student progress and performance for each goal of this IEP will be reported at least as often as the school reports the performance of all students.

Annual Measurable Goal:
John will improve his reading skills in identifying and applying a variety of appropriate reading strategies to make sense of a variety of print and non-print texts ==as measured by curriculum based probes and work samples==.

Daniel will improve his writing skills using appropriate forms, conventions, and styles to communicate ideas and information for different purposes ==as evidenced by scoring guides and rubrics==.

Given a reading passage in varied content area texts, Carl will comprehend the passage by answering 8 out of 10 literal and inferential comprehension questions on three of five trials ==as measured by progress data and class assignments.==

Method(s) of Measurement

For each annual goal, documentation on the IEP must show the evaluation method that will be used by IEP implementers to gather the evidence of child progress or lack of progress toward meeting the annual goal. If the method of measurement is not included in the Annual Goal (as in the example above), it must be documented in the Method(s) of Measurement box.

Method(s) of Measurement

Teacher observation
Progress Data
Work Samples
Rubric
Curriculum based assessment

Postsecondary Goal

For students who are 16 or older, the ARC must determine which postsecondary goal, (as written on the transition page of the IEP), the annual goal supports. Mark "Education/Training" if the annual goal will enable the student to meet the postsecondary goal for education/training. Mark "Employment" if the annual goal will enable the student to meet the postsecondary goal for employment. Mark "Independent Living" if the annual goal will enable the student to meet the postsecondary goal for independent living. Do not mark "Independent Living" if the student does not have a postsecondary goal for independent living. Mark "Not Applicable" if the IEP will not be in effect when the student is 16 years old and older.

For the IEP to be in effect by the child's 16th birthday and thereafter: This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

☒ Education/Training ☒ Employment ☐ Independent Living ☐ Not Applicable

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Benchmarks/Short-Term Instructional Objectives

1. Determine the short-term instructional objectives/benchmarks. These come from the annual goal but are smaller tasks/skills a student must learn to achieve the goal.
2. Document the objectives and/or benchmarks in alignment with the annual goal and in measurable, intermediate steps between the present levels and the annual goals.

	Benchmarks/Short-Term Objectives
1	**One way**: By October, when presented with appropriate materials, John will use a picture board to relay three messages daily with 80% accuracy as indicated in staff observations and recorded by the teacher.
2	**Another way:** John will sequence pictures to relay a message or retell a story.

NOTE: Including Short-term Objectives **and/or** Benchmarks with annual goals is a district level decision. Check your LEA's policies and procedures for further guidance.

Reporting Progress

In designing the measurable annual goal(s), the ARC must determine how the student's progress toward annual goals is measured and when periodic progress reports will be provided to the parents.

- **Schedule for Reporting Progress:** There must be documentation of when periodic reports will be provided to the parent(s) on the progress of the child. This may include the use of quarterly or other periodic reports that are issued at the same time as report cards. However, the reports must be disseminated as often as the regular education students receive reports.
    - o Infinite Campus generates the following statement in the goal section: "*Student progress and performance for each goal of this IEP will be reported at least as often as the school reports the performance of all students.*"
- **Report of Progress:** The ARC informs the parent of when they will be informed of student progress toward the goal OR the ARC may identify another means of reporting progress toward the goal.

Reporting Progress

☐ Concurrent with the issuance of Report Cards

☐ Other: Specify:

Specially Designed Instruction

Specially designed instruction (SDI) in its simplest form is "**what the teacher does**" to instruct, assess, and re-teach the child. The SDI documents what the teacher does, as appropriate, to adapt the content, to adapt the methodology, or to adapt the delivery of instruction. If **instruction** is required for the child to use an assistive technology device, material, supplementary aid, strategy or service, it should be described as specially designed instruction on the IEP. Both the special education and general education teachers assigned to implement the student's IEP are responsible for planning and carrying out the SDI.

> **Note**: SDI is based on peer-reviewed research to the extent practicable. Document specially designed instruction according to the unique needs of the child.

Specially Designed Instruction:

Explicit social skills instruction
Explicit instruction in word identification strategies
Explicit instruction in the use of a communication system
Strategy Instruction for paragraph development

Supplementary Aids and Services

Supplementary Aids and Services (SAS) means services and other supports that are provided in the general education environment or other education related settings to enable children with disabilities to be educated with non-disabled children.

The decisions for Supplementary Aids and Services are supported by data and are based on needs related to the disability in order to make progress toward the annual goals.

Supplementary Aids and Services in its simplest form is what the child needs in order to advance appropriately toward attaining the goal(s) and be involved and make progress in the general curriculum, to participate in extracurricular and other nonacademic activities, and be educated and participate with other children with and without disabilities. SAS includes strategies, aids, and services.

If the child requires specific materials, resources, aids, strategies or services to gain access to the general curriculum, as supported in evaluation data, it should be described as supplementary aids and services on the IEP that are based on peer-reviewed research to the extent practicable. <u>This section may not be left blank.</u>

Note: The decisions for Supplementary Aids and Services are supported by data and are based on needs related to the disability in order to make progress toward the annual goals.

Statement of Supplementary Aids and Services, to be provided to the child or on behalf of the child:

Use of communication system
Enlarged text
Extended time on assignments and assessments

Assessment Accommodations

The ARC may identify assessment accommodations to participate in state or district-wide assessment if they used consistently as a part of the student's routing instruction and classroom assessment. Decisions concerning the use of assessment modifications shall be supported by evaluation information and the IEP (the student's present level of performance, specific goals and objectives, specially designed instruction, related services or supplementary aids and services) and documented as specially designed instruction or supplementary aids and services.

Examples are highlighted below:

Accommodations for Administration of State Assessments and Assessments in the Classroom

In order to justify appropriateness of accommodations for any state mandated tests, the testing accommodations must be used consistently as part of routine instruction and classroom assessment as well as meet all additional requirements established by the *Inclusion of Special Populations in the State-Required Assessment and Accountability Programs,703 KAR 5:070* document.

☐   ARC determined no accommodations needed.

☐ Readers   ☐ Scribes   ☐ Paraphrasing   ☐ Reinforcement and behavior modification strategies

☐ Prompting/cueing   ☒ Use of technology ☐ Manipulatives   ☐ Braille   ☐ Interpreters

☒ Extended time   ☐ Other: specify   _____

☐ Student has been determined eligible for participation in the **Alternate Assessment Program**. The reasons for this decision are documented on the Alternate Assessment System Eligibility Determination at the end of this document. If determined eligible for the Alternate Assessment the ARC must also determine if the student is Dimension A or Dimension B.

☐ Dimension A
☐ Dimension B

Note: The ARC <u>must provide a statement</u> of its decision and the reasons for the decision, to determine the child met all criteria for "Eligibility for Alternate Assessment". This decision is reviewed annually and documentation is completed at every annual review meeting.

Program Modifications and Supports for School Personnel

Program modifications and supports for school personnel include specialized training, use of school time, or use of school staff needs to be provided on behalf of the child to meet the unique needs of the student. This may include specialized training for bus drivers, paraprofessionals, general and special education teachers, related service providers, cafeteria workers on topics such as brushing protocol, gait training, feeding procedures, medical procedures, communication systems, diapering, positioning, etc. If the ARC determines that no program modification and supports are needed, this should be documented in the IEP as "no modifications or supports are needed" or a similar statement. This section may not be left blank.

Note: If child is receiving services through a collaborative model such as co-teaching or consultation, the model may be described under Program Modifications and Supports for School Personnel. For example, if consultation is a service delivery method, this section could explain the anticipated frequency and type of consultation.

Note: Documentation included in this section is specifically what is needed to implement the unique specialized program the ARC has developed for the child.

Program Modifications/Supports for School Personnel

Program Modifications/Supports for School Personnel that will be provided:
Supports for School Personnel: Training for teachers, assistants, and parents on the use of the communication system to occur before school begins.   Consultation between the Speech/Language pathologist and special education teacher regarding use of the communication system once per quarter.   Co-teaching partners will plan for SDI once per week to address reading instruction and strategies and strategy instruction.   ☐   Not needed at this time.

Questions for the ARC to consider:
1. Who needs to know about the student's specialized program?
2. Who needs to know how to implement the program in part or whole… who are the implementers and what are they expected to do for the child's unique specialized program?
3. Who will communicate expectations to the IEP implementers?

Least Restrictive Environment and General Education (on the IEP)

1. The ARC reviews the following IEP services to determine where they will be implemented:
   - Specially designed instruction
   - Supplementary aids and services
   - Related services
   - Program modifications and supports for school personnel
2. The ARC first considers IEP implementation in general education classes, which includes co-teaching, then lists the classes in which the student will participate in the following settings:
   - Regular Education
   - Co-Teaching
3. If services cannot be implemented in the regular education classroom, even with supplementary aids and services, the ARC considers removal from regular education classes (i.e., resource room; special class).

Least Restrictive Environment (LRE) and General Education
Explain the extent, if any, to which the student will **not** participate in general education (content area):

Examples:
- For a student who receives most of her core content classes in general education, the explanation may state: "*Sarah will not participate in general education for language arts. She will receive language arts instruction in the resource room.*"
- For a speech-only student who's ARC does not know the school schedule for the upcoming year: "*Bobby will participate in all regular education core content classes. He will be removed from the general education non-core classes for two periods a week to receive speech services in the resource room.*"
- If the ARC determines that the child will receive all educational services in regular education classes, one way to document this would be: "*Terry will participate in all general education classes for the entire school day.*"
- If the ARC determines that the child will participate most of the day in special class, the ARC may document the decision: "*Kris will not participate in the general education core content classes of math, reading, science and social studies. She will receive instruction for her core content classes in the resource room.*"

Note: Location of services should be aligned with the amount of time the child participates outside regular classes.

Special Education Services (on the IEP)

Special Education Services means the Specially Designed Instructional services identified through the development of the IEP. Upon completion of the IEP, the ARC determines the frequency and duration of services, the service provider, and the location in which the services will be delivered.

1. **Service Frequency:** Document how often the child will receive the services.
2. **Service Period:** Identify the Service Period as daily, weekly, monthly, or annually.
3. **Service Minutes/Duration:** List the number of minutes the service will be provided per session in each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but <u>may not</u> be a range of time. Service Minutes does not equal total minutes; it is a subset of total minutes of class time.
4. **Start Date:** List the date (month and year) the Services will begin.
5. **End Date:** List the date (month and year) the Services are anticipated to end.
6. **Service Provider:** List the position of each person responsible for implementing the services.
7. **Location:** Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided. **Include the content class** (i.e., language arts, science, PE) in which the student will receive Specially Designed Instruction. (NOTE: Co-teaching **is** the regular education setting.)

Special Education Services	Anticipated Frequency and Duration Of Service					Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Frequency (Number of times provided per Service Period)	Service Period (Daily, Weekly, Monthly, Annually)	Service Minutes (Per Service Period)	Start Date	End Date		
Pull-out	1	Daily	60	9/16/10	9/15/11	Special Education Teacher	**Resource Room** for Reading
Trimester:Co-teaching	1	Daily	72	9/16/10	9/15/11	Special/Regular Education Teacher	Regular Math Class Co-teaching 2 of 3 **trimesters** (60 day **trimesters**)
Co-Teaching	4	Weekly	45	9/16/10	9/15/11	Special/Regular Education Teacher	**Regular Class, co-teaching** Science for Reading

Related Services (on the IEP)

Related services are those transportation and developmental, supportive, or corrective services which are needed by a child or youth with a disability to benefit from special education. Related services complement and supplement the specially designed instruction provided to the child or youth.

1. **Type of Service:** Identify the type of related service (i.e., Occupational Therapy, Transportation, counseling, Orientation and Mobility)
2. **Service Frequency:** Document how often the child will receive the services.
3. **Service Period:** Identify the Service Period as daily, weekly, monthly, or annually.
4. **Service Minutes/Duration:** List the number of minutes (for delivering the specially designed instruction) the service will be provided per session in the Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but <u>may not</u> be a range of time.
5. **Start Date:** List the date (month and year) the Services will begin.
6. **End Date:** List the date (month and year) the Services are anticipated to end.
7. **Service Provider:** List the position of each person responsible for implementing the services.
8. **Location:** Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided.

Related Services:

Type of Service	Anticipated Frequency and Duration Of Service					Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Frequency (Number of times provided per Service Period)	Service Period (Daily, Weekly, Monthly, Annually)	Service Minutes (per Service Period)	Start Date	End Date		
Occupational Therapy, Discipline Specific	1	Weekly	15	10/09	12/10	OT	Regular Classroom
Occupational Therapy, Role Release	1	Monthly	30	1/10	10/10	OT, Regular Ed and Special Ed teachers	Regular Classroom

Placement Options and Decisions (on the Conference Summary)

1. Upon completion of the IEP, the ARC determines the appropriate placement in which to provide the IEP services by reviewing the classes and locations listed in the IEP for: Least Restrictive Environment and General Education, Special Education Services, and Related Services
2. The ARC considers full time general education placement as the first placement option. Once a placement option is accepted, the ARC does not need to consider and reject the remaining options.
   - Full time general education environment means the student receives instruction and IEP services ONLY in the general education classroom/environment. This option includes participation in a co-teaching situation (co-teaching is only done in a general education environment).
   - Part time general education and part time special education environment means the student receives instruction and IEP services in BOTH general and special education classroom/environments. This option includes pulling the student out of the general education environment, regardless of the amount of time.
   - Full time special education environment means the student receives instruction and IEP services ONLY in a special education classroom (special education environment outside of a classroom *should not* exist). This option includes a <u>school</u> environment where the student participates ONLY with people who have disabilities.
3. The ARC states the reason for accepting or rejecting each option discussed. Examples:
   - **Reason Accepted**: The specially designed instruction and related services can be implemented in this environment.
   - **Reason Rejected**: The specially designed instruction and related services *cannot be implemented in this environment, even with supplementary aids and services.*

☐ **E.** **Placement Options and Decisions:** Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):

Placement Option Considered	Accepted	Rejected	Reason Accepted/Rejected
☒ Full time general education environment	☐	☒	SDI provided through direct instruction and SAS needs to occur at an intense level to accelerate learning to address Anita's skill deficits in Language Arts (reading & writing).
☒ Part-time general education and Part-time special education environment.	☒	☐	The combination of location of services to implement SDI and related services identified for Anita can be implemented in these environments due to capability to of delivery and smaller group instruction, and gives opportunity for repetition. The supplementary aids and services within Anita's IEP will provide academic benefit in the regular education setting for her to make progress in the general curriculum and socially interact in groups of students of her same age. The intensity level of the instruction for Language Arts in the resource setting will provide opportunities to accelerate learning to overcome Anita's skill deficits in reading and writing.
☐ Full-time special education environment	☐	☐	

Extended School Year Services

Extended School Year
Are extended school year services required for this student? ☐ Yes   ☐ No   ☐   More Data Needed If the ARC determines ESY services are to be provided, describe the service and indicate to which annual goal or goals the service is related. If the ARC determines no ESY services are to be provided, please document the reason(s) for this decision. **Examples:** ☒Yes: Analysis of data indicates a documented regression/recoupment issue in the area of social/behavioral goals. ☒No: Analysis of progress data does not indicate a regression/recoupment issue. ☒More Data Needed: The ARC will collect and analyze data that is taken during breaks in instruction to monitor regression/recoupment issues.

The ARC reviews the student performance data to determine if the student regressed and failed to recoup the skills previously taught within a certain period of time, thereby meeting the criteria for receiving extended school year services.

ESY criteria includes whether the child regressed and failed to recoup the previously taught within a certain period of time, If the district does not have data, the need for ESY may be established by expert opinion based on assessment of the individual child regarding whether the child is projected to regress and fail to recoup previously attained skills within a certain period of time.

If the child is transferring from Part C to Part B, the ARC reviews progress data from the IFSP.

Postsecondary Transition

Note: If the purpose of the meeting is to discuss transition services, the student must be invited PRIOR to the ARC meeting, DOCUMENTATION of proof is the "Notice of ARC Meeting".

Transition Assessments: The ARC documents the transition assessments used to determine the preferences and interests of the student. Check the types of transition assessments that the ARC used to determine the student's preferences and interests. This includes the transition assessments used as a basis for the postsecondary goals. Actual copies of the transition assessments administered may be maintained as other components of the child's education record (e.g., ILP career assessments, learning style inventories). However, the evidence of the administered assessments must be available upon request.

Assessments may include: behavioral assessment information, aptitude tests, interest and work values inventories, intelligence tests and achievement tests, personality or preference tests, career maturity or readiness tests, self-determination assessments, work-related temperament scales, and transition planning inventories. The transition assessments must be age appropriate, which means the measure reflects the child's chronological age rather than developmental age.

The ARC also uses the information gathered from the transition assessments to develop the Present Levels' (PLEP) Transition Needs statement, as well as determine the postsecondary goal(s). When the ARC references particular transition assessments in the Present Levels' Transition Needs statement, this documents their use and consideration of the transition assessment data. As with any ARC discussion, it is also recommended that the ARC document their discussion in the Conference Summary/Action Notice.

What transition assessments were used to determine the child's preference and interests? (Check all that apply)
☐ Student Interview ☐ Student Survey ☐ Student Portfolio ☐ Vocational Assessments ☐ Interest Inventory   ☐ Parent Interview ☐ Career Awareness ☐ Career Aptitude ☐ ILP ☐ Other:

Transition Service Needs: Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter, the ARC reviews (and revises if necessary), the student's multi-year course of study as outlined in the Individual Learning Plan (ILP). The ARC documents the discussion of the multi-year course of study in the Conference Summary. Check "Yes" if documentation is in the record showing at least one of the following: a) ARC Conference Summary notes of the discussion of the ILP (IGP) with each course of study listed; b)a copy of the ILP (IGP); or c)a copy of the student's multi-year course of study. Mark "No" if there is no evidence of the student's multi-year course of study and stop the IEP process until the course of study is outlined.

Transition Services Needs (Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter)   **Does the student's Individual Learning Plan (ILP) include the student's course of study?**
☐ No. If **No**, do not proceed with development of IEP until ILP is initiated, including the child's course of study.
☐ Yes. (See student's attached course of study to include current year through graduation or exiting special education)

This documentation shows that the ARC considered the student's ILP course of study (education plan) and used it to develop the Present Levels' Transition Needs statement. Check "Yes" if the Present Levels' Transition Needs statement addresses the student's needs related to the course of study. It is also strongly recommended that the ARC include documentation of their discussion of the multi-year course of study in the Conference Summary/Action Notice.

Do transition service needs focus on the child's course of study and are they addressed in the Present Levels?
☐ No. ☐ Yes

Postsecondary Goals: By the student's 16th birthday, or younger, if appropriate, the ARC develops postsecondary goals. In the space provided, write a postsecondary goal for employment and a postsecondary goal for education/training. Also, if transition assessment showed a need for it, write a postsecondary goal for independent living. Postsecondary goals must be measurable and intended to occur after the student graduates from high school.

Postsecondary Goal(s) (By **age 16**, or younger if appropriate, and thereafter)
Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:

Example for Training/Education and Employment (combined): John's goal for after graduation is to enroll in courses at the Community and Technical College to prepare to work in the field of medical technology as a lab technician.

Example for Independent Living: After graduation, Kevin will continue to live with his parents and assume responsibility for his independent self care by following procedural checklists collaboratively developed by Kevin, his family, and home health nurse.

Transition Services and Agency Responsible: By the student's 16th birthday**,** or younger, if appropriate, the ARC documents the transition services needed by the student to reasonably enable the student to reach the postsecondary goals.

If another agency is likely to provide or pay for the services that are needed to assist the student in reaching postsecondary goals, that agency is listed as one of the agencies responsible and the ARC documents the need to invite the outside agency. The ARC must request and receive signed consent from the parent or emancipated youth to invite the outside agency PRIOR to the ARC meeting. If the ARC determines it is not necessary to invite the outside agency, or the child's IEP did not include transition services that required another agency, the ARC documents the decision.

In the space provided on the left, list the transition services the student needs. In the space provided on the right, list the agency(ies) responsible. Since regulations state that transition services include course of study, one transition service that may be listed for every child is providing the course of study as outlined in their ILP/IGP.

Transition Services and Agency Responsible: By the student's 16th birthday**,** or younger, if appropriate, the ARC documents the transition services needed by the student to reasonably enable the student to reach the postsecondary goals.

Transition Services and Agency Responsible (By **age 16**, or younger if appropriate, and thereafter)	
Transition Service	**Agency Responsible**
A multi-year course of study as outlined in John's ILP	High School
Tour of community college campus to familiarize John with surroundings	Community College
Apply for college and disability support service	High School and Community College

Age of Majority

At least one year prior to the child reaching the age of majority, the IEP includes a statement that the child and parent have been informed of the child's rights and that the rights will transfer to the child upon reaching the age of majority. Enter the date that the student and parent were informed, making sure to do so at an ARC meeting at least one year prior to the student's 18th birthday.

> If applicable, One year before the student reaches age 18 the student and parent have been informed of the student's rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer on reaching the age of majority. Date Informed: ____