



Developing Quality Individual Educational Plans

A Guide for Instructional Personnel and Families

Florida Department of Education
Bureau of Exceptional Education
and Student Services
2015—Fourth Edition



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Draft



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by

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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) and contains the relevant information from the Office of Special Education Programs Code of Federal Regulations published in the Federal Register. Relevant sections of the Florida Statutes (F.S.) and rules of the Florida Administrative Code (F.A.C.) are also referenced. This guide reflects both required and recommended 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 in this guide is organized to reflect the major aspects 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 Appendix C. This is not meant to imply that the sequence of forms 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 or 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 special 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 3: Considerations in IEP Development provides a brief description of the requirement for consideration of the student's academic, developmental and functional needs. More detailed information about this is also included in the section in Chapter 5, titled "Current Performance."

The IEP team must consider the student's academic, developmental and functional needs when developing the IEP. The IEP team may review the data gathered from screenings, progress monitoring, diagnostic evaluations 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 (Florida Department of Education [FDOE], 2014a).

See also Chapter 5, "Current Performance" p. 80.

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 the chapter. The FDOE provides more specific guidance through relevant F.A.C. rules, F.S., compliance self-assessment standards and technical assistance information.

Requirements

Each chapter includes references to specific requirements in the F.A.C. and F.S. The specific section of the rule or statute is noted 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 in each chapter. These standards from the *Exceptional Student Education Compliance Manual 2014-15* (FDOE, 2014a) are included to indicate how this document relates to compliance. The self-assessment standards are numbered as they appear in the manual. The current edition of *Exceptional Student Education Compliance Manual 2015-16* is available at <http://www.fldoe.org/academics/exceptional-student-edu/monitoring>.

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	EP

The self-assessment standards are cited as shown below.

IEP-11. The appropriate team members were present at the IEP team meeting. (section 300.321(a) and (b) of Title 34, Code of Federal Regulations (CFR))

Explanations, Suggested Practices and Examples

Each chapter includes explanations and additional details about the requirements along with suggested procedures and practices to assist team members as they develop IEPs. Examples 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 statement describing the student's planned course of study includes the instructional program and experiences the school district will provide to prepare the student to meet the requirements of the high school diploma and to prepare for transition from school to adult living. Simply stating that the student will work toward a high school diploma 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 education and career goals, when specified. The following are examples of how the courses of study statement may be documented:

[Meet the requirements for a standard high school diploma with a focus on mathematics courses, including Algebra 1, Geometry and Algebra 2, and technology education courses that address engineering skills, job shadowing and community work experience in an engineering-related field.](#)

[Meet the requirements for a standard high school diploma including exploratory career and technical education courses that provide community-based experiences to help the student acquire adult living and employment skills.](#)

[Meet the requirements for a standard high school diploma by taking access courses with an emphasis on community-based instruction \(CBI\), including travel training and experiences in supported competitive employment.](#)

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, as well as materials from national organizations. An example follows.

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, including the Division of Vocational Rehabilitation, of the responsibility to provide or pay for any transition services the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency (Rule 6A-6.03028(3)(h)9.d., F.A.C.).



For more information:

Interagency Collaboration. Project 10.

<http://project10.info/DetailPage.php?MainPageID=85&PageCategory=Effective Practices in Transition&PageSubCategory=Interagency Collaboration>

Introduction

Quality IEPs for students with disabilities are developed within the context of Florida's educational system. In keeping with the goals and intent of IDEA, the State of Florida ensures that students with disabilities are involved in and can make progress in the general education curriculum. The provision of services and supports for students with disabilities is an important function of the FDOE.

The FDOE's mission, stated in s. 1008.31(2), 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 and
- Quality efficient services.

Florida's Multi-Tiered System of Supports (MTSS)

Florida's MTSS is a framework to ensure successful education outcomes for all students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior and social-emotional instruction and intervention supports matched to student need in alignment with educational standards. MTSS involves the systematic use of assessment data to inform instructional decisions and efficiently allocate resources to improve learning for all students (FDOE, 2008, June; 2011). The foundational beliefs that underpin the model are the following:

- Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
- Curriculum and instructional approaches aligned with Florida Standards and Next Generation Sunshine State Standards have a high probability of success for most students.
- Instruction is differentiated, includes appropriate scaffolds and accommodations, and is based on Universal Design for Learning principles to meet individual learning needs.
- Reliable, valid and instructionally relevant assessments include measures for screening, diagnostics, progress monitoring and formative and summative evaluation purposes.
- Student data are used to guide meaningful decision-making.
- Ongoing, systematic problem solving is consistently used to make decisions across a continuum of student needs.
- Professional development and follow-up coaching with modeling are provided to personnel to ensure effective instruction at all levels.
- Actively engaged administrative leadership for data-based decision making is inherent to the school culture.

- All students and their parent(s) are part of one proactive and seamless educational system (FDOE, 2011).

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

Step 1. “What exactly is the problem?” Define, in objective and measurable terms, the goals to be attained. Determine the discrepancy between what is expected and what is occurring.

Step 2. “Why are the desired goals of the student not occurring? What are the barriers?” Identify possible reasons why the desired goals are not being attained. Generate hypotheses (reasons) why the student is not attaining the goals. Consider factors involving the student, curriculum, instruction and learning environment.

Step 3. “What are we going to do?” Develop and implement a well-supported plan involving evidence-based strategies to attain the goals. Determine how student progress will be monitored and how the integrity of implementation will be ensured.

Step 4. “Is it working?” Evaluate the effectiveness of the plan in relation to stated goals. Monitor student response to the intervention and use progress-monitoring data at agreed upon intervals. If the student is not improving, determine how the intervention plan will be adjusted to better support the student’s progress (FDOE, 2011, February 28; Florida Problem Solving/Response to Intervention [PS/RTI] Project, 2015).

As part of the problem-solving process, it is important to understand 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, 2011, p. 45).



For more information:

Florida Department of Education Statewide Response to Instruction/Intervention (RtI) Implementation Plan. (2008). FDOE.
<http://www.florida-rti.org/floridaMTSS/RtI.pdf>

Guiding Tools for Instructional Problem Solving (GTIPS). (2011). FDOE.
<http://www.florida-rti.org/>

What's Special about Special Education? Specially Designed Instruction for Students with Disabilities within a Multi-Tiered System of Supports [Technical Assistance Paper DPS: 2014-94]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-7122/dps-2014-94.pdf>

What Is "Special" about Special Education? Specially Designed Instruction for Students with Disabilities within a Multi-Tiered System of Supports [Handout]. PS/RTI.

<http://www.florida-rti.org/educatorResources/addRes.htm>

MTSS Implementation Components: Ensuring Common Language and Understanding. (2015). PS/RTI.

http://www.floridarti.usf.edu/resources/format/pdf/mtss_q_and_a.pdf

Alignment with Exceptional Student Education (ESE) and the Individual Educational Plan (IEP)

The four-step problem-solving process of Florida's MTSS is central to the development of an IEP. The first two steps of defining and analyzing the problem are what the IEP team does when they develop the student's present level statements and establish the annual goals. The third step involves planning the intervention, and the IEP team does this when they identify 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: "Is it working?" The problem-solving process is used throughout this document to emphasize that special education is part of the MTSS.

It is also important for the IEP team to consider possible connections with their school improvement plan, especially if the plan includes one or more schoolwide goals for students with disabilities. Schools not meeting their annual measurable objective targets for the previous year are to use an eight-step planning and problem-solving process to generate goals and plans for addressing the targeted subgroup (FDOE 2014, November 24). IEP teams may provide valuable input to the school-based leadership team in terms of problem solving on the current and future schoolwide goals.

Integration of ESE within an MTSS

Which students?	All students, including students with disabilities who need ESE services.
How are needs determined?	<p>Step 1: Define, in objective and measurable terms, the goals to be attained.</p> <p>Step 2. Identify possible reasons why the desired goals are not being attained.</p> <p>Initial evaluation and reevaluation IEP: Present level statement (strengths, current performance, effects of disability); annual goals and short-term objectives or benchmarks.</p>
What is provided?	<p>Step 3. Develop and implement a well-supported plan involving evidence-based strategies to attain the goals.</p> <p>Tier I: Core universal instruction and supports Tier II: Supplemental interventions and supports Tier III: Intensive individualized interventions and supports</p> <p>ESE services: Specially designed instruction, related services, supplementary aids and services, classroom and testing accommodations and program modifications, support for personnel.</p>
How evaluated?	<p>Step 4. Evaluate the effectiveness of the plan in relation to stated goals.</p> <p>IEP: Monitor progress toward annual goals.</p>
Who oversees?	<p>School-based teams engaged in systematic planning and problem solving.</p> <p>IEP: Expanded school-based teams (IEP teams) engaged in systematic planning and problem solving.</p>
How often?	<p>Monthly data review or more frequently, as needed</p> <p>IEP: Formal review of IEP annual goals at least once a year with frequent progress monitoring, as needed.</p>
Other	<p>IEP: Transition planning</p> <p>Self-determination and self-advocacy, course of study, transition services needs, and postsecondary education and career goals.</p>

Chapter 1: Individual Educational Plan



The IEP 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(1) and (3), F.A.C.: Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.

The IEP 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 ages birth through three. An IFSP can be used instead of an IEP for children with disabilities ages three through five at the discretion of a district and with parental approval.

The process of developing an IEP has evolved since 1975 through federal and state legislation, case law, and state and local 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 FAPE in the least restrictive environment (LRE). Although rules and regulations governing this requirement are complex, the purpose is straightforward and clear.

The federal law, the IDEA, 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 all IEP 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 and self-advocacy, the identification of transition services needs, and a statement of the intent to pursue a standard diploma and scholar or merit designation and courses of study before the student attains age 14;

- A statement of any career and professional education (CAPE) digital tool certificates and the CAPE industry certifications that the student seeks to attain before high school graduation;
- A statement of measurable postsecondary education and career goals, expected outcomes and additional benefits, 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 statewide or districtwide assessments of student achievement;
- A statement of eligibility for assessment through the Florida Standards Alternate Assessment (FSAA) and Access end-of-course (EOC) exams;
- 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; and
- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class and extracurricular or nonacademic settings.

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 (PreK) 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 need to be 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 standards that the student will be expected to achieve.

Requirements—Eligibility and Timelines

Rule 6A-6.0331(6)(a) and (c) and (10), F.A.C.: General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services.

Rule 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-15. 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 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-19. 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-20. 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 IEP. 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 ESE program requires informed parental consent. Consent for placement is generally not required for a change in services or a change in disability category with the exception of the requirements for parental consent for instruction in the state standards access points curriculum and use of an alternate assessment or placement in an ESE center for their child (Rules 6A-6.0331(10) and 6A-6.03028(3)(b)1., F.A.C.) (FDOE, 2015, March 20; 2014a).

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 has received special education and related services and 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 initial evaluation and develop and implement a new IEP. If the parents do not provide a copy of their child's 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, 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 education 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.

Requirements

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

Rule 6A-6.03311(2), 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, other service providers and the student, as appropriate. Every IEP team consists of individuals who fulfill roles required by federal and state laws and regulations. These team members will have a combined 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 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) and (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 and the title or position of those who will be attending. 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(s) or guardian;
- The student, as appropriate, and in all meetings that address transition services needs and consideration of postsecondary education and career 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 education curriculum and the availability of school district resources (local educational agency (LEA));
- An individual who can interpret the instructional implications of the evaluation results; and
- 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 knowledge about the strengths of their child and their concerns for enhancing their child's education. The parents can provide information about day-to-day life, including their child'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 IEP meeting. Parents can help decide how their child will participate and be involved in the general education curriculum and state and district assessments. This will lead to deciding which standard diploma option their child will pursue, as well as goals for education and career 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.

Other adults chosen by the parents may attend an IEP meeting. School district personnel may not object to the attendance of such persons or discourage the parents from inviting another person to attend the meeting. The school district is prohibited from taking actions, making statements, or using other means to coerce, harass, retaliate or threaten consequences related to bringing other adults to the meeting. The parents and school district personnel attending the meeting are provided an opportunity at the end of the meeting to sign a document that states whether any school district personnel have prohibited, discouraged or attempted to discourage the parents from inviting a person of their choice to the meeting (s. 1002.20(21)(a), F.S.).



For more information:

“Section 1002.20, Florida Statutes (F.S.), K-12 student and parent rights,” In 2013 Legislation: Senate Bill 1108 [Technical Assistance Paper DPS: 2013-105]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-6804/dps-2013-105.pdf>

Appendix A. Questions and Answers Regarding Implementation of CS/SB 1108 [Technical Assistance Paper DPS: 2013-105]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-6811/dps-2013-105a.pdf>

Appendix B. Document Relating to Parent Input and Meetings. [Technical Assistance Paper DPS: 2013-105]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-6812/dps-2013-105b.pdf>

Active Student Participation

Before the student turns 14, the IEP team must consider the transition services needs of the student. Transition refers to activities meant to prepare the student for adult life, such as the following:

- Selecting a course of study that meets the requirements for a standard high school diploma;
- Developing measurable postsecondary education and career goals, based on age-appropriate transition assessments related to education, training, employment and, where appropriate, independent living skills; and
- Identifying transition services needs, including preparation needed to assist the student in attaining a standard high school diploma with scholar or merit designation, as applicable, and reaching postsecondary education and career goals.

Students with disabilities must be invited to attend the IEP team meeting if the purpose of the meeting will be the identification of the student's transition services needs or consideration of postsecondary and career goals. Beginning at age 16, representatives from agencies that may be involved in providing or paying for transition services must also be invited to these meetings with the consent of the parents or student whose rights have transferred at the age of majority (age 18).

Students of all ages should be encouraged to attend and actively participate in their IEP meetings. Students may need instruction and practice in using self-determination and self-advocacy skills, goal-setting strategies, and meeting participation techniques so they can be effective IEP team members.

See also Chapter 4, "Planning for the IEP Team Meeting for Transition," pp. 47-50, and "Self-Determination and Self-Advocacy," pp. 59-61.

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 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.

See also Chapter 4, "Requirements—Transfer of Rights at Age of Majority," pp. 50-51.

District and School Personnel Responsibilities

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 communicate the expectations of the general education curriculum and help 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 identify what the student needs to be able 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 IEP 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 from elementary to middle school, a teacher from the middle school can be invited to provide information about expectations and requirements.

At least one special education teacher or, where appropriate, special education service provider, must attend the meeting. The special education teacher or special education provider 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 or special education providers, 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 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, standardized state or district assessments, classwork and outside evaluations. This IEP team member will help the IEP 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.

As long as the required roles are fulfilled, there is no minimum number of individuals required to attend the meeting. 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 PreK service coordinator.

When a PreK 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 can 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, 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 be invited to the meeting if the parent consents. The IEP team should review possible transition services needs for each postsecondary education and career 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 team meeting (FDOE, 2009, February 6).

See also Chapter 4, "Planning for the IEP Team Meeting for Transition," pp. 47-50.

Absence or Excusal of Team Members

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

At a given IEP team meeting, not all 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 IEP team member's specific area of the curriculum or related services will not be modified or discussed at the meeting. Documentation that the parents have agreed to the absence of a team member may be included on the written notice or invitation to the meeting, on the IEP form or in 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 or 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 from all or part of the meeting if the IEP 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 IEP 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 the school district must consent to this excusal (USDOE, 2010, June).

If the IEP team includes more than one general education teacher, the excusal provision would not apply if at least one general education teacher will be in attendance that 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, consent for excusal 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) and 300.501(b))

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))

It is important to consider the availability for participation of all required team members when scheduling the IEP team meeting.

See also Chapter 2, “The IEP Team,” pp. 13-14.

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. Email or shared online calendar programs can be used to solicit input on possible meeting dates and times. The district should arrange the date and time through a phone call for members who do not use email. The IEP meeting should be scheduled at a mutually agreed upon time and place.

If the purpose of the meeting involves discussing postsecondary education, career goals and transition services needs beginning with the IEP that will be in effect before the student turns 14, the schedule will need to accommodate the availability of the student and representatives of participating agencies who are invited with parental consent. IEP team meetings that involve other types of transitions, such as PreK 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 cannot attend in person and
- 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) and (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 IEP team. For example, if the purpose of the meeting is to discuss the student's progress in the general education 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 IEP team members are identified 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.

Parents may also request a Part C service coordinator or representative if their child has previously received early intervention services.

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 PreK children,
- Review of functional behavioral assessment and development of a positive behavioral intervention plan and
- Consideration of postsecondary and career goals and transition services.

If the purpose of the meeting includes transition planning for students who will be 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 described in the meeting notice. For example, for the IEP that will be in effect before the student turns 14, the meeting includes a discussion of the student's transition services needs, focusing on the intent to pursue a standard diploma and scholar or merit designation, if applicable, and the need for self-determination and self-advocacy information or instruction. At age 16, measurable postsecondary education and career 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 received

sufficient notification of the meeting. In general, a written notice is sent 7 to 10 days in advance of the meeting. Most parents will appreciate a note or call the day before to confirm the date, time and location of the meeting.

If the purpose of the meeting will include consideration of instruction in access points and administration of the alternate state assessment or placement in an ESE center, the written notice must be provided to the parents at least 10 days in advance.

However, when the parent receives the written notice, the parent may agree to meet before the tenth day (Rule 6A-6.03028(3)(b)1., F.A.C.).

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 there has been no response to 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) and (d) and 300.328)

If neither parent can attend the meeting, the district must offer to use other methods of parent participation, such as a conference call, video conferencing or web conferencing. The use of any alternate form of participation will require that all members of the IEP 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. It is important to 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 to describe their child's strengths in both educational and social environments and any 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 email.

If the parents are unable to attend the IEP team meeting and the meeting is conducted in their absence, the school district must keep a record of the attempts to involve the parents. The documentation may include 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.

Explanation of Procedural Safeguards

IEP-7. The parents were provided a copy of the procedural safeguards.

(Rules 6A-6.03311(2) and 6A-6.03028(3)(h)5., 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 and the opportunity to present and resolve complaints through the state complaint and due process hearing procedures. In addition, procedural safeguards address 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 and
- Upon the school district superintendent's recommendation to the commissioner of education that an extraordinary exemption for a given state assessment be granted or denied.

See also, Chapter 7, "Extraordinary Exemption from Statewide Testing," pp. 134-135.

A copy of procedural safeguards may accompany the written notice of the annual IEP review meeting. Districts may also offer parents a copy of procedural safeguards at every meeting. For parents who are new to the IEP process, the IEP team may ask parents if they 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 prior to the meeting. It is also important that procedural safeguards be available in the parent's native language (such as Haitian Creole, Spanish or 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 they 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, Russian, French, Vietnamese, Arabic, Chinese, Portuguese and Tagalog:

Part B. Notice of Procedural Safeguards for Parents of Students with Disabilities. FDOE.

<http://www.fldoe.org/core/fileparse.php/3/urlt/procedural.pdf>

The Family Educational Rights and Privacy Act (FERPA) [Technical Assistance Paper DPS: 2009-103]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-5441/dps-2009-103.pdf>

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 keys 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 have firsthand knowledge of the student may review records and observe the student in various settings, such as a core academic class, PreK natural environment, home, social setting or employment, before the meeting. 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 should be compiled and summarized before the meeting so the IEP team will be able to use it more efficiently.

When the student participates in the IEP team meeting, the preparation includes making sure the student understands the purpose of the meeting. Beginning at age 14, the purpose of the IEP team meeting will include identification of the student's 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. 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. 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, n.d.; 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 helps them synthesize information and analyze the problems the student is

experiencing. However, 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 was prepared for review and discussion. Parents should be given a copy of the draft IEP prior to the meeting to 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 will be actively involved when they are able to 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 to guide team members in gathering relevant data, formulating questions and identifying concerns to address.

When the actual meeting begins, the person in charge 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 time frames. The IEP process should be explained to team members who are participating for the first time prior to the meeting or as needed throughout the meeting. This is especially important for parents and students. Districts are responsible for making sure parents and students 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 (DHH) or parents whose native language is other than English. As appropriate, parents should let the district know that they will need an interpreter, rather than assuming one will be available or on call (Küpper, 2007, May).

Information presented in written formats using a display, flip chart or an interactive white board will help keep everyone on track. This is an effective way to keep all members focused on what the IEP team is addressing. If a team member is called out of the meeting, the member can easily catch up on what has been discussed.

In addition to recording key facts, the IEP team may wish to use a projector to display the IEP document as it is being written. Most IEP software programs will allow the IEP 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. All team members should be encouraged to participate by being asked for specific information, suggestions and recommendations.

Supporting the IEP 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 IEP 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 and the provision of a FAPE 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) and (b))

The participants at the IEP team meeting may be asked to sign a form or otherwise document their attendance at the meeting. 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 or, where appropriate, special education provider; 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 general 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. The participant area of the IEP form may include documentation of the presence of the members of the IEP team. It may also be used to document the agreement or consent process for nonattendance of required members of the IEP team. 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 example shows how this might be documented for members of the IEP team, including those who are not able to be physically present at the IEP team meeting:

Parent or Guardian:	Sandy and Joe Miller
Student:	Joshua Miller
District ESE Supervisor:	Helen Wesson
Evaluation Specialist:	Joe Gonzalez (submitted report)
ESE Teacher:	Maria Sanchez
General Education Teacher:	Tina Barron (by phone)

See also Chapter 2, "Absence or Excusal of Team Members," pp. 17-18.

Chapter 3: Considerations in Individual Educational Plan 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

Rule 6A-6.03028(3)(g), 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 IEP 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 Standards Assessment (FSA), Florida Comprehensive Assessment Test[®] 2.0 (FCAT 2.0), EOC assessments or the FSAA, and other district assessments must be considered. The IEP team must also consider the student's academic, developmental and functional needs.

The IEP team must also consider the specific needs and types of interventions for individual 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 DHH or dual sensory impaired (DSI); 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 standardized 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, progress monitoring data on student response to instruction and intervention, 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 areas of need. When planning for transition, the student's interests and preferences are important considerations in determining postsecondary education and career goals. The student's strengths are generally documented in the present level statement or in a separate statement on the IEP (FDOE, 2015a).

See also Chapter 5, "Strengths of the Student," p. 80.

Results of Evaluations

IE-14. The student was assessed in all areas related to the suspected disability. (34 CFR §300.304(c)(4); Rule 6A-6.0331(5)(f), 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 progress monitoring of the student's response to classroom instruction and interventions (FDOE, 2015a).

The IEP team members use the results from the initial evaluation and subsequent reevaluations to understand the educational needs of the student and to guide their decision making about the kind of educational plan that addresses the unique needs of each student. By reviewing data from a variety of sources (parents, teachers, specialists and the student), the IEP team can obtain an adequate picture of the student's strengths and areas of need. Synthesized, this information can be used to determine the specific nature of the student'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. Some IEP forms include a separate section for documenting evaluation results.

Performance on Statewide and Districtwide Assessments

The FSA measures student achievement in the English Language Arts (ELA) and Mathematics Florida Standards. FCAT 2.0 measures student achievement in the Next Generation Sunshine State Standards for Science. For the FSA and FCAT 2.0 assessments, student performance is reported on achievement levels that range from 1 (lowest) to 5 (highest). A level 3 indicates satisfactory performance. Florida's EOC assessments measure student achievement of Florida Standards or the Next Generation Sunshine State Standards that are required for specific courses. On the EOC assessments, student performance is reported on achievement levels that range from 1 (lowest) to 5 (highest); an achievement level of 3 indicates satisfactory performance.

**For more information:**

K-12 Student Assessment. FDOE.

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/>.

2014-15 Florida Standards Assessments English Language Arts (Grades 3-10) and Mathematics (Grades 3-8) Fact Sheet. FDOE.

<http://www.fldoe.org/core/fileparse.php/5423/urlt/FSAELAMathFS2014-15.pdf>

2014-15 FCAT 2.0 Next Generation Sunshine State Standards Fact Sheet. FDOE.

<http://www.fldoe.org/core/fileparse.php/5423/urlt/FCAT2FS2014-15.pdf>

2014-15 Florida Standards End-of-Course Assessments Algebra 1, Algebra 2, and Geometry Fact Sheet. FDOE.

<http://www.fldoe.org/core/fileparse.php/5423/urlt/FSAEOCFS2014-15.pdf>

2014-2015 Next Generation Sunshine State Standards End-of-Course Assessments Fact Sheet. FDOE.

<http://www.fldoe.org/core/fileparse.php/5423/urlt/NGSSSEOCFS2014-15.pdf>

In 2014-15, the Florida Alternate Assessment (FAA) measured 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. Scores for the FAA 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, prompting or both.

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 levels 1-3 on the prior year assessment and score at least one level higher on the current year assessment are also considered to have demonstrated growth. Students who scored in levels 1-3 on the prior year assessment and maintain the same level on the current year assessment will have demonstrated growth if they increase their total score by 5 or more points (FDOE, n.d.a; n.d.b).

**For more information:**

Facts about the Florida Alternate Assessment: Information for Teachers. [Brochure]. FDOE.

http://www.fldoe.org/core/fileparse.php/7571/urlt/2014_Teachers_Brochure_English_Web.pdf

Understanding the Florida Alternate Assessment and Your Child's Scores: Information for Parents. [Brochure]. FDOE.

http://www.fldoe.org/core/fileparse.php/7571/urlt/2014_Parent_Brochure_English_Web_blue.pdf

In addition to statewide assessments, districts may administer other standardized assessments to an entire grade(s) to measure student achievement. This may include assessments of academic achievement, such as the Stanford Achievement Test Series, 10th edition, or assessments to monitor student progress in specific areas, such as writing. Students with disabilities must participate in district 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, 2014a). Some IEP forms also include a separate section for documenting state and district assessment results.

Examples:

Casper has shown growth in his reading achievement this year. In 2014, he scored level 1 on the FCAT 2.0 Reading. In 2015, his achievement level increased to 2 out of 5 on the Grade 4 FSA ELA Reading component. He answered more items correctly on the items measuring skills for Key Ideas and Details than on items that addressed skills for Craft and Structure and Integration of Knowledge and Ideas.

Benji scored an overall achievement level 2 out of 5 on the FSA ELA Writing component for Grade 8. At the beginning of Grade 9, Benji's essays for classroom assignments included many ideas and statements, but lacked clear organization. He did not consistently use accurate punctuation, capitalization or spelling. In Grade 9, Benji was given intensive instruction in writing and his essays showed improvement on the district progress-monitoring assessments for writing, given four times per year. His writing scores ranged from 3.5 to 4, based on a six-point rubric. His essays now have a clear beginning, middle and end; and he makes fewer errors in punctuation and capitalization. Benji continues to rely on a phonetic spelling of words.

Donita performed at the Achieved level on the Grade 7 FAA in Reading and at the Commended level in Mathematics in April 2014. This means that she has acquired reading skills based on the Grade 7 access points of the Next Generation Sunshine State Standards for Reading with moderate success. She is stronger in word recognition, as evidenced by her performance on fluency items. When she tells about what she has read, she usually names one detail.

Academic, Developmental and Functional Needs

The IEP team must consider the student's academic, developmental and functional needs when developing the IEP. The IEP team may review the data gathered from screenings, progress monitoring, diagnostic evaluations 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, 2014a).

See also Chapter 5, "Current Performance," p. 80.

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 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 Center on Response to Intervention (2014) publishes a chart of screening tools with key information about the characteristics of the tools and intended use.



For more information:

Screening Tools Chart. Center on Response to Intervention.

<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>

Progress-Monitoring Assessments

Progress-monitoring assessments are interim assessments used to evaluate the student's response to academic instruction or behavioral interventions. The results can be used to determine how successful particular programs, instructional approaches and accommodations have been for the student. Schools are encouraged to use an integrated data collection and assessment system to inform decisions about instruction in Florida's MTSS (FDOE, 2008, June; 2011).

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 student 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 student's score. For example, in reading, the student may be asked to read aloud for one minute. Each student'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 student's performance compares to expectations" (McLane, n.d., paragraph 3).

The IEP team can use CBM to determine the student's present level of performance and to monitor progress on the achievement of 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, standardized 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.).

**For more information:**

Academic Progress Monitoring GOM (General Outcomes Measure). National Center on Intensive Intervention.

<http://www.intensiveintervention.org/chart/progress-monitoring>

Behavioral Progress Monitoring Tools. National Center on Intensive Intervention.

<http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>

Diagnostic Assessments

Diagnostic assessments are used to pinpoint the critical instructional needs of students. For example, students who score at level 1 on the statewide assessment of reading may struggle with reading for many different reasons. Diagnostic tests may help to uncover specific problems with word reading accuracy or fluency, inadequate vocabulary knowledge or failure to use reading comprehension strategies (Torgeson & Hayes, n.d.). Diagnostic assessments are also used to determine specific strengths and weaknesses in basic skills, such as mathematics and writing.

The Florida Assessments for Instruction in Reading—Florida Standards (FAIR-FS) are reading screening and diagnostic assessments based on the essential components of reading and aligned to Florida Standards (FDOE, 2014b, 2014c.). FAIR-FS includes screening and diagnostic assessments for kindergarten to Grade 12 that are administered three times per year. The FAIR-FS provides additional probes allowing for biweekly or monthly ongoing progress monitoring for Grades 3-12.

**For more information:**

Florida Assessments for Instruction in Reading – Florida Standards. Florida Center for Reading Research.

<http://fcrr.org/fair-fs/>

Examples:

Based on data from the Grade 4 FAIR-FS screening, Sammy scored at the 12th percentile on the word recognition task, the 8th percentile on vocabulary knowledge task and the 2nd

percentile for reading comprehension task. His probability of literacy success was in the red zone (below 16%), meaning that it is unlikely he will achieve at grade level on the statewide assessment for reading.

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

Classroom Assessments, Observations, Work Samples and Report Cards

Informal assessment data from the student's work in the classroom can provide additional details about student performance or validate other test results. These formative assessments can show the progress the student made in learning a new skill. Summative assessments, such as final exams, projects and portfolios, provide an overall measure of a student's mastery 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. Report cards depict the grades representing student's academic performance, based on examinations, written papers, class participation and other academic criteria. In addition, the report card includes student conduct and behavior and attendance records. The student's final report card for the school year contains a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance records, and promotion or nonpromotion. A common grading scale is used for students in middle and high school (Grades 6-12) in Florida (ss. 1003.33 and 1003.437, F.S.). The IEP team may review the student's grades on the report card as an indicator of the student's classroom performance.

Example:

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 (FBAs) and Behavioral Intervention Plans (BIPs)

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 can have meaningful and positive impacts on the student. When developing the IEP, an FBA provides information for the present level of academic and functional performance statements and direction for developing annual goals and short-term objectives or benchmarks,

The function of a behavior reveals the purpose of the behavior that was demonstrated. For example, getting good grades and acting out may serve the same function (e.g., getting attention from adults). However, behaviors that lead to good grades are judged to be more appropriate than acting-out behaviors. Once the function of the behavior is determined (e.g., 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; and
- Formal and informal measurement procedures.

Examples:

Based on the results of an FBA conducted in May 2015, Sally displays aggressive behavior that 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 their desserts to her.

Based on teacher observations, Cathy leaves assigned areas without permission 50 percent of the time. Cathy typically displays this behavior in the classroom in the afternoon when she has difficulty completing her assignments and she isn't willing to keep trying (avoidance).

The BIP should be designed to support the attainment of the student's IEP goals and objectives, especially those addressing social/behavioral issues. The behavior plan is an expansion of strategies and methods that will be implemented to reduce or prevent the recurrence of targeted misbehaviors (FDOE, 1999, December). Information gathered from an FBA is utilized to create the BIP. Important points to remember in developing a BIP are:

- The parent (and the student, as appropriate) should be included in the development and implementation of the plan.
- The plan needs to be practical, workable and reasonable for implementation in the targeted settings.
- The specifics of the intervention strategies should be identified, including time and duration, setting, and individual roles and responsibilities.
- There should be support for and agreement from the person(s) who will implement the plan and, where appropriate, acceptance of the plan by the student.
- Interventions that are considered should use the following approaches:
 - Adjust environment to prevent problems and promote positive behaviors,
 - Teach skills (replacement behaviors) to a high level of competency that allows the student to achieve the same results as the problem behavior and

- Manage consequences so that reinforcement is maximized for positive behaviors and minimized for problem behaviors.
- It is critical to determine what is reinforcing to the individual student and create an appropriate reinforcement schedule.
- If consequences are used for problem behaviors, they must be immediate and consistent and not inadvertently reinforce the misbehavior.
- The intervention should be implemented consistently and for a reasonable duration in relevant school situations and in the home and community, as appropriate.

A procedure for objectively evaluating the effect of the intervention on the targeted behaviors should be developed by the IEP team. It should include the establishment of short- and long-term goals, monitoring activities and timelines for periodic review of intervention outcomes.



For more information:

Functional Behavior Assessment (FBA) and Behavior Support Plans (BSP).
Positive Behavioral Interventions & Supports.

<http://www.pbis.org/training/coach-and-trainer/fba-to-bsp>

PreK Activities and Assessments

For young children, ages three to five, 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 PreK curriculum. Examples of appropriate activities include interacting and sharing with peers, showing care and concern for others, interacting with books appropriately, counting the number of friends before handing out snacks, and putting away blocks according to their size and shape.

Appropriate activities that support PreK 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 five years of age (FDOE, 2015a). PreK students with disabilities are assessed with the Battelle Developmental Inventory, second edition, to measure their 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.).

Example:

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 the last word of the phrase. Children of 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 (adapted from Kansas Inservice Training System, n.d.).



For more information:

Early Learning Services – Birth to Five Standards. FDOE.

<http://flbt5.floridaearlylearning.com>

Technical Assistance and Training System for Programs Serving Prekindergarten Children with Disabilities

<http://tats.ucf.edu/index.cfm>

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) and (d) and 300.305(a))

Any concerns parents may have 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. Other documents may also include a statement that shows that the parent's concerns were solicited and considered (FDOE, 2014a).

Examples:

Jessie's parents are pleased that their daughter will be able to finish school and get a diploma. They are hopeful that she will be able to get a job after she finishes school.

Aaron's parents report that he plays well with his siblings at home, but sometimes has problems getting along with his peers. Aaron complains that he is teased at school and sometimes even threatened by his classmates.

Parents or other members of the IEP team may bring information regarding relevant health conditions of the student. When the IEP team determines that the student with a health condition is eligible under IDEA, the student's health care needs may be documented in a section of the IEP for health concerns, related services or conference notes. The student's individual health care plan and emergency action plan is developed by the registered nurse to manage, implement and evaluate the provision of student healthcare services intended to achieve specific student outcomes. For example, students who have chronic or newly diagnosed health conditions may require services in school that are related to their health care, such as allergy, asthma, diabetes or seizure management. The school nurse or other appropriate personnel who have been specifically trained in the student's health care may provide these related services. There are also situations, in which a student with a disability may need to learn how to manage his or her own condition, such as monitoring glucose levels or

increase awareness of when the health care condition requires the attention of an adult. In those situations, the description of the need would be described in the present level statement along with an annual goal for the student. If a student has no health concerns that are relevant to their educational program, then the IEP team may simply state, **not applicable** or **none** noted.

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 the meeting. For example, if the student has exhibited behaviors that have impeded the student's learning, the IEP team would need to make sure attendance and discipline records are available, as well as any FBAs or positive BIPs. 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 with 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 whether the student has a need in one or more of these areas. If the IEP 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 statements, annual goals or special education services and supports. Evidence of the consideration will be included in the section of the IEP with explicit statements that reflect each special factor.

1. **Does the student exhibit behaviors that impede the student's learning or that of others?**

IEP-27. The IEP team considered, in the case of a student whose behavior impedes the student's learning, or that of others, the use of positive behavioral interventions and supports, and 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, supports and other strategies, to address those behaviors. An FBA should be completed prior to determining which interventions, supports and strategies are needed. The IEP team may use the following questions to determine if the student exhibits behaviors that impede the student's 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 the questions is "yes," the IEP team will need to determine the possible causes and manifestations of the 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 MTSS 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 or non-English proficient range on an approved aural and oral language proficiency test qualify for English for Speakers of Other Languages (ESOL) services. Students in Grades 3-12 must also be assessed for English reading and writing proficiency (Rule 6A-6.0902, F.A.C.). Such students may have a first language other than English or speak a language other than English at home.

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

- Do the results of the home language survey indicate that the student is an ELL?
- Does the student have sufficient proficiency in English to benefit from instruction provided in English?
- Does the student/parent require that communication be provided in the student's/parent's home or heritage language? Or does the parent require that home-school communication, specifically IDEA, ELL documents be provided in the home or heritage language?
- What impact does the student's disability have on the student's involvement and progress in the ESOL program or other programs?
- What language or mode of communication will be used when communicating with this student's family members?

What specific testing accommodations are necessary for the ELL during the FSA, FCAT 2.0 or EOC assessment administration? 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 may guide the IEP team in determining the need for communication in the student's home or heritage language. The IEP 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 not 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 assessments described previously will provide the pertinent information the IEP team can use to determine that braille instruction is not appropriate 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 (DHH), or dual sensory impaired (DSI), 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 DHH, DSI, language impaired or speech impaired. 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 the student's academic level in reading, writing and other content areas?
- Does the student require assistive devices to communicate with peers and school 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 DHH or DSI, what are the student’s language and communication needs? What opportunities does the student have for direct instruction in the student’s language and communication mode? What opportunities does the student have for direct communication with peers and school personnel?

Students who are DHH or DSI may use alternate forms of communication, such as sign language, finger spelling or lip reading. Some students use hearing aids 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 school 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 Communication Plan (form 313189) referenced in Rule 6A-6.03028(3)(g)9., F.A.C., must be used to address, the student’s language and communication needs, opportunities for direct communications with peers and school personnel in the student’s language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student’s language and communication mode.

The Communication Plan includes questions, such as the following, to determine the language and communication needs of a student who is DHH or DSI:

- What are the most comfortable and effective methods for the student to access and use language?
- How do the parents communicate with 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 school personnel?
- Does the student receive language and communication development services outside the school?
- What other factors influence the student’s language and communication development?
- What information will be shared in order to support effective communication and language development within the home environment?

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. What assistive technology devices and services should be considered for the student?

IEP-31. The IEP team considered whether the student needs assistive technology devices and 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 does the student need to be able to do within the student’s educational program (writing, reading communicating, seeing and hearing) that the student is not able to do because of the student’s disability?
- Does the student currently have difficulty completing a certain type of task with special strategies or accommodations?
- Does the student currently use assistive technology (devices, tools, hardware or software) to address this task?
- Would assistive technology help the student perform this skill more effectively or efficiently in the LRE, or would it help the student perform this skill successfully and more independently?

If the answer to any of these questions is “yes,” the IEP team may recommend that the student be evaluated to determine current and future needs for assistive technology or begin trials of assistive devices already identified. 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 suggest different types of devices or 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 (FDOE, 2013, August 21).



For more information:

Assistive Technology for Students with Disabilities [Technical Assistance Paper DPS: 2013-65]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf>

7. Does the student need ESY services?

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

ESY services are special education and related services that are 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 (Rule 6A-6.03028(3)(g)11.b., F.A.C.). The IEP team has the flexibility to determine when an individual student needs ESY services. The district may provide ESY services to a student with a disability at times other than the summer, such as before and after regular school hours or during school vacations, if it is determined by the IEP team that the student requires ESY services during those time periods in order to receive FAPE. ESY services are to be provided in the LRE. The student's need for ESY services must be considered annually. 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 IEP 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 PreK students, developmentally appropriate pre-academic 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 the student's 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 is beginning to acquire specific skills needed on the job. The student requires the continuing services of a job coach to be successful.

- A PreK student consistently communicated verbally in the past month. The data show the child regressed during breaks and required extended time to recoup the skills. The child's planned placement in a regular K in the upcoming school year may be impacted by regression of the child's expressive language.
- A student whose frequent health-related absences have significantly impeded progress on goals related to critical life skills. The data indicate significant regression when services are not provided for more than two weeks. The student requires continuing services to address significant deficits in order to return to a less restrictive environment.

See also Chapter 7, "Extended School Year Services," p. 136.



For more information:

Determining an Individual Student's Need for Extended School Year Services [Technical Assistance Paper, FY: 2002-5]. FDOE.

<http://www.fldoe.org/core/fileparse.php/7571/urlt/0086213-y2002-5.pdf>

Extended School Year Services for Students with Disabilities: A Guide for IEP and FSP Teams [Teacher Brochure]. FDOE.

<http://www.fldoe.org/core/fileparse.php/7571/urlt/0086214-esyteach.pdf>

Extended School Year Services: Determination of Need for Students with Disabilities [IEP Team Worksheet]. FDOE.

<http://www.fldoe.org/core/fileparse.php/7690/urlt/ESY-Determination-of-Need.doc>

ESY: What's the IDEA Behind Extended School Year Services for Students with Disabilities? [Parent Brochure]. FDOE.

<http://www.fldoe.org/core/fileparse.php/7571/urlt/0086216-esyparen.pdf>

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 specific curriculum requirements for a grade level or course. The IEP team can use the systematic problem-solving process embedded in Florida's implementation of MTSS and the problem solving and response to instruction and intervention framework to develop and implement the IEP (FDOE, 2011). 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 Levels of Academic Achievement and Functional Performance and Measurable Annual Goals

Step 1. “What exactly is the problem?”

Define, in objective and measurable terms, the goals to be attained. Determine the discrepancy between what is expected and what is occurring.

Step 2. “Why are the desired goals of the student not occurring? What are the barriers?”

Identify possible reasons why the desired goals are not being attained. Generate hypotheses (reasons) why the student is not attaining the goals. Consider factors involving the student, curriculum, instruction and learning environment.

Special Education Services and Supports

Step 3. “What are we going to do?”

Develop and implement a well-supported plan involving evidence-based strategies to attain the goals. Determine how student progress will be monitored and how the integrity of implementation will be ensured.

IEP Progress Monitoring and Reporting to Parents

Step 4. “Is it working?”

Evaluate the effectiveness of the plan in relation to stated goals. Monitor student response to the intervention and use progress-monitoring data at agreed upon intervals. If the student is not improving, determine how the intervention plan will be adjusted to better support the student’s progress.

The IEP team should avoid using courses and curriculum or the student’s disability (such as 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 or 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 the decision support the student’s involvement or participation in the general education curriculum and assessment programs?
- How does the decision address the student’s educational needs?
- How does the decision address the parents’ concerns for enhancing their child’s education?
- How does the decision 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 services 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 or 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 students' needs and determine the services they may require (FDOE, 2004).

See also Appendix B, "Domain Descriptors," pp. 157-160, for 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 career and technical curricula. Curriculum refers to Florida Standards, Next Generation Sunshine State Standards, Next Generation Occupational Standards for Career and Technical Education, Florida Early Learning and Developmental Standards, and developmentally appropriate milestones measured in PreK 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 or 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 or counseling as a related service.

The **Independent Functioning** domain includes the knowledge and skills 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. Students with disabilities may also need annual goals to address knowledge and skills associated with taking care of their own health care needs.

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 be able to benefit from special education;
- **Community experiences**—services and activities provided outside of the school building in community settings or by other agencies;
- **Development of employment objectives**—those services and activities that prepare a student for and lead to employment;
- **Post-school adult living objectives**—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; and
- **Provision of a functional vocational evaluation**—a systematic assessment process that provides information about job or career interests, aptitudes and skills, if appropriate.

See also Chapter 4, "Transition Services Needs," pp. 61-63, and "Documenting Transition Services on the IEP, Age 16 and Older," pp. 67-70.

Chapter 4: Transition Planning



The description of the student's intent to pursue a high school diploma and designation, if applicable; course 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 education and career goals align with the student's strengths, preferences and interests and are based on information from age-appropriate transition assessments collected from multiple sources over time.

Requirements

Rule 6A-6.03028(3)(b)4. and 5.; (c)7. and 8.; (h)8.-11.; and (k), F.A.C.: Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.

Rule 6A-6.0331(8)(f), F.A.C.: General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services.

Rule 6A-1.09963, F.A.C.: High School Graduation Requirements for 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 education and career goals. This transition mandate reflects the concern that high school age students with disabilities are at risk of dropping out of school or otherwise leaving school unprepared for adult life and responsibilities. Recent changes in transition planning and high school graduation require that the IEP teams carefully consider the high school diploma when they determine what services are needed to assist the student in reaching postsecondary education and career goals (ss. 1003.4282 and 1003.5716, F.S., and Rule 6A-1.09963, F.A.C.).

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

- Before the student with a disability attains age 14 (or earlier if the IEP team determines appropriate), the IEP team shall begin the process of identifying transition services needs and discussing postsecondary education and career goals for the student. The IEP shall include:
 - A statement of intent to pursue a standard high school diploma and scholar or merit designation as determined by the parent, if appropriate.
 - The preparation needed to graduate with a standard high school diploma. This may include any career and professional education digital tool certificates and the

- CAPE industry certifications that the student seeks to attain, if any, before high school graduation (ss. 1003.4203 and 1008.44, F.S.).
- Consideration of the student's need for instruction or the provision of information in the area of self-determination and self-advocacy.
 - 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 shall include and be updated annually:
 - A statement of intent to receive a standard high school diploma before the student attains age 22 and a description of how the student will meet the requirements for a standard diploma. (This requirement does not apply if the student began ninth grade in 2013-14 or earlier and is pursuing a special diploma.)
 - A statement of the outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation. This may include items such as CBI, self-determination and self-advocacy training, and CAPE digital tool certificates and CAPE industry certifications that the student seeks to attain, if any, before high school graduation.
 - Appropriate measurable postsecondary education and career goals based on age-appropriate transition assessments related to education, training, employment and, as appropriate, independent living skills.
 - A statement of transition services, including course of study that the student needs to meet postsecondary education and career goals. 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 services 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 (CTE), 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 education and career 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 before the student attains age 14. It may be appropriate to address transition services needs for a younger student, particularly 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 diploma and the need for information or instruction in the area of self-determination and self-advocacy. Self-determination and self-advocacy skills will help the student actively and effectively participate in IEP team meetings and self-advocate so that postsecondary education and career goals can be identified by age 16.

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 before the student attains age 14), and consideration of postsecondary education and career 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 the prior consent of the parents or student whose rights have transferred.

See also, Chapter 2, "Providing a Meeting Notice," pp. 19-20.

Student Involvement

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

T14-3 and 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.)

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 IEP team must take other steps to ensure the student's needs, preferences and interests are considered. The IEP team may review the results of interest inventories, self-determination assessments, 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.

See also, Chapter 2, "Active Student Participation," p. 15.

Agency Involvement

Agency involvement in transition planning is based on the nature of the student's needs and the student's disability, whether the student is potentially eligible for services and the student's

postsecondary education and career goals, such as further education, training, employment and independent living. Agencies frequently involved in the planning and delivery of transition services in Florida include:

- Agency for Persons with Disabilities;
- Center for Independent Living;
- Department of Children and Families;
- Division of Blind Services;
- Division of Vocational Rehabilitation (VR);
- Social Security Administration;
- Local career and technical schools, Florida colleges and universities; and
- Other adult service providers.

Parents and teachers will need specific information about services and the agencies that provide them. This information can be communicated in brochures and websites and through meeting or agency fairs. 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 and family resources (<http://project10.info/DistrictFlorida.php>).

VR has recently implemented new services to meet the requirements of the Workforce Innovation and Opportunity Act (WIOA), enacted in July 2014. This law specifies how federal funds can be used for pre-employment transition services to students, supported employment for transition-aged youth and workforce funds for out-of-school transition-aged youth. WIOA places a strong emphasis on exploration of careers in science, technology, engineering and mathematics. Beginning at age 15, VR will provide pre-employment services, which may include career exploration counseling, workplace readiness training, community-based work experiences, self-advocacy instruction, peer mentoring and postsecondary educational counseling.

VR must also prioritize students with most significant disabilities, many who will begin placement services and supported employment upon exiting high school. These students often require additional time and repetition to acquire basic work skills, need to build endurance to engage in work activities and identify the right work environment (Hall, 2014).

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))

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 will 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 written 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).



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/TransitionConsentClarification_20509Final\(6\)_1.doc](http://www.project10.info/files/TransitionConsentClarification_20509Final(6)_1.doc)

Florida Vocational Rehabilitation Programs and Services.

<http://www.RehabWorks.org>

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 whose rights have transferred at the age of majority. The IEP team may also determine that communication with the agency will be required, but it is not 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 do not have immediate needs, but will require services from agencies after leaving high school (FDOE, 2014a).

Many students with disabilities will require the support and services of agencies to attain their postsecondary education and career 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.

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)9.d., F.A.C.)

The IEP team 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, including VR, 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 (Rule 6A-6.03028(3)(h)9.d., F.A.C.).



For more information:

Interagency Collaboration. Project 10.

<http://project10.info/DetailPage.php?MainPageID=85&PageCategory=Effective Practices in Transition&PageSubCategory=Interagency Collaboration>

Requirements—Transfer of Rights at Age of Majority

Rule 6A-6.03028(3)(h)(10), 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)10., 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), 300.520(a)(1) and 300.625; 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 right of consent, the right to obtain an independent evaluation and the opportunity to request mediation 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 the Individuals with Disabilities for Education Act (IDEA) requires to the parent, in addition to the student whose rights have transferred. This includes prior written notices whenever the school district proposes or refuses to initiate or

change the identification, evaluation, educational placement or the provision of a FAPE to the student. Graduation from high school with a regular diploma constitutes a change in placement, requiring prior written notice (Rule 6A-6.03311(1), F.A.C.).

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. The right remains 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 the student's 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).



For more information:

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

Legal Guide for New Adults (pamphlet). The Florida Bar.
<http://www.floridabar.org/cmdocs/cm470.nsf/WDOCS/C8C2502CA3533819852576B1007695B7>

Transition Assessment

Transition assessment is an ongoing process for collecting data on the student's needs, strengths, preferences and interests. The data are 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 education and career 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, 2015d; Sitlington, Neubert, & Leconte, 1997, Spring, pp. 70-71).

Age-appropriate assessments mean activities, assessments, content, environments, instruction and 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. 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, & Bethune, 2015, p. 5).

**For more information:**

Transition Assessment. Project 10.

<http://project10.info/DetailPage.php?MainPageID=146>

Student Planning Processes

Central to transition planning is the involvement of students in the development of their own academic and career plans. A variety of student planning processes has 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

In middle school, all students in Florida must complete a career and education planning course in which they create an academic and career plan for high school. Students with disabilities are not exempt from this requirement. The student's academic and career plan should be updated annually and become more focused and specific each year. By the time the student enters high school, the academic and career plan should specify the courses to be taken during each year of high school leading toward a standard diploma and measurable postsecondary education and career 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 education and career goals, graduation requirements for the type of diploma selected, and course of study to be followed during each year of high school leading toward graduation and postsecondary education and career goals

To prepare to participate in the IEP team meetings where transition is addressed, students may use the following tool available from the FDOE to guide their decisions:

The Career Cruiser 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, <http://www.fldoe.org/policy/pubs/workforce-pubs.stml>.

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

Person-Centered Planning

Person-centered and self-directed planning processes focus on the student’s assets rather than deficits and incorporate the values of self-determination and informed choice. These planning processes 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 (Project 10, 2015a).

A person-centered career planning process may begin as early as the elementary grades and continue through the high school years to assist the student in attaining postsecondary education and career goals. The student and the 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 the creation of a clear statement of the steps to achieve the vision. Students and their families learn how to use data to assess the achievement of their vision.

Students Transitioning into Adult Roles Person-Centered Planning (STAR PCP) is a collaborative person-centered planning process for use with students with disabilities who are transitioning to postsecondary environments. The STAR PCP incorporates student-focused discussion and planning for the following areas: career development and employment, academic enrichment, campus and community engagement, self-determination and independent living. The STAR PCP is designed to guide the student, family members and friends through a supported dialogue and action plan of crucial goals and objectives necessary for a student’s future success. The Florida Consortium on Postsecondary Education and Intellectual Disabilities and the Florida Inclusion Network developed this process. The STAR PCP process, an individualized training webinar, and electronic STAR documents can be found on the Florida Consortium website. School districts and colleges may also request training and support through Project 10 Regional Transition Representatives.

**For more information:**

STAR PCP, The Florida Consortium for Postsecondary Education and Intellectual Disabilities.

<http://fltpsid.info/DetailPage.php?PageID=102>

Training on Request. Project 10.

<http://project10.info/TrainingOnRequest.php>

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; and
- Twelfth grade—enhancing specialized skills with focused, work-based learning activities and finalizing postsecondary linkages.

Transition Requirements before the Student Attains Age 14

Before a student with a disability attains age 14 (earlier if the IEP team determines appropriate), and updated annually, the IEP team shall begin the process of identifying transition services needs and discussing the postsecondary education and career goals for the student. The IEP team must determine and document the student's intent to pursue a course of study leading to a standard high school diploma and scholar or merit designation, if applicable, and the preparation needed to graduate. As part of the transition planning, the IEP team will also consider the student's need for instruction or information about self-determination and self-advocacy.

High School Diplomas and Course of Study

T14-5 and T16-4. For IEPs written before June 20, 2014, for students who entered ninth grade in 2013-14 or earlier, 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.; s. 1003.5716, F.S.)

T16-17. For students who entered Grade nine beginning with the 2014-15 school year, the IEP team and the parent collaborated to determine an intent to pursue a standard diploma with a scholar or merit designation, as applicable. (ss. 1003.5716 and 1003.4282 (10), F.S.)

The selection of a standard high school diploma 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, degree programs offered by Florida colleges, universities and the military have specific requirements related to a high school diploma. There is no minimum standard for admission to most career and technical certificate programs in Florida, although some industry-regulated certificate programs have minimum entry standards (FDOE, 2015, April 17a).

Students and their parents will need information about diploma requirements and related courses of study prior to the IEP team meeting where this decision will be made. They will also need information about the education and employment opportunities that are affected by the particular course of study they choose.

Colleges and technical schools have specific admission requirements related to high school graduation. The IEP team will need to make sure that the courses of study align with the student's postsecondary education and career goals.

Background information and student performance data supporting the decision for type of diploma and associated courses of study 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.

The diploma decision and the transition services needs must be reviewed annually. Students are able to change their diploma designation or course of study at any time. However, the requirements for high school diplomas are not interchangeable, and the impact of the change must be evaluated. The change must be approved by a parent, unless the student is 18 or older, and is subject to verification for appropriateness by an independent reviewer selected by the parent (s. 1003.4282(11)(b)3, F.S.).

Standard Diploma Options

Students with disabilities entering high school in 2014-15 or later must work toward a standard high school diploma. The options are described in ss. 1003.4282(1)-(10) and 1002.3105(5), F.S. They include:

- 24 credit standard diploma option available to all students, including students with disabilities;
- 24 credit standard diploma option with academic and employment requirements, available only to students with disabilities;

- 24 credit standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment;
- 18 credits, Academically Challenging Curriculum to Enhance Learning;
- International Baccalaureate (IB) curriculum; and
- Advanced International Certificate of Education (AICE) curriculum.

See also Chapter 7, “Considerations for Computer-Based and Online Instruction and Testing,” pp. 122-123; “Waiver of Statewide Assessment Results,” p. 133; and “Extraordinary Exemption from Statewide Testing,” pp. 134-135.

Scholar and Merit Diploma Designations

Students may earn one or more designations on their standard high school diploma—scholar and merit (s. 1003.4285, F.S.). The scholar designation requires the student to successfully complete specified courses in addition to the general high school graduation requirements, including Algebra 2 and Geometry, two credits in chemistry or physics, two credits in foreign language, and electives that include at least one credit in advanced placement, IB, AICE or dual-enrollment courses.

Students must make passing scores on applicable grade-level and EOC statewide assessments. The merit designation requires the attainment of one or more industry certifications.

Students and their parents shall be provided information about these designations through an online career and planning tool that will allow students to monitor their progress toward one of the designations. In addition, students with disabilities may indicate their intent to pursue a scholar or merit designation as part of the transition planning process in the development of their IEPs. Parents will determine which designation, if any, is appropriate for their student (FDOE, 2014, August 8).

Two 24-credit options for a standard high school diploma are available only to students with disabilities as provided in s. 1003.4282(10), F.S., and Rule 6A-1.09963(3) and (4), F.A.C. One diploma is for students with significant cognitive disabilities who receive instruction in access points and take the alternate assessment. The second diploma option is for students with disabilities for whom the IEP team determines that mastery of both academic and employment competencies is most appropriate.

A student with a disability who takes access courses and the alternate assessment may earn a standard high school diploma by successfully completing the access course specified for each required core course, more rigorous ESE courses or core academic courses in the same content area. The IEP team must determine, with the parents' consent, that instruction in the access points and administration of the alternate assessment is appropriate for the individual student. The determination must be based on data that the student has a significant cognitive disability and that instruction in the access courses are the most appropriate way for the student to access the general education curriculum and achieve their postsecondary education and career goals. The data may include results of psychological assessments, intelligence tests, achievement tests, adaptive behavior assessments, mental health assessments and student response to instruction.

Students must participate in all alternate assessments, as appropriate to their cohort. Students who take the Florida Alternate Assessment (FAA) must attain a score of 4 or higher in reading and mathematics and students who take the FSAA must attain a passing score. For either the FAA or the FSAA, students may receive a waiver of results if determined appropriate by the IEP team and approved by the student's parents. A graduation portfolio of quantifiable evidence of achievement is required for students who receive a waiver. The student's portfolio must include a list of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement and mastery of required course standards. The portfolio may also include multimedia materials. Evidence of CBI, modified occupational completion points (MOCs), work experience, internships, community service and postsecondary credit may be documented in the portfolio.

If the IEP team determines that mastery of both academic and employment competencies is most appropriate for a student with a disability, the student must meet the same 18- or 24-credit requirements specified for graduation with a standard diploma for all students. The student must earn at least one-half credit in an employment-based course. The employment must be paid at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act. An employment transition plan must be created and signed by the student, teacher, employer and parent. This plan must identify the expected academic and employment competencies, industry certifications and occupational completion points, if any, the criteria for determining certifying mastery of competencies, the work schedule and minimum number of hours to be worked per week, and a description of the supervision to be provided by the school district, as specified in s. 1003.4282(11)(b)2.d., F.S. This plan is separate and apart from the IEP. Additional employment-based credits may be earned.

CTE courses can be substituted for English IV and one credit in each of the other core academic areas, except Algebra 1, Geometry, Biology or U.S. History. ESE courses with related content can also substitute for these courses (Rule 6A-1.09963(3)(a), F.A.C.).

Students are required to earn at least one credit using an online course to meet the 24-credit graduation requirements. It is important to consider what services and supports a student with a disability will need to be able to participate and make progress in an online learning environment and to provide sufficient opportunities and instruction to assist the student in becoming proficient in the use of these technologies. If it is determined that an individual student with a disability is unable to access instruction in an online learning environment, this requirement can be waived by the IEP team and documented on the student's IEP. This waiver should not be granted until the student has been provided opportunities to develop the skills necessary to succeed in an online learning environment as these skills may contribute to post-school success.

All students are required to maintain a 2.0 cumulative grade point average (GPA) for the courses they take. Students must also pass required grade-level statewide assessments, such as the FSA, FSAA and EOC assessments that have been implemented for any courses used to meet high school graduation requirements. A waiver of the results of statewide assessments may be granted in accordance with s. 1008.22(3)(c) 2., F.S., or participation in a statewide assessment may be exempted in accordance with s. 1008.212 or 1008.22(9), F.S.

Special Diploma for Students Who Entered Ninth Grade in 2013-14 or Earlier

Students who entered ninth grade in 2013-14 or earlier and whose IEP as of June 20, 2014, contained a statement of intent to receive a special diploma, may continue to work toward a special diploma, Option 1 or Option 2, if offered by the school district (Rule 6A-1.09961, F.A.C.). As always, a student who received a special diploma in the past or left high school without a diploma may return and work toward a standard diploma until age 22 (FDOE, 2015, April 17a).



For more information:

High School Graduation Options for Students with Disabilities. [Technical Assistance Paper, DPS: 2015-34]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-7322/dps-2015-34.pdf>

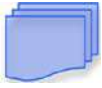
Graduation Requirements. FDOE.

<http://www.fldoe.org/academics/graduation-requirements>

Preparation for High School Graduation

The IEP team is required to document the preparation the student will need to be able to graduate with the chosen diploma. This should include a discussion of the specific credits and courses of study, statewide assessments and cumulative GPA requirements. The student and parents also need to know about instructional supports and accommodations that can be provided, including the use of online learning and assistive technology.

Florida law (s. 1003.4203, F.S.) also requires districts to make available digital and instructional materials, including software applications, to students with disabilities who are in prekindergarten through Grade 12. Beginning in 2015-16, each student's IEP must identify the CAPE digital tool certificates and CAPE industry certifications the student seeks to attain before high school graduation. Digital tool certificates may include word processing; spreadsheets; presentations, including sound, motion and color presentations; digital arts; cyber security; and coding consistent with CAPE Industry Certifications. CAPE ESE digital tool certificates will be identified as CAPE digital tools that include accommodations and are more accessible to students with disabilities. However, students with disabilities are not limited to these certificates and may work toward any CAPE digital tool certificate offered by their school. CAPE industry certifications are issued by independent, third-party certifying entities using predetermined standards for knowledge, skills and competencies. An industry certification is a time-limited credential that is nationally recognized and applicable to an occupation in the workforce system. The certification is included in a targeted occupation list or determined to be an occupation that is critical, emerging or addresses a local need (FDOE, 2014, August 8).



For more information:

CAPE – Secondary. FDOE

<http://www.fldoe.org/academics/career-adult-edu/cape-secondary/>

Senate Bill 850. [Technical Assistance Paper DPS: 2014-136]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-7134/dps-2014-136.pdf>

Self-Determination and Self-Advocacy

T14-4 and 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 (and self-advocacy for all IEPs written on or after June 20, 2014) to assist the student to be able to actively and effectively participate in IEP team meetings and self-advocate, beginning no later than age 14, so that needed postsecondary goals may be identified and in place by age 16. (Rule 6A-6.03028(3)(h)8.c., F.A.C.; s. 1003.5716, F.S.)

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 and self-advocacy skills must be considered for students with disabilities, beginning before the student turns 14. Self-determination provides students with the skills and abilities to:

- Make choices,
- Make decisions,
- Solve problems,
- Set and attain goals,
- Self-advocate and
- Perform independently.

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 oneself, 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 the ability to speak and act on behalf of one’s self, 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, 2015b).

The development of self-determination and self-advocacy skills supports students’ capabilities as effective decision-makers in their IEP team meetings. 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; and
- Build the confidence to communicate their dreams and needs (National Center on Secondary Education and Transition, n.d., question 9).

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

Districts may document the student's need for self-determination and self-advocacy 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 and self-advocacy instruction; and
- Adding a line to the IEP to note how instruction will be provided or information disseminated about self-determination and self-advocacy, or both; and including samples of completed activities in the student's portfolio (Project 10, 2015b).

Self-determination and self-advocacy skills and transition planning may be infused 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.

Instruction in self-determination skills may begin with training in self-advocacy and personal decision making. As appropriate, students can review their own IEP at the start of each school year to better understand their own 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 (FDOE, 2012).

One of the goals of self-determination and self-advocacy instruction is to prepare students to participate actively and effectively in their own IEP team meetings. 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; drafting their own IEP; participating in the meeting where the IEP is finalized; and implementing the IEP by evaluating how well they are achieving the annuals 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 and National Secondary Transition Technical Assistance Center, n.d.).

**For more information:**

Self-Advocacy and Self-Determination. Project 10.

<http://project10.info/DetailPage.php?MainPageID=185&PageCategory=Effective Practices in Transition&PageSubCategory=Student Development>

Standing Up For Me (A curriculum for self-determination and self-advocacy) (2012). Project 10.

<http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php>

Transition Services Needs

For students age 14 and older, the IEP team must address the student's transition services needs in the areas focusing on the student's 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 and may be provided in school, home or community settings. Instruction may include CBI and travel training, academic and CTE courses, and extracurricular activities.
- **Related services** are developmental, corrective or other supportive services required for the student to benefit from special education. Related services that pertain to the student's transition needs may include transportation to a CBI 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.
- **Community experiences** include services and activities provided outside the school building in community settings or by other agencies. Community experiences may include banking, shopping, using public transportation, social activities and recreational services.
- **Employment** refers to those services and activities that prepare a student for and may lead to employment, including the following:
 - Career and education planning, including 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 provided through coursework in the areas of agriculture, business technology, diversified, health science, family and consumer sciences, industrial, marketing, and public service;
 - Career preparation, including the identification of career options, locating community resources and developing positive work-related behaviors;
 - Career experience with guided practice and experiences in school and community work situations;
 - Career placement in a job in the community (on-the-job training); and
 - Supported competitive employment with placement and training in an integrated employment setting in the community with ongoing supports.
- **Post-school adult living** refers to activities that are associated with adult living arrangements, financial management and community involvement. Experiences and activities should be designed to prepare the student for future living arrangements after exiting high school.



For more information:

Non-Paid Community-Based Vocational Educational (CBVE) Programs
[Technical Assistance Paper FY: 2006-2]. FDOE.

<http://fldoe.org/core/fileparse.php/7571/urlt/0086208-y2006-2.pdf>

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, standardized assessments and surveys; as well as work sampling, situational assessments, job site visits, community-based (vocational) assessments, job experiences and job analyses of the student's outside employment and volunteer work in real-life. Vocational evaluation may be provided at three levels of intensity, including screening, clinical or exploratory, and vocational evaluation, depending on the needs of the individual student (Vocational Evaluation and Career Assessment Professionals, 2013, March 7).

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:

- A statement of intent to receive a standard high school diploma by age 22 and a description of how the student will meet the requirements for a standard diploma (s. 1003.4282, F.S.). (This requirement does not apply if the student entered ninth grade in 2013-14 or earlier and is pursuing a special diploma.)
- A statement of the outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation. This may include a statement identifying any digital tool certificates or CAPE industry certifications that the student seeks to attain before high school graduation ss. 1003.4203 and 1008.44, F.S.).
- Appropriate measurable postsecondary education and career goals based on age-appropriate transition assessments related to education/training, employment and, where appropriate, independent living skills
- A statement of transition services, including the course of study that will reasonably enable the student to meet those postsecondary education and career goals. 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.

Intent to Receive a Standard High School Diploma by Age 22

The IEP team, including the parents and the student, will review progress toward meeting graduation requirements for the diploma and the scholar or merit designation, if any. The IEP team will determine if the selected diploma is still the right choice for the student. A statement of the student's intent to receive a standard diploma before age 22 must be included on the IEP along with a description of how the student will meet the requirements, including a statement of

how the student will meet the online course requirement (s. 1003.4282(4), F.S.). “A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with Section 1008.22(3)(c)2., F.S., or participation in a statewide assessment has been exempted in accordance with Section 1008.212 or 1008.22(9), F.S.” (Rule 6A-1.09963(1), F.A.C.).

Deferral of Receipt of a Standard Diploma

A student with a disability whose IEP requires special education, transition planning, transition services or related services through age 21 may defer the receipt of their standard diploma. After deferral, the student must also be enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the requirements for scholar designation, or a structured work-study, internship or pre-apprenticeship program to continue to receive FAPE (s. 1003.4282(11)(c) and (d), F.S.) and Rule 6A-1.09963(6), F.A.C.).

The district must work with the parents and student to review the benefits of deferring and describe in writing the services and programs available to the student who wishes to defer. The decision to defer is made by the parent, or the student if 18 or over, along with the rest of the IEP team, during the year the student is expected to meet all of the requirements for a standard diploma. This decision must be noted on the student’s IEP and the approval of the parent or student, if appropriate, may be documented on a separate form from the IEP. The parent and student must be informed in writing by January 30 of the year in which the student is expected to meet graduation requirements, that:

- Failure to defer releases the school district of the obligation to provide FAPE.
- The deadline for acceptance or deferral is May 15 of that year.
- Failure to attend the graduation ceremony does not constitute deferral.

Students do not need to defer every year after this decision is made. The deferral will last until the student is no longer eligible for FAPE (awarded a standard high school diploma or attained age 22) or chooses to receive their diploma (Rule 6A-1.09963(6), F.A.C.).

Statement of Outcomes and Additional Benefits

The statement of outcomes and additional benefits expected by the parents and student provides an opportunity for the IEP team to delineate the positive results of the student’s completion of graduation requirements, high school courses of study and extracurricular activities that are expected to contribute to the student’s achievement. Such outcomes and benefits may include industry certifications, community-based employment or daily living experiences, or descriptions of potential achievements of the student that are not otherwise included on the IEP. This statement may include a description of any CAPE digital tools or CAPE industry certificates the student seeks to attain before graduation (FDOE, 2015, April 17a).

Measurable Postsecondary Education and Career Goals

T16-9. There are measurable postsecondary goals (and career goal for IEPs developed on or after June 20, 2014) 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)10.a., F.A.C.; (s. 1003.5716, F.S.)

By the time the student turns 16, the IEP team must develop postsecondary education and career goals related to the following post-school areas, including education, training, employment, and, as needed, independent living skills:

- Education and Training:
 - Adult education programs include Adult Basic Education, Adult High School, ESOL, General Educational Development Test Preparation, Applied Academics for Adult Education 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, or enrollment in a community college leading to a certificate or two-year degree—an associate of applied science degree or associate of science 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:

Identifying Postsecondary Options. Project 10.

[http://project10.info/DetailPage.php?MainPageID=196&PageCategory=Postsecondary Education&PageSubCategory=Identifying Postsecondary Options](http://project10.info/DetailPage.php?MainPageID=196&PageCategory=Postsecondary%20Education&PageSubCategory=Identifying%20Postsecondary%20Options)

- **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/dol/topic/wages/>.

- **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 Education and Career Goals

T16-10. The measurable postsecondary goal (and career goal for IEPs written on or after June 20, 2014) was based on age-appropriate transition assessment. (34 CFR §300.320(b)(1); Rule 6A-6.03028(3)(h)10.a., F.A.C.; s. 1003.5716, F.S.)

Measurable postsecondary education and career 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 statement in the IEP.

The IEP team may develop separate or combined goals in the areas of education and training. For example, the IEP team may determine that the student needs to acquire distinct skills as a result of different types of education and training programs, and separate goals would be written. Separate goals are also required for employment and independent living skills, where appropriate (FDOE, 2012, November 14; 2014a). A student should develop both short-term employment goal(s) for a job the student plans to obtain after high school and career goal(s) that reflect the student's intended career that the student wishes to pursue (Project 10, n.d.). For example, [a student might have a career goal related to working as a trainer in the outdoor sports industry and an employment goal related to working in a sporting goods store.](#)

The postsecondary education and career 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 education or career goal contains three components:

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

Postsecondary education and career 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 2016.](#)

T16-19. For IEPs written on or after June 20, 2014, any change in the postsecondary or career goals are approved by the parent (or as applicable, the adult students). (s. 1003.5716, F.S.)

Postsecondary education goals and career goals must be reviewed annually. The goals need not be revised, but should be reviewed to ensure that they continue to be appropriate and accurate. The student's progress on annual IEP goals and transition services will provide data the IEP team can use to determine if postsecondary goals should be revised. Postsecondary education and career goals address education, training, employment and, as appropriate, independent living.

For students who entered ninth grade in 2014-15 or later, any change in the postsecondary education or career goals specified on the IEP must be approved by the parent and is subject to verification for appropriateness by an independent review selected by the parent. Possible individuals who can verify the appropriateness of an IEP team decision, like the graduation option, may include appropriately licensed behavior analysts, speech-language pathologists, occupational therapists, physical therapists and clinical social workers (s. 1003.572, F.S.). The law authorizing the independent review does not specify responsibilities for payment or a time frame of the review (s. 1003.5716(3), F.S.).

Documenting Transition Services on the IEP, Age 16 and Older

T16-11. The IEP includes measurable annual goals including academic and functional goals that are related to the student's transition service needs. The annual goals should be designed to meet the student's needs that result from the disability to enable the student to be involved in and make progress in the general education curriculum, and also to meet the student's other needs that result from the disability. Benchmarks and short-term objectives must 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); Rule 6A-6.03028(3)(h)2. and 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.)

T16-16. 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) and (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 course of study, to assist the student in reaching measurable postsecondary education and career goals or annual IEP goals.

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. If appropriate, a statement of the interagency responsibilities or any needed linkages is also included on the IEP.

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 successfully participate in education, training, employment or independent adult living?
- What knowledge and skills does the student currently have in each of these areas?

A student's transition services needs are likely to evolve and change from the needs that were identified at ages 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 services such as transportation, occupational or physical therapy 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 the student 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 education and career goals. They may include community-based work experiences and job training and activities related to adult living, such as managing finances, 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 VR 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 and practicing 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, situational and performance assessments. Functional vocational evaluation is important for students whose course of study includes participation in CTE courses or programs and students whose measurable postsecondary education and career 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 not required; however, for purposes of clarity the IEP team may decide to document that no services are needed in a particular area.

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))

The statement describing the student's planned course of study includes the instructional program and experiences the school district will provide to prepare the student to meet the requirements of the high school diploma and to prepare for transition from school to adult living. Simply stating that the student will work toward a high school diploma 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 education and career goals, when specified. The following are examples of how the course of study statement can be documented:

Meet the requirements for a standard high school diploma with a focus on mathematics courses, including Algebra 1, Geometry and Algebra 2, and technology education courses that address engineering skills, job shadowing and community work experience in an engineering-related field.

Meet the requirements for a standard high school diploma including exploratory vocational education courses that provide community-based experiences to help the student acquire adult living and employment skills.

Prepare for a standard high school diploma by taking access courses with an emphasis on CBI, including travel training and experiences in supported competitive employment.

Summary of Performance (SOP)

T16-18. An SOP was provided to the student before the student graduated with a standard diploma or before the student exceeded the age of a FAPE. The student participated in the process of completing the SOP, and the SOP contains a summary of the student's academic achievement and functional performance. The SOP also contains recommendations on how to assist the student in achieving the student's postsecondary goals, including the use of accommodations, especially those the student felt were most beneficial. (34 CFR §300.305(e)(3); Rule 6A-6.0331(8)(f), F.A.C.)

The 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 education and career goals.

The process for developing the SOP may begin as soon as the IEP team addresses transition planning. The results of the transition assessments and the development of the measurable postsecondary education and career 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 services from agencies that serve adults, such as VR.

The Florida template for the SOP includes the following five parts (FDOE, 2012, September 27):

- Background information:
 - Student name, address, birth date, graduation date, etc.;
 - Disability and IEP/Section 504 plan information; and
 - Most recent copy of diagnostic and functional assessments;
- Student's postsecondary education and career goal(s);
- Student input:
 - Effect of disability on schoolwork and school activities;
 - Supports and accommodations; and
 - Strengths, needs and areas of improvement;
- Summary of performance:
 - Academic content areas: reading, math, written language and learning skills; and
 - Functional areas: social skills and behavior, independent living skills, environmental access/mobility, self-determination and self-advocacy skills, career-vocational/transition/employment, and additional considerations;
- Recommendations to assist the student in meeting postsecondary goals:
 - Suggestions for accommodations, adaptive devices, compensatory strategies and support services for postsecondary education; and

- employment, independent living and community participation; and
- Student signature (recommended) and date.

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 SOP 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 the student's needs after leaving high school (Project 10, 2015c). 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 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 an SOP (academic achievement and functional performance) and recommendations on how to assist the student in meeting the student's goals.



For more information:

Summary of Performance. Project 10.

<http://project10.info/DetailPage.php?MainPageID=222>

Transition Resources

The following publications are available from the Bureau of Exceptional Education and Student Services Resource Information Center at <http://fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs>:

Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education. (Revised 2011), FDOE

Dare to Dream for Adults. (2004). FDOE, English and Spanish versions

Online training modules can be accessed through Project 10 at <http://project10.info/On-LineTraining.php?PageCategory=On-line Training>.

- Module 1: Secondary Transition and Compliance,
- Module 2: Secondary Transition Assessment,
- Module 3: Summary of Performance,
- Module 4: Introduction to Job Development for Students with Disabilities,
- Module 5: Introduction to Self-Determination for Students with Disabilities and
- Module 6: Graduation Requirements.

Chapter 5: Present Levels of Academic Achievement and Functional Performance



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

Requirement

Rule 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 related to the services to be provided, 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 education curriculum or participation in appropriate activities and
- 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, and 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 IEP team can feel confident that reliable present level statements are being developed. Possible sources of information include the following:

- Student's previous IEP or individual family support plan, including data reflecting progress toward annual goals;
- Results of the student's initial evaluation or reevaluation;
- Results of statewide or district tests, including FSA, FCAT 2.0, EOC assessments or FSAA, that reflect the student's achievement of state standards (summative measures);
- Results of screening and 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 FBAs;
- Attendance and discipline records; and
- Relevant health and medical information.

See Chapter 3, "Performance on Statewide and Districtwide Assessments," pp. 26-28, and "Academic, Developmental and Functional Needs," pp. 29-34.

Any member of the IEP team can provide student data. For PreK students, the IEP team may obtain information from the community PreK 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 occupational 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 IEP 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 the student's own behavior under the schoolwide positive behavioral supports program or code of student conduct?
- What instructional programs, accommodations and supplemental or intensive interventions have been successful for this student?

Present Levels of Academic Achievement and Functional Performance Statements

Students with disabilities may have educational needs that must be addressed so they can be involved and make progress in the general education 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 and
- To increase the length of utterances 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 education 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 services and supports to address the student's 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 the student's 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 an FBA 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, 2011). The IEP 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.

Present Levels of Academic Achievement and Functional Performance and Measurable Annual Goals
<p>Step 1. “What exactly is the problem?”</p> <p>Define, in objective and measurable terms, the goals to be attained. Determine the discrepancy between what is expected and what is occurring.</p> <p>Step 2. “Why are the desired goals of the student not occurring? What are the barriers?”</p> <p>Identify possible reasons why the desired goals are not being attained. Generate hypotheses (reasons) why the student is not attaining the goals. Consider factors involving the student, curriculum, instruction and learning environment.</p>
Special Education Services and Supports
<p>Step 3. “What are we going to do?”</p>
IEP Progress Monitoring and Reporting to Parents
<p>Step 4. “Is it working?”</p>

Step 1. What Exactly is 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 education curriculum, the IEP team should compare the expectations of the grade-level standards or access points with what the student does now. The gaps in performance will become evident and the IEP 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 IEP team should review summary information about the student’s progress to develop a shared understanding of the student’s overall strengths and needs. Team members should examine data across reading, writing, mathematics and other subject areas. In addition, they should consider how the student’s functional performance impacts active involvement in the general education curriculum. The IEP team may address the following questions for each area of concern:

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

Step 2. Why Are the Desired Goals of the Student Not Occurring? What Are the Barriers?

Key to problem solving is the analysis of 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, 2014a).

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

- What skill or behavior does the student need to be able 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 and tasks?
- How do environmental factors impact student performance?
- What are the effects of the student's disability?

Curriculum and Instructional Factors

The IEP team considers the skills and behaviors the student will need to achieve grade-level standards or access points of the Florida Standards or Next Generation Sunshine State Standards. In addition to academic performance, teams will 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, For classes taught using online learning environments, students need to be proficient with the use of these technologies. 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 IEP team should review information about curriculum and instructional variables that impacts the student's progress, including the following:

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

It is important to determine if the student has already received appropriate instruction in the target skill or behavior. The gap in performance may be because the student has not 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 recalling basic addition and subtraction facts that it is difficult for him to learn higher mathematical problem-solving skills. If a student has not responded well to instruction in the past, the IEP team will need to determine 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 IEP 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 standards 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:

Cognitive	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
Motor	Sit in position for writing; hold a pencil; mark the edits
Social/Emotional	Work independently; maintain attention for a sustained period of time
Communication	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 critical elements in the task, how to get in a line:

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

Analyzing the critical elements of tasks and activities helps teams decide what kind of services or accommodations the student needs. For students with sensory impairments, the IEP team also must consider whether the student needs specialized formats or alternate modes for acquiring or expressing information. The IEP team determines which specific elements of the tasks are difficult or impossible for the student to do independently, where specially designed instruction is needed and how accommodations and assistive technology may play an important role.

Environmental Factors

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

Team members also should review information regarding existing 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 potential barriers and the availability of supports across environments can help the IEP team understand why a student may have more difficulty with tasks in some classes and not in others. For example, one teacher may provide a great deal of assistance for learning activities, whereas another teacher typically does not.

Effect of the Student's Disability

The IEP team will consider the effect of the student's disability on performance in any relevant area, including curriculum and learning environment, social and emotional behavior, communication, independent functioning, as well as nonacademic areas, physical education (PE) and transition services, if appropriate. The effect of the disability may also involve consideration of 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 education 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 IEP team will review data for each area of concern. Because of the specific focus on skills, behaviors, and activities and tasks; these data are likely to come primarily from diagnostic or in-depth assessments, progress monitoring, classroom work samples, and observational and anecdotal information from teachers, therapists or parents.

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 the parents and all others who will implement the student's IEP.

Strengths of the Student

A student's strengths may involve specific areas of the curriculum where the student is performing well and reflect the student's preferences and interests. Strengths may include the student's abilities or behaviors observed in home, school, community and work settings. When describing strengths, the IEP team should focus on specific skills that relate to the particular domain or transition services area. When possible, the IEP 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 FSA English Language Arts Reading component for Grade 6, curriculum-based assessments and teacher observations, Jonathan's reading skills are at a beginning fourth grade level, two years below his current grade level.

The statement is followed by more specific details 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 FSA ELA Reading component, Jonathan was administered the Syntactic Knowledge, Oral Reading Fluency, Oral Response and Written Response tests from the Florida Assessment for Instruction in Reading-Florida Standards. 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. Jonathan struggles with fluency and has difficulty decoding multisyllabic words and using context to determine unknown words.

Effect of the Student's 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 include the phrase, "effect of the disability. . ." when describing the specific skills, behaviors or capabilities that are impacted by the student's disability. The description should include the data

and source of the information, such as assessments, observations or teacher reports. The description goes beyond naming the type of disability and describes how the impairments affect the student's learning and behavior. For example, if the IEP 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 academic tasks and frequently interrupts others and self.

The description of the effects of the disability will guide the IEP 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 sixth-grade-level reading materials. He is able to understand 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 Levels of Academic Achievement and Functional Performance	
<p>Specific Data and Sources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Addresses individual student performance <input type="checkbox"/> Describes what student is currently able to do using specific information and sources <input type="checkbox"/> Includes results of recent evaluations, assessments and classroom-based assessments and observations <input type="checkbox"/> Includes narratives with test scores and grade levels <input type="checkbox"/> Describes strengths, skills, behaviors and characteristics related to the curriculum <p>Effects of Disability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes specific skills, behaviors and capabilities impacted by disability <input type="checkbox"/> Describes impact on progress in the general education curriculum or age-appropriate abilities and developmental milestones <input type="checkbox"/> Describes impact on functional performance <ul style="list-style-type: none"> • Generalization or transfer of skills to new settings • Need for prompting and direct assistance • Social interaction and communication • Independent functioning <p>Educational Needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes what student needs to learn to progress in general education curriculum in descriptive and objective terms <input type="checkbox"/> Relates to needs for services or support 	
Do	Don't
<ul style="list-style-type: none"> • Use current, accurate and objective information • Target student needs • Use quantifiable and descriptive information • Establish the starting point (baseline) for measuring progress on the annual goal 	<ul style="list-style-type: none"> • 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

Rule 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 statements. 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 education curriculum.
- Meet other educational needs that result from the student's disability.

The IEP team continues with the first and second step in the problem-solving process embedded in Florida's MTSS (FDOE, 2011). The IEP 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.

<p>Present Levels of Academic Achievement and Functional Performance and Measurable Annual Goals</p> <p>Step 1. “What exactly is the problem?” Define, in objective and measurable terms, the goals to be attained. Determine the discrepancy between what is expected and what is occurring.</p> <p>Step 2. “Why are the desired goals of the student not occurring? What are the barriers?” Identify possible reasons why the desired goals are not being attained. Generate hypotheses (reasons) why the student is not attaining the goals. Consider factors involving the student, curriculum, instruction and learning environment.</p>
<p>Special Education Services and Supports</p> <p>Step 3. “What are we going to do?”</p>
<p>IEP Progress Monitoring and Reporting to Parents</p> <p>Step 4. “Is it working?”</p>

Intervention planning begins with the establishment of measurable annual goals. 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 may need to learn how to communicate using sign language or a student may need to learn how to use structural analysis to be able to identify the meaning of new vocabulary when reading. Before writing annual goals, the IEP team should review the present level statements to see if an educational need identified within one area relates to needs in other areas.

Jimmy needs to learn how to identify important details and check his work before it is turned in. He has difficulty paying attention to details and makes careless mistakes in his schoolwork on every assignment. An annual goal for Jimmy 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 in which Jimmy has more persistent problems, such as mathematics or science. Learning how to use a self-monitoring strategy may be a need Jimmy has in these subjects.

If the student’s educational need impacts more than one area, a more comprehensive goal or set of goals should be developed. Classroom teachers, support personnel and other professionals can 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 also 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 such 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 access 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 on a grocery shopping list, the student will select at least 8 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 PreK 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. 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 four 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 four feet to obtain a toy.

Joely 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 connecting building bricks.

Rather than: Child will stack three-inch cubes (Bates, n.d.).

Developing Annual Goals

A clear statement of each of the annual goals includes a description of the expected performance (observable behavior), the conditions and the criteria of acceptable performance. Including these components in each 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 and
- 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 education curriculum. Therefore, the IEP team should identify what the student needs to learn to be involved in and make progress in the general education curriculum, not list the 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 the student is enrolled. The IEP team does 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 learn how to complete assigned or routine classroom tasks involved in instruction of the access points. 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 IEP 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 IEP 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. When the student acquires such a strategy for completing tasks, the student can use that strategy for a lifetime.

The IEP team must determine what evidence it will use to determine if the student actually uses the 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 (1997b, p. 106) advises, “Add enough description to an objective (goal) to make it clear to everyone concerned just what you expect from the learner.”

Often conditions are part of a phrase that begins with, e.g.:

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

The annual goal for completing tasks includes two conditions:

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

Answers to the following questions may determine what conditions should be included in the annual goal (Mager, 1997b):

- 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?

Criteria

The third component of an annual goal is to make the annual goal as measurable as possible. This may be accomplished by including a description of 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 IEP 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 IEP 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 all academic courses. Throughout the year, the IEP team will review performance data that teachers collect

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 common way is to describe a time limit or an acceptable rate of performance. Speed may be described as:

Within 30 seconds,
Before the traffic light turns red or
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 up to one request for repeated information for each customer contact or
With eight out of 10 correct answers.

Using a percent or number of items correct is a statement about expected accuracy that is 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 with writing annual goals may occur when the expected skill is not directly observable. Although visualizing is an important reading comprehension strategy, a teacher cannot directly observe it. Visualizing happens when the student is mentally processing or thinking about what the student 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 can 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 the visualizations 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 four of five 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 time frame 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 elements or traits. If the elements are based on a well-known rubric, such as FSA ELA Writing component, 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 8 out of 10 on the FSA ELA Grades 4-5 Writing Informative/Explanatory rubric with a clearly stated main idea; effective use of sources, facts and details; use of transitional words that clarify relationships between ideas; a logical progression with an introduction and conclusion; and use of appropriate grammar and spelling on four out of five trials.

Not all rubrics are alike. Many rubrics are holistic rubrics. 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 a holistic rubric, a total score is used (for example, 6, 5, 4, 3, 2, 1). A score of "0" is used for responses that are completely incorrect, irrelevant, not interpretable or blank.

An analytic rubric includes separate ratings for each of several traits or components. The FSA ELA Writing rubrics are a combination of holistic and analytic rubrics because they provide separate scores for Purpose, Focus, and Organization; Evidence and Elaboration; and Conventions of Standard English (FDOE, 2014, October). 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 will 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 Florida 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

Annual goals 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 IEP 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.

Beginning with the IEP that will be in effect when a student turns 16, the annual goals should address the student's needs that relate to making progress in the desired course of study and high school diploma or needs that relate to transition services and progress toward attainment of the student's measurable postsecondary education and career 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 education and career goals, the annual goals must support the student's needs for transition services.

Measurable Annual Goal:

John will describe 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 interests and abilities related to career preferences after completing a self-assessment by October 15, 2016.

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

See also, Chapter 4, "Transition Requirements before the Student Attains Age 14," pp. 54-63, and "Documenting Transition Services on the IEP, Age 16 and Older," pp. 67-70.

Writing Quality Annual Goals

A 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 IEP 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 used 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 (CBI) has been written previously in the document. The annual goal should not

reference 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 will also limit the 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 was not at the IEP team meeting to tell you what the goal means.

The annual goal should not simply restate the expectations of the Florida Standards or Next Generation Sunshine State Standards (benchmarks and access points) or age-appropriate activities for PreK 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.

Quick Check: Measurable Annual Goals	
<p>Observable Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Addresses individual student need <input type="checkbox"/> Relates to need(s) described in the present level statement <input type="checkbox"/> Describes observable behavior <p>Conditions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes conditions needed to perform skill or behavior <ul style="list-style-type: none"> • Necessary materials and equipment • Necessary accommodations, including assistive technology • Level of prompts • Situation or environment <p>Criteria of Acceptable Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets mastery or proficiency level for attainment of goal <input type="checkbox"/> Describes progress in a way that can be measured <input type="checkbox"/> Describes criteria to reflect grade level, rate, percentage or narrative that all participants understand <input type="checkbox"/> Relates criteria to data described in the present level statement <input type="checkbox"/> Describes progress expected within a year 	
Do	Don't
<ul style="list-style-type: none"> • Use specific, clear information • Use descriptive information • Relate to student need in present level statement • Include clear, meaningful and logical criteria for measurement 	<ul style="list-style-type: none"> • 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

Requirement—Short-Term Objectives or Benchmarks

Rule 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.

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. Short-term objectives or benchmarks 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))

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 a 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 (FDOE, 2014a).

Short-term objectives or benchmarks 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 and
- Guide the development of instructional strategies.

Short-term objectives or benchmarks are different in the following ways:

- **Short-term objectives** list specific substeps and include measurable aspects and
- **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 goal.

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, with the 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 IEP 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 above examples, there is no one way to write short-term objectives or benchmarks. The IEP team should select the instructional option that best matches the student's needs and abilities. The preferred instructional option is then articulated as short-term objectives or benchmarks.

For a student whose present level statement indicates that the student [responds to 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 home and school settings](#). The short-term objectives or benchmarks for this goal would start with having the student (a) [respond to prompts to ask for desired objects or activities](#). Additional objectives may require the student to (b) [ask for an object or activity without being prompted within the classroom](#) and (c) [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 short-term 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 annual goal used in the previous example reflects a need for generalization of the skills or competencies to other settings or other tasks. Other annual goals may require movement toward increased complexity or mastery of increased levels of performance.

The IEP team should create at least two or more short-term objectives or benchmarks for each annual goal and determine the amount of learning or progress that is reflected in each short-term objective on a case-by-case basis. If the IEP team can only think of one substep, the annual 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 indicate what the student needs to accomplish throughout the year to achieve the annual 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 can 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 time frames are the key to writing quality short-term objectives or benchmarks.

The IEP team should write the short-term objectives or benchmarks that are both developmentally and chronologically appropriate for the student. A student who is 16 and has very limited reading skills will require short-term objectives or benchmarks that identify age-appropriate content for reading. 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 Florida 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	
<p>Observable Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Addresses individual student need <input type="checkbox"/> Describes specific skills or behaviors student will learn <input type="checkbox"/> Relates to present level needs and measurable annual goals <p>Conditions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes conditions needed to perform skill or behavior <ul style="list-style-type: none"> • Necessary materials and equipment • Necessary accommodations, including assistive technology • Level of prompts • Situation or environment <p>Criteria of Acceptable Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets mastery or proficiency level for attainment of goals <input type="checkbox"/> Describes progress in a way that can be measured <input type="checkbox"/> Describes criteria in narrative or numerical terms so all participants understand <input type="checkbox"/> Relates criteria to data described in the present level statement <input type="checkbox"/> Establishes target dates (benchmarks) 	
Do	Don't
<ul style="list-style-type: none"> • Write at least two for each goal • Use specific, clear information • Relate to annual goal • Include meaningful and logical criteria for measurement 	<ul style="list-style-type: none"> • Use vague language • Use information irrelevant to annual goal • Use incomplete information • Repeat annual goal

Requirement—Evaluation of Progress

Rule 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 IEP team should consider what the teacher will do at what interval to measure the student's progress toward each annual goal. This 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 MTSS. The intensified individualized interventions provided through special education services may be considered tier 3 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 a description of how progress toward meeting the annual goals will be measured, and when periodic reports on the progress the student is making toward meeting the annual goals will be provided. (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 or amount of a particular characteristic(s) associated with the student's behavior or performance. Evaluation compares the 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 aloud and calculating the number of words-correct-per-minute (wcpm). 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 the student's annual goal (Iowa Department of Education, 2015).

It is essential to approach the 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 will contain a clear statement of the observable behavior, conditions and 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 evaluation criteria and over what period of time are associated with the annual goal statement to make that component measurable.

When addressing the criteria for evaluation, 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 and
- Speed (rate)—Reads fourth-grade-level passages with 85 wcpm.

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

- Days—Three days a week,
- Weeks—Over four consecutive weeks and
- 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](#) and
- 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 annual goals, short-term objectives and benchmarks may require different types of measurements. 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 may be 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, duration or both, of target behaviors are counted.

The IEP 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 or quantitative characteristics of performance competencies, generally on a Likert-type scale. Some rubrics are created for standardized assessments, such as FSA ELA Writing component, 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 the application of 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 IEP 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 IEP 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 the student 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 ESE resource room may be asked to keep a log to show when the student uses it for three general education academic classes.](#)

When measurable annual goals address locations 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 and who will be responsible for conducting the assessments.

The frequency of data collection is part of the measurement procedures. Data should be collected regularly and frequently for reliable instructional decisions. Behavior data are often collected daily, whereas academic data are collected less frequently (Iowa Department of Education, 2015).

Review and Reporting Schedule

The third step is to establish a reasonable schedule for conducting a review and report 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, 2015) 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. Progress monitoring may occur more frequently than reporting. 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 the Plan for Evaluation of 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 include the following four components:

- Description of the measurement procedures,
- Evaluation criteria,
- Data collection schedule and
- Review and evaluation schedule and frequency of 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 student's use of the three-step process and number of completed tasks in three academic classes](#),

Evaluation criteria: [All assignments completed in three academic classes](#),

Data collection schedule: [Daily](#) and

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. Reports will be provided every six weeks to the parents.](#)

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 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 IEP 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 at a frequency described in the IEP. The reports could be provided quarterly or at other regular intervals (e.g., concurrent with report cards). The statement of the annual goals, including short-term objectives or benchmarks, if applicable, could serve as the basis for briefly describing the student's progress. If short-term 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 includes 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 and
3	Insufficient: At risk of not meeting goal (PEER, progress monitoring).

Explanations and comments can be provided to elaborate on 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 IEP.

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.

First Reporting Period

Goal 1. Katya will complete assigned 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 consistently using the first two steps of the strategy, planning and adhering to timelines, 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 name the steps and make a list to help her remember to use each one. In one academic class, she is consistently using the first two steps, planning and adhering to timelines; however she needs to work on the third step, monitoring her progress. To meet her annual goal, Katya will also need to complete tasks using the 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 education curriculum in the least restrictive environment.

Requirement

Rule 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 IEP team's decisions concerning the student's need for specific elements of special education: special education and related services, supplementary aids and services, support for personnel, accommodations, program modifications, participation in the statewide assessment program and participation in regular education are documented in the student's IEP. A process for identifying the services needed to support the student's participation in the LRE must be followed every time a student's IEP is developed or reviewed.

Based on the student's present levels 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 high school diploma and designations, as applicable, and course of study, self-determination and self-advocacy needs, and transition service needs before the student turns 14 (Chapter 4).
3. Discuss the measurable postsecondary education and career goals, expected outcomes and additional benefits, 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 plan for evaluation of progress that addresses 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 MTSS (FDOE, 2011):

<p>Present Levels of Academic Achievement and Functional Performance and Measurable Annual Goals</p> <p>Step 1. “What exactly is the problem?”</p> <p>Step 2. “Why are the desired goals of the student not occurring? What are the barriers?”</p>
<p>Special Education Services and Supports</p> <p>Step 3. “What are we going to do?”</p> <p>Develop and implement a well-supported plan involving evidence-based strategies to attain the goals. Determine how student progress will be monitored and how the integrity of implementation will be ensured.</p>
<p>IEP Progress Monitoring and Reporting to Parents</p> <p>Step 4. “Is it working?”</p>

All members of the IEP team are involved in determining what special education services and supports the student needs. All too often, special education personnel are considered the experts who can make these decisions. Florida laws and IDEA emphasize the importance of the roles of parents and general educators in identifying supplementary aids and services, accommodations, and supports for personnel, as well as positive behavior interventions and strategies. The general education teacher knows the requirements of the general education curriculum and the expectations of the regular classroom environment. The parents and the student will provide valuable input into these decisions.

Step 3. “What are we going to do?”

The analysis of progress data from previous IEPs and instruction and intervention provided through the MTSS will help the IEP team determine the specific nature and intensity of services the student needs. The IEP team also decides where the services will be provided, starting with the LRE—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 need to increase or the nature of services may need to change.

The special education services and supports provided to the student should promote generalization and transfer of skills leading to independence and success. With PreK children, supports can foster independent movement of the student within the classroom and school, 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 with a disability has difficulty changing classes on a large high school campus, another student may walk with the student with a disability to make sure that student 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 or benchmarks, if applicable). (34 CFR §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 only to those commonly associated with the student's disability. The decisions should be based on the information about the student 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 IEP 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 required. When possible, the IEP team should ask the student about the effectiveness of the student's current services and accommodations.

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

Special Considerations

- Does the student exhibit behaviors that impede the student's 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 not appropriate for the student?
- What are the communication needs of the student?
- If the student is deaf or hard-of-hearing or dual sensory impaired, 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 specially designed PE?
- 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 and 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 education curriculum. Within the context of Florida's MTSS, specially designed instruction is categorized as a tier 3 intensive intervention (FDOE, 2011).

However, it is important to clarify the following distinction:

Specially designed instruction integrated within core instruction, supplemental intervention, and intensive intervention may look different for each student with a disability. Specially designed instruction is the unique set of supports provided to an individual student based on his or her learning needs to remove barriers that result from the student's disability. The supports are reflected in the student's IEP and are infused throughout the student's learning experiences and environments as described in the IEP (FDOE, 2014, August 1, Question A-2).

In the past, a common practice for documenting a special education service was to simply name the categorical program for which the student was eligible, such as emotional/behavioral disabilities program or specific learning disabilities. This does not provide a clear indication of the special education services to be provided.

Instead, the IEP team should describe 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, such as intensive instruction in reading comprehension, through weekly support in a learning lab or in the general classroom through co-teaching. Students in resource rooms or self-contained classrooms may receive such specially designed instruction in an exceptional student education classroom. Special education services identified on the IEP must be based on peer-reviewed research, to the extent practicable, as required by 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 the 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/Standards/Evidence-Based-Practice-Resources-Original>) (Kretlow & Blatz, 2011, May/June).

The statement of special education services must also specifically describe the nature of the services to be received, such as direct instruction in social skills. Vague descriptions, such as instruction in reading, do not convey the specific nature of the services needed by the student. 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
Walk-in behavioral support services	Tutoring in writing skills
Community-based instruction	On-the-job training
Intensive instruction in reading	Supported employment

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

See also, Chapter 7 “Requirement—Initiation Date, Duration, Frequency and Location of Services,” pp. 124-126.

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, but are not limited to, the following:

- Speech and language pathology and audiology services;
- Interpreting services;
- Psychological services;

- Occupational therapy;
- Physical therapy;
- Recreation, including therapeutic recreation;
- Counseling services, including rehabilitation counseling;
- Assistive technology training for the school team and parents;
- Orientation and mobility services;
- Services of a certified listening and spoken language specialist;
- Medical services for diagnostic or evaluation purposes;
- School health services;
- Social work services in schools;
- Parent counseling and training; and
- Transportation services and specialized equipment.

**For more information:**

Counseling as a Related Service [Technical Assistance Paper, DPS: 2011-134]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-6197/dps2011-134.pdf>

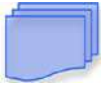
Interpreting Services for Students Who Are Deaf, Hard of Hearing or Deaf-Blind [Technical Assistance Paper, DPS: 2012-103]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-6578/dps-2012-103.pdf>

Speech and Language Services

Speech and language pathology includes diagnosis and appraisal to determine if a student has a speech or language impairment, provision of services, and counseling and guidance for parents, students and teachers regarding speech and language impairments. In Florida, speech and language services may be provided as either an ESE program (speech impaired or language impaired) or as a related service. Students who have speech or language impairments may be eligible for speech or language services as an ESE program if they meet the requirements for speech or language program eligibility per Rule 6A-6.03012 or 6A-6.030121, F.A.C. Speech and language services may also be provided for a student with a disability as a related service, if the student is eligible for another ESE program. If a student qualifies under another ESE exceptionality and the IEP team determines that the student needs speech or language services to benefit from special education, then these services should be provided and written into the student's IEP.

A student may receive the same intensity, frequency and location of service regardless of whether speech and language services are provided as a related service or the student meets eligibility criteria for speech and language as an ESE program.

**For more information:**

Roles of Speech-Language Pathologists in Regard to Reading [Technical Assistance Paper, FY 2006-1]. FDOE.

<http://fldoe.org/core/fileparse.php/7571/urlt/0086209-y2006-1.pdf>

Occupational Therapy and Physical Therapy

Occupational therapy and physical therapy may be provided as related services. In general, occupational therapists provide interventions that help students prepare for and perform learning- and school-related activities. The services may support academic and nonacademic outcomes, including social skills, math, reading and writing; behavior management; career technical skills; participation in extracurricular activities; and self-help skills. Physical therapists design and implement interventions directed toward neuromuscular or sensorimotor function and postural control and they assist students in accessing school environments and benefitting from their educational program. They may also teach and train family and education personnel to work with individual students.

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.

**For more information:**

Provision of Occupational or Physical Therapy as a Related Service [Technical Assistance Paper, DPS: 2013-119]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-6924/dps-2013-119.pdf>

Health Care Services

Services provided for the students' health care needs as related services may include monitoring health conditions and providing special health care services, such as suctioning and supporting services provided by other agencies. An individualized health care plan and emergency action plan may be developed by a registered nurse in collaboration with the family, student, the student's health care providers and school personnel to manage, implement and evaluate the provision of student healthcare services intended to achieve specific student outcomes. Such health care services are not provided to all students, but are necessary for the individual 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. A cochlear implant helps the recipient to understand sounds and speech in the environment. Other surgically implanted devices include an insulin pump, pacemaker or gastrostomy 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.

See also Chapter 3, “Concerns of the Parents,” p. 34.



For more information:

Rule 6A-6.0251, F.A.C., Use of Epinephrine Auto-Injectors.

<https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.0251>

Implementing the Kelsey Ryan Act [Technical Assistance Paper, FY 2006-7]. FDOE.

<http://www.fldoe.org/core/fileparse.php/7571/urlt/0086207-y2006-7.pdf>

Rule 6A-6.0252, F.A.C., Use of Prescribed Pancreatic Enzymes Supplements.

<https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.0252>

Rule 6A-6.0253, F.A.C., Diabetes Management.

<https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.0253>

Guidelines for the Care and Delegation of Care for Students with Diabetes in Florida Schools. (January 2015). Florida Department of Health.

<http://sss.usf.edu/resources/format/pdf/diabetes-guidelines-for-the-care-delegation-of-care-for-students-with-diabetes-in-florida-schools.pdf>

Meeting the Educational Needs of Students with Cochlear Implants and IDEA 2004 [Technical Assistance Paper, FY: 2007-5]. FDOE.

<http://fldoe.org/core/fileparse.php/7571/urlt/0086201-y2007-5.pdf>

Transportation

A student with a disability is eligible for weighted transportation funding for special transportation services if school bus transportation is impractical or unavailable for reasons related to the student’s individual needs and circumstances as documented on the student’s IEP (Rule 6A-1.0451(5), F.A.C.). The student’s needs may include (FDOE, 2014-15):

- Medical equipment required (e.g., wheelchair, crutches, walker, cane, tracheotomy equipment, or positioning or unique seating device);
- Medical condition that requires a special transportation environment per a physician’s prescription (e.g., tinted windows, dust controlled atmosphere or 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; and
- Assigned school located in an out-of-district school system.

If the student requires special transportation services to benefit from special education, 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, pickups 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.

Transition Services Areas

The IEP team determines if a student needs related services for any transition services area. Related services that pertain to the student's transition needs may include transportation to a CBI 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. A description of the location and anticipated initiation, duration and frequency of related services must be included on the IEP.

See also Chapter 4, "Transition Services Needs," pp. 61-63, and "Documenting Transition Services on the IEP, Age 16 and Older," pp. 67-70.

See also Chapter 7, "Requirement—Initiation Date, Duration, Frequency and Location of Services," pp. 124-126.

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 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, as well as in extracurricular and nonacademic settings. These aids and services 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 accommodations or supports that enable the student to participate in the general education program or in other activities with students without disabilities. The present level statement should provide evidence of the need

for initiation or continued use of particular supplementary aids and services. Supplementary services may include a note taker, sign language interpreter, personal assistant or proctor for assessments. A factor that should be considered in regard to supplementary aids and services is any 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.

Supplementary aids may include accessible instructional materials and specialized equipment used in regular classes, such as large-print textbooks, digital text, recorded materials or other types of assistive technology. Students who have special communication needs may require alternate communication systems. Identification of special communication needs includes the particular method the student will use for language expression or reception, as well as consideration of 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. Examples of supplementary aids and services include:

Sign language interpreter	Braille textbooks
Proctor for assessments	Digital instructional materials
Homework assistance	Positioning assistance
Specially designed software	Homework hotline
Assistive technology assistance	Note taker

Assistive Technology Devices and Services

The IEP team must consider each 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 any services that 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 to determine the needs of the student or to determine which devices to begin trials. Evaluations for assistive technology must be completed within 60 school days of the IEP team's recommendation (s. 1003.575, F.S.).

See also Chapter 3, "6. What assistive technology devices and services should be considered for the student?" pp. 38-39.

See also Chapter 7, "Presentation Accommodations," pp. 118-119.

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

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

The student receives specially designed instruction in reading and writing braille as a special education service and uses a braille writer and braille textbooks as accommodations in the general education class.

Occupational therapy and physical therapy are related services, but having a personal assistant to position the child when in the general education class is considered to be a supplementary service. The therapist's consultation with the general education teacher may be documented as support for school personnel.

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

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

See also, Chapter 7, "Requirement—Initiation Date, Duration, Frequency and Location of Services," pp. 124-126.

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 enable the student:

- To advance toward attaining annual goals,
- To be involved in and progress in the general education curriculum and participate in extracurricular and other nonacademic activities and
- 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 statewide and district assessments.

It is important to distinguish between accommodations and modifications. Accommodations may change how students are instructed and how they are assessed. However, the accommodation does not change the standards, the instructional level or the content; instead it provides the student with equal access and the opportunity to demonstrate knowledge and skills. In 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

Students with disabilities are expected to meet the same requirements and standards as students without disabilities. This is particularly important for courses used to meet graduation requirements for a high school diploma. The IEP team should consider modifying expectations and program requirements 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 may call for modifications to the standards or course requirements in the general education program, the parents and the student will need to understand how this will affect the student's progress toward meeting the requirements for a high school diploma. This should be communicated to parents as early as elementary or middle school.

Program requirements and student performance standards for CTE may be modified for students with significant cognitive disabilities. To modify the requirements for CTE courses, the particular outcomes and student performance standards, known as modified occupational completion points, are specified on an individual basis. MOCPs are selected sets of performance standards within a 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 specific occupational programs may be modified for students with disabilities.

MOCPs fall between the established occupational completion points as defined in the CTE course descriptions. The selected performance standards for each student are identified on an individual basis. They should match the job or jobs identified in the measurable postsecondary education and career 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 CTE job preparatory programs, thus increasing their likelihood of success in the world of work. Students with disabilities may use credit earned in CTE courses through MOCPs for a standard diploma (FDOE, 2015b).



For more information:

Grading Policies for Students with Disabilities [Technical Assistance Paper, FY: 2006-11]. FDOE.

<http://fldoe.org/core/fileparse.php/7571/urlt/0086206-y2006-11.pdf>

Access Points

Access points are expectations for students with significant cognitive disabilities that are designed to provide access to the general education curriculum. Access points reflect the core intent of the standards with reduced levels of complexity. Access points based on the Next Generation Sunshine State Standards in the subject areas of science, social studies, art, dance, PE, theatre and health provide tiered access to the general education curriculum through access points developed at three levels of complexity, including participatory, supported and independent, with the participatory level being the least complex. Access points for Language Arts and Mathematics Florida Standards do not contain these tiers. Essential understandings have been developed to provide a variety of entry points where a student may begin to interact with grade-level content and are intended as a resource for teachers when planning for instruction.

Students with significant cognitive disabilities who are instructed in access points take the FSAA to measure their achievement of the standards. Parents must give written consent for their child to receive instruction in the access points curriculum or to participate in the FSAA (FDOE, n.d.a, n.d.b).

See also Chapter 7, “Florida Standards Alternate Assessment,” pp. 127-128.



For more information:

“Section 1003.5715, Florida Statutes (F.S.), Parental consent,” In 2013 Legislation: Senate Bill 1108 [Technical Assistance Paper DPS: 2013-105]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-6804/dps-2013-105.pdf>

Questions and Answers Regarding Implementation of CS/SB 1108 [Technical Assistance Paper DPS: 2013-105]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-6811/dps-2013-105a.pdf>

Parental Consent Form – Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration.

<https://www.flrules.org/Gateway/reference.asp?No=Ref-03383>

Classroom Accommodations

Students with disabilities may need accommodations to be able to participate in instruction and assessment activities in the classroom. Through the analysis of the student’s present levels of academic achievement and functional performance, the effect of the disability is identified and the IEP team determines if the student needs accommodations. There should be a clear link between the evidence in the present level statement describing what the student needs and the accommodations the IEP team selects. 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 general education 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 on student performance before and after the implementation of the accommodation can reveal whether the accommodation improves student performance. The IEP team should use student data to base their decision on whether to continue an accommodation.

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 particular tasks difficult for the student?
3. What accommodations will allow the student to access the information and demonstrate performance on the tasks?
4. How will the IEP team know if the accommodation is effective?

The following provides only a brief description of four categories of accommodations and does not represent the complete range of accommodations that students with disabilities might require for classroom instruction:

- Presentation accommodations,
- Response accommodations,
- Setting accommodations and
- Scheduling accommodations.

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 understanding or using complex ideas and processes may need to use advance organizers, be able to highlight or notate important concepts and have key material repeated.

Students with disabilities who cannot read standard print effectively may require accessible instructional materials to participate and progress 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 of accessible instructional materials include restructured print, braille, large print, digital text (or e-text), audio, graphic-enhanced text, images and manipulatives. The specific adaptations to instructional materials should be based on evidence in 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 of the materials, how the information is structured or organized, and how the information is presented (visual, auditory or tactile).

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 education curriculum. A learning media assessment may be needed to gather data and determine which accessible instructional material(s) is most appropriate.

Examples of students who may need 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 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 formats.

The IEP team is encouraged to include the following elements in the documentation on the IEP for accessible instructional 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 assistive technology the student needs to be able to use the accessible materials;
- Whether the student has a recognized print disability under the National Instructional Materials Accessibility Standard, if applicable, or meets criteria set by vendors of accessible materials, such as Bookshare and Learning Ally; and
- 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.

Districts can choose to require publishers to make flexible digital versions or reproduce instructional materials in the format needed to meet the needs of students with disabilities (ss. 1003.4203 and 1006.38(15), F.S.). Resources for accessible instructional materials include the Florida Electronic Library, Bookshare, Learning Ally and the National Instructional Materials Access Center (NIMAC). The Florida Instructional Materials Center for the Visually Impaired assists district digital rights managers in the registration of students and the procurement of National Instructional Materials Access Standard files from NIMAC (FDOE, 2015, February 5).



For more information:

Federal. National Center on Accessible Educational Materials.
<http://aem.cast.org/policies/federal.html>

What are AEM? (Accessible Educational Materials). National Center on Accessible Educational Materials.
<http://aem.cast.org/about/what-are-aem.html>

Response Accommodations

Frequently, accommodations are needed so students can respond to specific types of classroom assignments or assessments. Students may need to use alternate response modes, such as dictation instead of writing. A student who cannot use handwriting or keyboarding may need a word processor with voice recognition capability to complete written assignments or respond to tests. A student may also need adjustments to materials, such as color-coding or extra space in the visual layout of a worksheet to be able to focus on the questions. Students with disabilities 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 or the use of graphic organizers or visuals for planning.

Mathematical tasks present challenges due to the difficulty some students have with abstract concepts, procedural skills and problem solving. Students may need to use concrete objects or visual representations to be able to understand abstract mathematical concepts.

Students with disabilities who have difficulty with expressive communication due to sensory or language 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.

Setting Accommodations

A third area for the IEP team to discuss involves the setting or learning environment. Changes to physical setting, grouping arrangements, behavioral expectations and classroom management procedures may be needed for students. 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 who uses a wheelchair can fit underneath. 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.

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 document the size of the group in which the student will be able to learn or work effectively. A student with behavior and learning problems may require additional monitoring or personal assistance and guidance to complete tasks.

Students who have difficulty with organizing and managing their own space may need accommodations in the instructional setting, such as the use of 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 periodic reports to the parents. Examples of positive behavior strategies are using predictable routines for daily activities, establishing clear rules and being consistent with enforcement.

Scheduling Accommodations

For a student who consistently works 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 whether the rate of performance is critical for success. For example, students who are acquiring employment skills will need to be able to perform at rates that meet the standards of the workplace.

Service Animals

ADA regulations define a service animal as any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Such tasks include guiding a student who is blind or has low vision, pulling a wheelchair, assisting with balance or stability, retrieving objects, assisting an individual during a seizure, alerting individuals to the presence of allergens, or performing special tasks. A service animal is not a pet. Other species of animals are not considered service animals for the purposes of the definition included in the Code of Federal Regulations (28 CFR §35.104). Animals whose sole purpose is to provide emotional support or comfort to the student are not considered to be service animals.

School districts should develop specific procedures that foster collaboration between the school, student and parent to address service animal requests. These procedures should include components that address a timely process for initiating a request that a student be allowed to bring a service animal to school, a process for making decisions and approving or denying such a request, a process for the parent to challenge a decision not to allow the use of the animal in school, and a process for properly dealing with the service animal while it is in school. The accommodation should be listed on the student's IEP as [allowing the student to bring his or her service animal to school](#) and not the provision of the animal itself, unless the IEP team believes that a service animal is required to provide the student FAPE (FDOE, 2015, May 15).



For more information:

Updated Guidelines and Template for School District Policy, Practice and Procedures for the Use of Service Animals by Students with Disabilities. [DPS 2015-60]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-7346/dps-2015-60a.pdf>

Considerations for Computer-Based and Online Instruction and Testing

The increased use of computers, mobile devices and tablets for instruction and assessment has become a fundamental aspect of general education. A student with a disability needs to be given access to both printed materials and online environments during the school day, including taking assessments, to be prepared for postsecondary education and careers. In addition, students are required to earn at least one credit using an online course to meet graduation requirements. For each student with a disability, the IEP team should consider:

- Whether a student is currently able to use computers or mobile devices to engage in instruction and assessment activities,
- What accommodations/assistive technology a student may need when using computers or mobile devices,
- What training and services may be needed to enable the student to successfully use computers or mobile devices in instruction and assessment activities and
- If a student cannot use a computer or mobile device for the foreseeable future, what media is needed for instruction and assessment activities (e.g., paper, braille) and what accommodations are required.

It is also important to consider the student's prior experience and familiarity with computer-based programs (Thompson, Thurlow, & Moore, 2003; Thurlow, Lazarus, Albus, & Hodgson, 2010, September). All students will need instruction and practice using the computer-based systems prior to taking the course. The IEP team will need to determine:

- Can the student use a mouse and keyboard, keyboard commands or an alternative input device?
- Can the student use the scroll bar?
- Does the student know how to navigate the system and move between pages and review them?
- Has the student had opportunities to respond to different types of questions or assignments on a computer?
- Can the student use embedded tools for zooming, eliminating choices, highlighting or flagging answers for review?
- Can the student use an online calculator or notepad?
- Can the student access resources available through the online system?

The IEP team should become knowledgeable about the features and tools available on the computer-based programs and courses, as well as the availability of computer-based accommodations (such as, text-to-speech and masking) and the provision of paper-based versions of the program as an accommodation for students with disabilities who are unable to access it on the computer because the accommodation is not yet available in the computer-based instructional program (FDOE, 2015, January 13).

Selecting and Documenting Classroom Accommodations

Deciding which accommodations an individual student needs should be based on consideration of the expectations and demands of the student's program or course of study followed by 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 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?
- Does the student need to use different formats or modes of response for tests or assignments?
- Does the student require a structured learning environment to promote appropriate behavior?
- Does the student require flexible scheduling?
- What kinds of support will school personnel and parents need?

A student's disability can have different effects on 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 be able 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.

Alternate Method	Use voice recognition software instead of writing with a pencil
Support	Write with a word processor on a computer instead of 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. In some cases, a member of the IEP team may wish to include an accommodation that does not specifically relate to the student's educational needs. For example, a student who has difficulty with reading comprehension does not necessarily need extended time. Only accommodations the student requires should be identified. The IEP team determines what the student needs by analyzing 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.

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.

Requirement—Initiation Date, Duration, Frequency and Location of Services

Rule 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 concerning four specific elements for each of the special education, related services, supplementary aids and services, and classroom accommodations in the student's program:

- Projected date(s) for initiation,
- Expected duration,
- Frequency and
- Location.

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 also important to school personnel so they can be prepared to implement the educational program at the specified time. The **duration** of services is determined for each individual student. In some cases, the duration may extend beyond the school calendar as an ESY. 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 **frequency** indicates how often and how long (for what period of time) each session of the service will be provided. The **location** indicates where the services and accommodations will be provided. This may include the general education class, a learning lab, a work site or even the home.

Initiation and Duration

The initiation and duration decision is made when the IEP team determines what services and supports the student needs. The IEP team considers the following factors:

- Educational needs of the student,
- Effect of the disability and
- Anticipated effects of services and supports.

Special consideration should be given to ensuring that services begin in a timely manner and are not unduly delayed. Services must be provided when they are needed and cannot be provided based on whether there is space available in a particular setting or if 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, as ESY, if it is determined the student will regress without continued intervention.

Special Education Services	Initiation Date	Duration Date
Job coaching	9/9/16	6/7/17
Extended Year Services	Initiation Date	Duration Date
Job coaching	6/22/16	9/8/17

It may be appropriate to align the initiation of services with other major events 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.

Frequency

The frequency, or amount of time, 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 or "as needed" is suggested, additional information must 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 or "as needed" 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, 2014a). Some examples of frequency are as follows:

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

Location

A description of 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. Some examples of location are as follows:

Fifth grade general education class,
ESE resource room,
Job site in community and
Home.

The IEP team should consider the need for 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 IEP team documents the specific settings for services to ensure they are provided.

Requirements—Participation in State and District Assessment Programs

S. 1008.22(3)(a)-(c), F.S.: Student assessment program for public schools.

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

Rule 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, including students with disabilities, are required to participate in state and district assessment programs. The state assessment program in Florida includes the FSA, FCAT 2.0, EOC assessments and the FSAA. The FSA measures achievement of the Language Arts and Mathematics Florida Standards. The FCAT 2.0 measures achievement of the Next Generation Sunshine State Standards for Science in Grades 5 and 8. EOC assessments measure achievement of standards for selected core academic courses in Grades 9-12. The FSAA measures the progress of students with significant cognitive disabilities who are working on access points.

The IEP team determines how the student with disabilities will participate in the state and district assessment program. If a student with a disability requires accommodations in the administration of statewide tests, the IEP will include a statement describing those accommodations. Testing accommodations should reflect the same kinds of accommodations the student uses in the classroom.

Most grade-level statewide assessments and EOC assessments are administered using a computer-based testing (CBT) platform. FSAs use the Test Delivery System (TDS) and the assessments based on the Next Generation Sunshine State Standards use the TestNav8 system. The CBT platforms provide online tools and features for all students to use as they work through the test items. Instructions and required practice sessions are available for tests prior to the test administration. In 2014-15, assessments, including FSA ELA Reading for Grades 3 and 4, FSA Mathematics for Grades 3 and 4, FSA ELA Writing for Grades 4-7, and FCAT 2.0 Science for Grades 5 and 8, used paper-based test and answer booklets. In the future, the FDOE plans to transition to computer-based assessments for all FSA tests (FDOE, 2014d).

Students who are ELLs are expected to participate in statewide assessments. If an ELL has been enrolled in school in the United States (U.S.) for less than one year (12 months), the student may be exempt from the FSA ELA Reading component and Writing component, provided the student participates in the required English language proficiency assessment. ELLs enrolled in tested grade levels and subjects are expected to participate in mathematics, science and EOC assessments, regardless of the time spent in a U.S. school. This requirement also applies to students with disabilities who are ELL.

Florida Standards Alternate Assessment

IEP-22. If the IEP team determined that the student will take the FSAA instead of other statewide standardized assessments or an alternate district assessment of student achievement, 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.)

IEP-37. Written parental consent on the FDOE form number 313181 was obtained for instruction in the state standards access points curriculum and, if applicable based on the student's grade level, participation in the FSAA. (s. 1003.5715(2), F.S, Rule 6A-6.03028(3)(b)1., F.A.C.)

IEP-40. Beginning March 25, 2014, any time an IEP team meeting is convened for the purpose of reviewing or changing a student's IEP as it relates to administration of the FSAA and the provision of instruction in the state standards access points curriculum, or placement of the student in an exceptional student education center, the school shall provide the notice to the parent at least ten (10) days prior to the meeting. The meeting may be convened prior to the tenth day if the parent consents upon receipt of the written notice. (Rule 6A-6.03028(3)(b)1., F.A.C.)

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 FSAA. The FSAA measures achievement of the alternate achievement standards (access points) for the Florida Standards for Language Arts and Mathematics and the Next Generation Sunshine State Standards for Science. The IEP team makes the decision to have a student with the most significant cognitive disability take the FSAA based on the following guidelines in Rule 6A-1.0943(5), F.A.C.:

- The student requires modifications to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C., even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials.
- The student requires direct instruction in academic areas of ELA, math, social studies and science, based on access points to acquire, generalize and transfer skills across settings (Rule 6A-1.0943(5), F.A.C.).

The IEP team may use the Checklist for Course and Assessment Participation included in Appendix B of the Statewide Assessment for Students with Disabilities Technical Assistance Paper, DPS: 2014-208, to facilitate informed and equitable decision making (FDOE, 2015, March 20)

Parents must provide written consent for their child's instruction in the state standards access points curriculum and participation in the FSAA. Consent form number 313181, developed by the FDOE for this purpose, can be downloaded in English and other languages (Rule 6A-6.0331(10)(a)1. and (b), F.A.C).

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 standardized or districtwide assessments. (34 CFR §300.320(a)(6)(i))

The IEP team makes decisions 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 appropriate accommodations for assessment procedures allowed by the individual tests. The selection of assessment accommodations should be based on the current classroom accommodations and accessible instructional materials the student uses. Generally, the student will use the same accommodations for classroom instruction and statewide assessments. However, some classroom accommodations are not allowed on certain statewide assessments. The IEP team makes decisions about accommodations for testing based on the following guidelines (FDOE, 2015c):

- 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. Accommodations must not change the underlying skills the test measures.
- Accommodations must be the same or nearly the same as those the student needs and uses in completing classroom instruction and assessment activities.
- Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery

Accommodations for CBT are similar in purpose and function to accommodations for paper-based tests. In Florida, both CBT platforms (TDS and TestNav8) provide global features and settings and embedded tools for all students. For example, any student may select different color combinations for background and text and print size. If a student with a disability needs a specific screen color combination or print size as an accommodation, the IEP team should document this in the student's plan so that the test administrator will ensure that the student's test is aligned with those settings. Both CBT platforms offer masking and text-to-speech as computer-based accommodations. The test administrator must assign the computer-based accommodation in the system for each eligible student with a disability prior to the test sessions.

Accommodations for tests delivered in print test and answer booklets (paper-based format) include allowable changes to the materials and administrative procedures used in the testing situation. Accommodations may involve specialized presentation formats—large print, braille, oral and sign language—or the use of assistive technology or other tools to support the student’s access to information on the test. Response accommodations may involve alternate response modes, such as dictation or signing, as well as the use of assistive devices and tools. Scheduling and setting accommodations include changes to the timing and specific location of the test administration.

The accommodations described in this section do not represent the complete range of accommodations that students might require. Other standardized tests used by districts and schools to measure student academic progress may or may not allow the same assessment accommodations as the statewide assessments. The IEP team should consult the test administration manual or the test publisher for a complete description of allowable accommodations.

Flexible Presentation

The IEP team may begin the discussion about presentation testing accommodations by focusing on the presentation accommodations the student typically uses for instruction. For example, a student who is visually impaired may use braille versions of books for instructional activities. Therefore, tests for this student should also be presented in braille. Auditory or sign language presentations are permitted for directions, test items and response options, but are not permitted for passages used in FSA ELA assessments for reading and writing. Many students with disabilities can 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 magnification, a blank card to help focus attention on a line of print, colored overlays or highlighting to mark key words or phrases.

Flexible Response

The IEP team will also discuss the accommodations the student typically uses to respond to test items. For example, a student who cannot write or type may need to use speech-to-text software to record verbal responses. Alternate response modes include dictating to a proctor or audio recorder, braille responses on a separate answer form or using a pointing device to indicate answers. Students with disabilities may use assistive technology to respond to tests. Communication devices that serve as alternative keyboards are allowed. Communication devices used for testing should be word-, phrase- or letter-based. Communication devices in which pictures represent complete sentences may not be used.

Response supports may include using a specially formatted paper for writing or using gridded paper to organize mathematical computation. Any student who has difficulty with the online calculator may ask to use a handheld calculator for mathematics and science tests given in Grades 7 and higher when calculators are allowed to be used by all students on the assessments.

Flexible Setting

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

Flexible Scheduling

For students who have difficulty maintaining attention to tasks, the IEP team will determine how much of a test should be given to the student in one session. If the student typically can attend to tasks for about 15 minutes, it may be best to schedule the test with breaks every 15 minutes. 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. If a student with a disability needs to take a session of a CBT over more than one day, the student will have to use a paper-based test.

Paper-Based Accommodations for CBT

Hardcopy (paper-based) reading and writing passage booklets can be provided for students to use when taking the FSA ELA Reading component, FSA ELA Writing component or FCAT 2.0 Reading Retake assessments on the computer. The booklets contain the reading or writing passages, but do not include the test items or prompts. Hardcopy passage booklets are available in regular print, large print, and contracted and uncontracted braille. This accommodation may be needed by students who are not able to read extended passages on the computer or who have difficulty working with multiple windows open at the same time. Passage booklet accommodations may also be used for accommodations that cannot be implemented on a CBT. For example, students may use various highlighting, underlining, diagramming or mapping strategies that cannot be accomplished on the CBT.

Some students with disabilities are not able to access the current computer-based assessments. Paper-based versions are available in regular print, large print, contracted and uncontracted braille, and one-item-per-page for students who require them. While the computer-based assessments display one item at a time, other criteria may exist that negate the use of a computer-based assessment for a particular student. Hard copy one-item-per-page documents are available to provide the following accommodations: one test item per page, fewer test items per page, increased space between test items and true black-and-white print (FDOE, 2015, January 13).

For the FSA and EOC assessments based on Florida Standards, students may not use a hardcopy test and answer book to a matched form on the computer because there are differences between the two versions of tests. Some of the items on the computer-based

version must be replaced with different types of items measuring the same construct. However, if the student uses more than one presentation format in the classroom as an accommodation, more than one test format can be used for the FCAT 2.0 Reading Retake or the Algebra 1 Retake EOC exam, Civics EOC exam, Biology 1 EOC exam or U.S. History EOC exam. For example, a student could use both a CBT and a paper-based braille test when taking the Biology 1 EOC exam. In situations when more than one test format is used, districts are required to combine the student responses from both formats and transcribe the responses as directed in the state assessment test administration manual.

While decisions regarding accommodations rest with the student's IEP team, it is not appropriate to document eligibility for paper-based accommodations for reasons other than need. For example, it is not appropriate to provide a paper-based accommodation simply because the student prefers to work on paper. To receive paper-based test materials for any CBT administration, the need for the paper-based accommodation should clearly indicate the reason(s) that the CBT is not currently accessible or appropriate. Documentation should include whether the student is currently able to use a computer or mobile device to engage in instruction/assessments:

- Accommodations/assistive technology the student needs when using a computer or mobile device.
- Training and services the student needs to successfully use a computer or mobile device in instruction/assessments.
- The type of media/accommodations (e.g., paper, braille, closed captioning and ability to use multiple marking techniques to respond to questions) that are necessary if it is determined that the student cannot use a computer or mobile device in the foreseeable future.

Unique Accommodations

Unique accommodations are specialized accommodations that require changes to existing test materials, presentation or administration guidelines. None of the currently available test materials, including paper-based accommodations, previously described require unique accommodation requests. The unique accommodation must be regularly used by the student for classroom instruction and must not alter the underlying content of the assessment or negate the validity of the assessment. The commissioner of education or designee must approve each request for a unique accommodation in advance and prior to its use. District-level staff must review accommodation requests before they are sent to the FDOE. The request must include a copy of the student's IEP and the signatures of the district ESE coordinator and the district assessment coordinator.

Non-Allowed Accommodations

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

Some accommodations are not permitted on statewide assessment because they negatively affect the test's validity and reliability. Examples of accommodations that are not permitted include the following:

- Oral or sign language presentation or use of a screen reader for reading the passages used in reading or writing assessments,
- Use of spelling or grammar check features in a word processor for responding to open-ended items,
- Reduced number of test questions or answer options and
- Use of a calculator for mathematics calculation when not allowed for all students.

If the IEP team recommends the student be allowed to use such an 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 the parent understands the possible future consequences of using accommodations in the classroom that are not permitted on the statewide tests.

Accommodations for Students Who are ELL

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 heritage language-to English dictionary is allowed. Dictionaries written exclusively in the heritage language or in English are not allowed, per Rule 6A-6.09091, F.A.C.

Documenting Testing Accommodations

Accommodations for the statewide and districtwide testing programs 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 list should be used as a starting point for describing the accommodation the student needs. For example, if the IEP team checks that the student needs to take the test in an individual or small group setting, it is important for the IEP team to note what they mean. Must the student have an individual setting when the student 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, 2015c, p. 80). 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 IEP team members should refer to current test administration manuals.

The person responsible for administering the statewide test for the student 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 may not provide the necessary details to describe the accommodations the student needs. The IEP team should add 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:**

Statewide Assessment for Students with Disabilities. [Technical Assistance Paper DPS: 2014-208] (March 20, 2015). FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf>

Parental Consent Form – Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration. FDOE.

<https://www.flrules.org/Gateway/reference.asp?No=Ref-03383>

2014-2015 FSA and FCAT/FCAT 2.0/NGSSS EOC Assessment Accommodations Frequently Asked Questions (FAQ).

<http://fsassessments.org/wp-content/uploads/2015/01/2014-2015-Assessment-Accommodations-FAQ.pdf>

Accommodations for Florida's Statewide Student Assessments. (2015). FDOE.

<http://www.fldoe.org/core/fileparse.php/7690/urlt/statewideassessmentaccommodations.pdf>

FSA Test Administration Manuals.

<http://fsassessments.org>

FCAT 2.0 and EOC Assessments (NGSSS) Test Administration Manuals.

<http://flassessments.com>

Florida Alternate Assessment Administration Manual (2014-2015). FDOE.

<http://www.fldoe.org/core/fileparse.php/5423/urlt/tam1415.pdf>

Waiver of Statewide Assessment Results

A student with disabilities who has an IEP may request a waiver of the use of the results of the FSA, FCAT 2.0, EOC assessment or FSAA for the purpose of receiving a course grade or as a requirement for a standard high school diploma if the IEP team determines that the statewide assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. Beginning with students who entered Grade 9 in the 2014-15 school year, the waiver of the results of the statewide standardized assessment requirements by the IEP team must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents (s. 1003.4282(11) F.S., and Rule 6A-1.09963(5), F.A.C.). The waiver will be noted on the student's transcript (s. 1008.22(3)(c)2., F.S.).

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 FAPE 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, 2015, April 17b).

Extraordinary Exemption from Statewide Testing

A student with a disability may be allowed an extraordinary exemption from participation in statewide standardized assessments. Extraordinary circumstances include events or conditions that prevent the student from physically demonstrating mastery of skills that have been acquired and are assessed by these tests. 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 are not adequate criterion for granting an extraordinary exemption. This special exemption is authorized in Rule 6A-1.0943(6), F.A.C.

The IEP team may submit a written request for consideration of a special exemption to the district superintendent any time during the school year, but no later than 60 calendar days before the first day of the test administration window. The written request must include a clear and comprehensive description of the nature of the student's disability, the most recent evaluation data, evidence of opportunity to learn the skills and having been provided allowable accommodations, particularly when being instructed. The district superintendent will then recommend to the commissioner of education whether the student should be given an extraordinary exemption from participation in statewide assessment administration. The commissioner shall verify the documented information, make a determination and notify the parent and the district school superintendent in writing within 30 calendar days whether the exemption has been granted. If the commissioner grants the exemption, the student must be assessed in accordance with the goals established in the student's IEP. If the exemption is not granted, the IEP team would need to reconvene to determine how the student would participate in the statewide assessment (FDOE, 2013, August 28).

A student with a medical complexity may be exempt from participating in statewide standardized assessments, including the FSAA, as authorized in Rule 6A-1.0943(7), F.A.C. The district superintendent may approve a one-year exemption if the parent consents in writing and the student's IEP team determines that the student should not be assessed based on medical documentation that confirms that the student meets the criteria of medical complexity.

In addition, the parents may request that the commissioner of education approve a one-, two- or three-year, or a permanent exemption. This must be submitted by the district superintendent with the approval of the parent and documentation of the IEP team's consideration of the request, and documentation of the student's medically complex condition as determined by a physician licensed in accordance with Chapter 458 or 459, F.S. The commissioner shall verify the information, make a determination and notify the parent whether the student was granted or denied an exemption within 20 calendar days after receipt of the request.

**For more information:**

“Section 1008.212, Florida Statutes (F.S.), Student with disabilities, extraordinary exemption,” In 2013 Legislation: Senate Bill 1108 [Technical Assistance Paper DPS: 2013-105]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-6804/dps-2013-105.pdf>

Appendix A. Questions and Answers Regarding Implementation of CS/SB 1108 [Technical Assistance Paper DPS: 2013-105]. FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-6811/dps-2013-105a.pdf>

Waiver of Statewide Standardized Assessment Results for Students with Disabilities. [Technical Assistance Paper DPS: 2015-16] (April 17, 2015). FDOE.

<http://info.fldoe.org/docushare/dsweb/Get/Document-7321/dps-2015-16.pdf>

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 a disability to be involved or make progress in the general education curriculum.

Support may include specific training or professional development activities to ensure that school personnel have the knowledge, information, skills and materials they need to help the student. Support may include consultative 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 an important area in the development of IEPs in which the general education teacher should participate. The general education teacher can provide valuable information concerning what teachers or other providers will need to assist them in providing the appropriate services and accommodations to students with disabilities. Examples of supports for school personnel are as follows:

Training in data collection for progress-monitoring system in the positive behavior intervention plan and

Consultative support on the student's use of an assistive technology device in the classroom.

Extended School Year Services

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

ESY 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 of a student's need for ESY may include the following:

- Anticipated regression and rate of recoupment,
- Emerging skills,
- Nature and severity of the disability,
- Interfering behaviors,
- Rate of progress and
- Other special circumstances, such as transition from school to work.

The need for ESY services must be considered for every student annually. There should be evidence the IEP team considered whether the student requires ESY services to be provided FAPE. 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 the type, amount or duration of the services be unilaterally limited.

See also Chapter 3, "7. Does the student need ESY services?" pp. 39-41.

Requirement—Physical Education and Program Options

Rule 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 PE, art, music and CTE 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 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 PE programs as students without disabilities, unless enrolled in a separate school or in need of specially designed PE (FDOE, 2014a). Enrollment in a general education PE 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

accommodations. Adaptive PE services are provided for a student with a disability who needs adaptations or program modifications due to physical, mental or emotional conditions. Such students may participate in general education PE classes or in specially designed PE described in the student's IEP.

Florida requires 150 minutes per week of PE instruction at the elementary school level and one semester each year for Grades 6-8 for middle school (s. 1003.455, F.S.). A student with a disability who receives physical therapy cannot count this time toward the 150-minute requirement. Physical therapy is a related service and not considered to be PE. However, the PE requirement for students with disabilities can be met through participation in adaptive or specially designed PE. At the high school level, the requirement for PE must include integration of health (s. 1003.4282(3)(f), F.S.). This requirement can be met by completion of the integrated course, Health Opportunities through Physical Education (HOPE), the Personal Fitness course or interscholastic sports at the junior varsity or varsity level for two full seasons if the student passes the personal fitness competency test with a score of "C" or better. Credits in a physical activity class such as marching band or Reserve Officer Training Corps may not be used to satisfy the personal fitness requirement or the requirement for adaptive PE under an IEP (FDOE, 2014, December). Students with significant cognitive disabilities working on the access points may take the Access HOPE or Access Personal Fitness course.

Requirement—Extent of Participation in General Education Programs

Rule 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 students without disabilities 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 students without disabilities in the regular class. This explanation will provide 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 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 LRE requires that the decision be based on the needs of the individual student, not based on categories or exceptionalities. IDEA 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 parents, 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, 2014a).

Once it has been determined that the measurable annual goals, including short-term objectives or benchmarks, if applicable, appropriately address the student's educational needs, the IEP team should address questions, such as the following, which are designed to assist in the LRE decision-making process and the decision regarding ESE 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 students 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 co-workers 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.

Placement in an ESE Center

IEP-38. Written parental consent on the FDOE form number 31382 was obtained for placement in an ESE center school, except in circumstances related to violations of the district's code of conduct regarding possession or use of illegal drugs and serious bodily injury. (ss. 1003.57(1)(h) and 1003.5715(2), F.S., Rule 6A-6.03028(3)(b), F.A.C.)

If the IEP meeting is convened for the purpose of considering placement of the student in an ESE center or special day school, the school must provide a notice to the parents at least 10 days before the meeting. An ESE center or special day school is a separate public school that does not serve students without disabilities. Parents can agree to waive the 10-day prior notice requirement when considering placement in an ESE center or special day school. The 10-day prior notice does not apply to a disciplinary action in which the student has violated the district's code of conduct related to weapons, possession or use of illegal drugs or infliction of serious bodily injury upon another person, and the district wishes to move the student to an interim alternative education setting that may include an ESE center. The parents must provide written consent to allow the placement of their child in an ESE center using a separate parental consent form (form 313182). If the parent refuses consent, the district must develop and implement a new placement in accordance with a new IEP or must request a due process hearing within 10 days of the parents' refusal.

The district may not place a student in an ESE center without parental consent unless it has documented reasonable efforts to obtain the parent's consent and the child's parent has failed to respond or the school district obtains approval through a due process hearing and the resolution of an appeal.

**For more information:**

Least Restrictive Environment Considerations Related to Individual Educational Plans. [Technical Assistance Paper FY: 2000-5]. FDOE.
<http://fldoe.org/core/fileparse.php/7571/urlt/0086217-y2000-5.pdf>

“Section 1003.5715, Florida Statutes (F.S.), Parental consent,” In 2013 Legislation: Senate Bill 1108. [Technical Assistance Paper DPS: 2013-105]. FDOE.
<http://info.fldoe.org/docushare/dsweb/Get/Document-6804/dps-2013-105.pdf>

Appendix A, Questions and Answers Regarding Implementation of CS/SB 1108 [Technical Assistance Paper DPS: 2013-105]. FDOE.
<http://info.fldoe.org/docushare/dsweb/Get/Document-6811/dps-2013-105a.pdf>

Parental Consent Form – Student Placement in an Exceptional Education Center. FDOE.
<https://www.flrules.org/gateway/reference.asp?No=Ref-03384>

Quick Check: Special Education Services and Supports	
<p>Special Education and Related Services, Supplementary Aids and Services, Supports for Personnel, and Program Modifications and Accommodations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Address individual student needs described in present level statements <input type="checkbox"/> Are designed to enable student to achieve goals <input type="checkbox"/> Are based on peer-reviewed research to the extent practicable <input type="checkbox"/> Describe services and supports so they are clear <input type="checkbox"/> Have evidence of parental consent for instruction in access points and participation in alternate assessment <input type="checkbox"/> Have evidence of parental consent for placement in an ESE center school <p>Initiation Date</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin service and support in a timely manner <input type="checkbox"/> Consider related elements in school calendar, such as beginning a new semester <p>Duration Date</p> <ul style="list-style-type: none"> <input type="checkbox"/> Base duration of services and supports on the student’s needs <input type="checkbox"/> Consider need for extended school year services <p>Frequency</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specify amount of time each day, times per week or month, or continuous <input type="checkbox"/> Explain circumstances and student’s needs, if range of time or “as needed” <p>Location</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe where services and supports will be provided 	
Do	Don’t
<ul style="list-style-type: none"> • Use clear and specific descriptions • Align classroom and testing accommodations • Get consent for accommodations used in the classroom that are not allowed on statewide assessment • Indicate if no related services, supplementary aids and services, or supports for school personnel are needed • Get consent for instruction in access points and participation in alternate assessment • Get consent for placement in ESE center 	<ul style="list-style-type: none"> • Describe only a service model (inclusion, co-teaching) • Describe a service as a disability program (speech impaired) • Describe only a subject or domain (independent functioning, reading) • Identify needs for accommodations only (not a service) • Base service on administrative convenience

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 five domains. 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 an individualized 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 the following five domains:

- Curriculum and Learning Environment,
- Social or Emotional Behavior,
- Independent Functioning,
- Health Care and
- 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, instructional materials and learning environment are the guiding factors that determine the level of service.

The **Social or 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 frequency, nature and intensity of intervention 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 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 services 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 exceptionalities. Services include personal assistance, instructional

interventions, speech and 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 has made. 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. It is critical that the IEP be thoroughly reviewed prior to completing the matrix and that this review is documented on the front of the Matrix of Services form.

Essentially, the Matrix of Services is used to record the services and supports that are documented on the IEP. The levels of service required in all five domains and the special considerations rating are summed to arrive at a total domain rating that corresponds to one of the ESE cost factors. The cost factors are neither 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 Individual Educational Plan



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

Rule 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 IEP 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 MTSS (FDOE, 2011):

Present Levels of Academic Achievement and Functional Performance and Measurable Annual Goals
Step 1. "What exactly is the problem?"
Step 2. "Why are the desired goals of the student not occurring? What are the barriers?"
Special Education Services and Supports
Step 3. "What are we going to do?"
IEP Progress Monitoring and Reporting to Parents
Step 4. "Is it working?"
Evaluate the effectiveness of the plan in relation to stated goals. Monitor student response to the intervention and use progress-monitoring data at agreed upon intervals. If the student is not improving, determine how the intervention plan will be adjusted to better support the student's progress.

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 supplementary aids and services to be provided to the student.

To accomplish Step 4. Is It working?, the student's 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 do not 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 education curriculum, results of reevaluation, information provided to or by the parents, or the student's anticipated needs.

Planning for Implementation

IEP-36. 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) and (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 service provider who is responsible for its implementation. Each teacher and service provider must be informed of specific responsibilities related to implementing the student's IEP and the specific accommodations, program modifications, special education and related services, and supplementary aids and services. 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 and intervention for the annual goals,
- Implementing the planned instruction and intervention with fidelity,
- Monitoring student performance as a result of the intervention and supports and
- 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 must be collaboration among staff, such as general education teachers, special education teachers, therapists and parents. The IEP team may wish to first determine which person will have lead responsibility and then identify specific responsibilities of other individuals. The IEP 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 and service providers must have access and information regarding their specific responsibilities for the implementation of the IEP. This may begin with giving 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 of providing

access to a student's IEP for 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 IEP. 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 PreK 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 coaching and 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 also 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.

Accommodations require intentional planning by the teacher so the student can learn how to use the accommodation and know 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 as it was designed or intended is often referred to as the "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: duration, frequency and location. The IEP 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 provision of feedback to students.

Fidelity can be verified through various approaches, including direct observations, self-reports and maintaining portfolios of 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

Periodically, at least as often as specified on the IEP, the teachers and service providers must review the student's progress and inform the student's parents. The interim progress 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 were 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, documented phone calls or conferences.

If progress is not sufficient, the teachers and service providers should apply the systematic problem-solving process embedded in Florida's MTSS 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 a lack of progress continues, the IEP team should 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-35. 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 education curriculum, if appropriate; the results of reevaluation; information about the student provided to, or by, the parent; 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 IEP team may receive results of the student's reevaluation or other assessment information. The parents may also have new information about the student. The IEP 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.

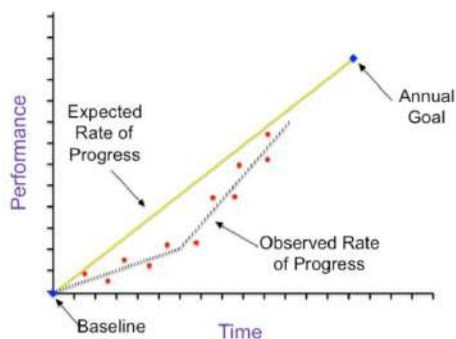
The IEP team will review the student's progress on the current IEP, report card grades and interim reports, discipline and attendance records, and reports of any other relevant data. The student's rate of progress and the likelihood of achieving the annual goals should be the first indicator of how well the IEP is working for the student. If the student is not making adequate

progress or if the results of new evaluations identify additional areas of concern for the student, the IEP 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 and 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 does not 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, 2011, pp. 25-26).

Figure 1

Positive Response to Intervention

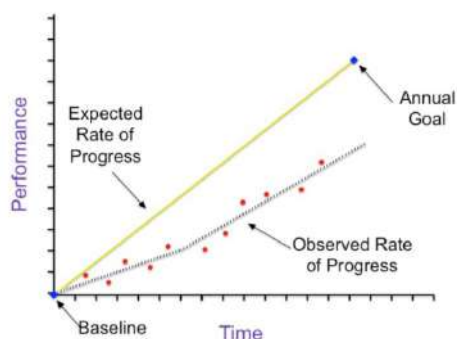


If the response has been positive, the following possible actions are suggested:

- Continue services and supports with current annual goal.
- Continue services and supports and adjust annual goal.
- Gradually fade services or supports to determine if students can perform independently.

Figure 2

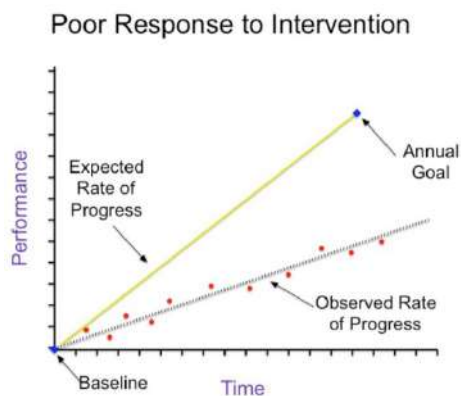
Questionable Response to Intervention



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 does not improve, return to problem solving.

Figure 3



If the response is poor, the following possible actions are suggested:

- Determine if the services and supports were implemented with fidelity.
- 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 ensure implementation with fidelity and either continue with services and supports, adjust goals, increase intensity or reconsider the student's problem, depending on the student data (FDOE, 2011).



For more information:

Educator Resources: Guides and Tools, Florida's Multi-Tiered System of Supports. FDOE.

<http://www.florida-rti.org/educatorResources/guidesTools.htm>

In some cases, students may have anticipated needs that will require revisions to their IEPs. The IEP 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. Secondary students may have anticipated transition services needs related to preparing for employment and post-school adult living that require revisions to their IEPs.

Amending the IEP

Generally the entire IEP team revises the IEP at a regular IEP team meeting. However, the IEP may be amended between annual reviews. 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 or Provision of Free Appropriate Public Education

IEP-34. If the current IEP represents a change of placement or 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 provide FAPE to the student. Change in FAPE occurs when there is a change in the type, amount or intensity of services provided to a student. This could be when a personal aide is added or discontinued, when therapy services are added or discontinued, 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 (5-10 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, 2014a).

Next Steps

This guide includes information that supports the development of quality IEPs for students with disabilities. It is based on law and policies that are current as of May 2015. Changes to federal and state laws and regulations, as well as advances in services for students with disabilities, may affect decisions that are made regarding IEPs. As changes are implemented, the FDOE's Bureau of Exceptional Education and Student Services and your local school district will provide technical assistance.

Appendices

Appendix A: Florida Statutes and Florida Administrative Code

Florida Statutes

1002.20	K-12 student and parent rights.
1002.3105	Academically Challenging Curriculum to Enhance Learning (ACCEL) options.
1003.33	Report cards; end-of-the-year status.
1003.4203	Digital materials, CAPE Digital Tool certificates, and technical assistance.
1003.4282	Requirements for a standard high school diploma.
1003.4285	Standard high school diploma designations.
1003.437	Middle and high school grading system.
1003.455	Physical education; assessment.
1003.57	Exceptional students instruction.
1003.5715	Parental consent; individual education plan.
1003.5716	Transition to postsecondary education and career opportunities.
1003.572	Collaboration of public and private instructional personnel.
1003.575	Assistive technology devices; findings; interagency agreements.
1006.38	Duties, responsibilities, and requirements of instructional materials publishers and manufacturers.
1008.212	Students with disabilities; extraordinary exemption.
1008.22	Student assessment program for public schools.
1008.31	Florida's K-20 education performance accountability system; legislative intent; mission, goals, and systemwide measures; data quality improvements.
1008.44	CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List.

Florida Administrative Code Rules

6A-1.09401	Student Performance Standards
6A-1.0943	Statewide Assessment for Students with Disabilities.
6A-1.09961	Graduation Requirements for Certain Students with Disabilities.
6A-1.09963	High School Graduation Requirements for Students with Disabilities
6A-6.0312	Course Modifications for Exceptional Students.
6A-6.03028	Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.
6A-6.0331	General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services.
6A-6.03311	Procedural Safeguards and Due Process Procedures for Parents and Students with Disabilities.
6A-6.03411	Definitions, ESE Policies and Procedures, and ESE Administrators
6A-1.0451	Florida Education Finance Program Student Membership Surveys
6A-6.0902	Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners.
6A-6.09091	Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.

Appendix B: Domain Descriptors

Domains are areas of student need organized into categories. An IEP does not need to address every domain, but 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. This list was generated to assist instructional personnel and other professionals in identifying typical areas of need for students with disabilities. This 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 not based on actual students. Any similarities of student names or grades are coincidental.

Andy A.	5 years, 5 months	Other health impairment, language impairment, speech impairment
Blaire B.	7 years, 3 months	Speech impairment
Corey C.	9 years, 11 months	Intellectual disabilities
Danilo D.	12 years, 6 months	Dual sensory impaired, language impairment
Emma E.	16 years, 9 months	Specific learning disabilities, language impairment
Frank F.	17 years, 5 months	Intellectual disability, language impairment

Quality District County School Board Individual Educational Plan (IEP)

Student Information

Meeting Date: 5/25/2015	School: Apple Elementary School
Student Name: Andy A.	Student Number:
Date of Birth: 12/3/2009	Age: 5 years, 5 months
Address: 23 A Street A Village, FL 33333	Grade: PK
Parent/Guardian 1: Mom A.	IEP Initiation Date: 5/26/2015
Parent/Guardian 2: Dad A.	IEP Duration Date: 5/25/2016
Primary Exceptionality: Other Health Impairment	IEP Review Date Due: 5/25/2016
Other Program and Service Areas: Language Impairment, Speech Impairment, Occupational Therapy, Physical Therapy	Reevaluation Date Due: 5/18/2018
Purpose of Meeting: <input checked="" type="checkbox"/> Annual Review	

Special Considerations

The following factors must be considered in the development of the IEP.

YES NO N/A

YES	NO	N/A	
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Does the student's behavior impede his/her learning or that of others?
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If the student's behavior impedes his/her learning or the learning of others, does the student have a functional behavioral assessment (FBA) and/or positive behavior intervention plan (PBIP)?
		<input checked="" type="checkbox"/>	If the student does not have an FBA/PBIP, describe how positive behavioral interventions, supports, and/or other strategies will be used with to address this behavior.
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Does the student have limited English proficiency?
		<input checked="" type="checkbox"/>	If yes, describe how the student's needs as an English language learner will be addressed.
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Is the student blind or visually impaired? If yes, ensure the parent has been provided information on Florida's Educational Opportunities for Students with Sensory Impairments.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student is blind or visually impaired, are they being provided instruction in braille or the use of braille? If no, describe the results of the evaluation (learning media assessment) that indicate instruction in and/or use of braille is not appropriate for the student's current and/or future needs under "Present Levels, Goals, and Objectives."
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Does the student have communication needs? If yes, describe them under "Present Levels, Goals, and Objectives" and include the exceptional student education (ESE) services and/or supports required to meet those needs under the applicable section(s) of the IEP.
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Is the student deaf or hard-of-hearing? If yes, ensure the parent has been provided information on Florida's Educational Opportunities for Students with Sensory Impairments.
		<input checked="" type="checkbox"/>	If the student is deaf or hard-of-hearing, what opportunities for direct communication with peers and professionals in the student's language does the Communication Plan indicate are needed?
		<input checked="" type="checkbox"/>	If the student is deaf or hard-of-hearing, what opportunities for direct instruction in the student's language does the Communication Plan indicate are needed?
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Does the student need assistive technology devices and services? If yes, address the need under "Present Levels, Goals, and Objectives" and the applicable service or support area.
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Is the student able to participate in the regular physical education (PE) program available to all students? If No, address the need for specially designed PE under "Present Levels, Goals, and Objectives" and the applicable service or support area. Note: If the student CAN participate in the regular PE program, but requires accommodations or supplemental aids and services, respond "Yes" and identify the necessary supports under the applicable section(s) of the IEP. N/A due to age or grade of student.
			What is/are the Career and Professional Education (CAPE) digital tool certificate(s) or CAPE industry certification(s) the student is seeking to attain prior to high school graduation. None at this time.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Does the student require instruction or the provision of information in the area of self-determination and self-advocacy to be able to actively participate in IEP meetings and self-advocate? If yes, describe how this need will be addressed.

Planning for High School Graduation

Describe how the student is being prepared to graduate with a standard diploma and how the student and parents have been informed of the standard diploma options and designations that are available. (Required NO LATER than the first IEP to be in effect when the student turns 14.)

N/A due to age of student

What graduation option is the student pursuing? (Required NO LATER than the first IEP to be in effect when the student turns 14.)

N/A due to age of student

Was a change made to the student's graduation option?

Beginning with students entering Grade 9 in the 2014-15 school year, section 1003.4282, Florida Statutes (F.S.), states that any change in the student's graduation option specified in the IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572, F.S.

N/A due to age of student

General Factors and Assessment Data

Describe any health concerns.

Andy takes medication to improve the spasticity of his legs; however, the medication seems to be weakening his muscles and may be causing Andy to have a decreasing tolerance for physical activity. These weaknesses are impacting Andy's personal hygiene. He often has difficulty getting to the toilet on time and using routine sanitary procedures. In general, Andy has toileting accidents one or two times per week. In addition, when he loses his balance, he sometimes falls when adjusting his clothing or washing his hands two to three times per week. He often refuses to wash his hands unless someone is with him to stabilize him. Andy requires assistance and supervision to ensure that he can meet his personal hygiene needs and avoid contact with unsanitary conditions.

Andy also takes medications 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.

Describe the results of the most recent statewide or district assessment(s) (e.g., Florida Standards Assessments for English/Language Arts and Math, Florida Comprehensive Assessment Test[®] [FCAT] 2.0 Science, end-of-course [EOC] assessments, Florida Alternate Assessment).

Not applicable

Describe the results of the initial or most recent evaluation (district and/or independent).

DEVELOPMENTAL ASSESSMENT

Andy's scores on the Adaptive, Personal-Social, Communication, and Cognitive domains of the Battelle Developmental Inventory, 2nd edition, conducted in September 2013, 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 2014 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. In particular, he has difficulty following through on personal care needs when toileting, including hand washing, getting his pants up and down independently, and maintaining balance when meeting toileting needs. 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, 2014. Andy 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 have something to eat or use the bathroom, or he would have a temper tantrum.

BEHAVIOR ASSESSMENT

Andy was assessed on the Behavioral Assessment System for Children, 2nd edition, on Jan. 15, 2015. His scores were below average in adaptive skills, including behaviors related to self-care, problem solving and planning.

A Functional Behavioral Assessment was completed on Oct. 1, 2014. 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 Feb. 17, 2015. 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 Feb. 17, 2015. 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 2015. 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.

How was parent input obtained?

Attended the meeting.

Describe the parent's concern for enhancing the education of the student.

Andy's mother and father are concerned that he will not continue to get all the services he needs when he transitions to the regular kindergarten program at the elementary school. Their other major concern is the need for daily parent and teacher communication.

Describe, if appropriate, any interagency responsibilities or any needed linkages.

N/A

Domains and Transition Service Activity Areas

Indicate below the domain(s) and/or transition service activity area(s) for which present level statements and goals will be developed.

(At least one domain or transition service activity area must be selected.)

Domains

- Curriculum and Learning Environment
- Independent Functioning
- Communication
- Social/Emotional Behavior
- Health Care

Present Levels of Academic Achievement and Functional Performance

Domain/Transition Service Activity Area: Curriculum and Learning Environment

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Andy does very well in routine classroom activities that he likes. He can remember the steps of routine lessons that are repeated. 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.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

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 pictures of 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 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 (e.g., 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.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

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 does not 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

individual 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 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 or directions, complete activity).

Mastery Criteria: Four of five consecutive opportunities

Assessment Procedure(s): Observations using teacher-developed checklist or chart

Progress reports will be provided: Every nine weeks

Annual Goal: Given an environment with reduced distractions and minimum adult support (verbal or 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 or listen to model or directions, use needed materials, follow steps of the task, respond to teacher questions) in the activity.

Mastery Criteria: For 10 consecutive minutes in five opportunities

Assessment Procedure(s): Observations using teacher-developed checklist or chart

Progress reports will be provided: Every nine weeks

Annual Goal: Given an age-appropriate 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: Four of five questions correct on four consecutive trials

Assessment Procedure(s): Observations using teacher-developed checklist or chart

Progress reports will be provided: Every nine weeks

Annual Goal: Given concrete objects, Andy will solve five simple mathematical problems involving joining and separating sets up to 20 objects.

Mastery Criteria: Four of five problems correct on four consecutive trials

Assessment Procedure(s): Observations using teacher-developed checklist or chart

Progress reports will be provided: Every nine weeks

Short-term Objective or Benchmark: Andy will correctly count sets with up to 20 concrete objects in four of five opportunities.

Short-term Objective or Benchmark: Andy will relate sets with up to 20 concrete objects with numerals and number names with 100 percent accuracy in four of five opportunities.

Number of "Backup PLEP/Annual Goals" pages attached: 3

Domain/Transition Service Activity Area: Communication

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Andy uses words to express himself. He is able to understand more than he can say.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

Based on the results of his most recent language evaluation (February 2015), Andy struggles to ask questions during play, to answer “what” and “where” questions, to understand negatives in sentences, and to identify categories of objects in pictures. Andy was able to independently answer 2 of 10 yes/no questions accurately. Often, he repeats 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 will answer the question accurately. On average, Andy will answer 7 of 10 “wh” questions accurately. He is able to follow one-step verbal directions on four out of five opportunities. Andy typically uses three- to five-word phrases or sentences when he speaks.

Andy’s speech is characterized by errors in multiple sounds, including omitting sounds and syllables from 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 frequently deletes syllables within multisyllabic words.

Andy’s prekindergarten teacher said that it is very difficult to understand Andy when he talks. If Andy is not understood, he typically repeats himself without modifying the message. His repetitions often become chant-like.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

Andy’s language impairment affects his ability to communicate his thoughts and ideas effectively. It 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 because he has trouble expressing himself and understanding what others say to him.

Andy’s speech impairment affects his ability to be understood by his teachers and peers. Multiple articulation errors may 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 Goal: Given five routine yes/no questions about classroom activities and events, Andy will answer all five questions without prompting.

Mastery Criteria: Correct answers to all questions on five consecutive opportunities

Assessment Procedure(s): **Documented observations**

Progress reports will be provided: **Every nine weeks**

Annual Goal: **Given five basic “wh” questions (who, what, where) about classroom activities and events, Andy will correctly answer all five questions.**

Mastery Criteria: **Correct answers to all questions on five consecutive opportunities**

Assessment Procedure(s): **Documented observations**

Progress reports will be provided: **Every nine weeks**

Annual Goal: **Andy will independently follow simple two-step directions related to routine classroom and play activities.**

Mastery Criteria: **Five consecutive opportunities**

Assessment Procedure(s): **Documented observations**

Progress reports will be provided: **Every nine weeks**

Annual Goal: **Andy will correctly pronounce words without fronting (tar for car) and without stopping (berry for very) in spontaneous conversation.**

Mastery Criteria: **Four of five consecutive opportunities**

Assessment Procedure(s): **Documented observations**

Progress reports will be provided: **Every nine weeks**

Domain/Transition Service Activity Area: Independent Functioning

With regard to this domain or transition service activity area:

Describe the strengths of the student.

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 PE class and usually needs some adaptation of the activity and 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.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

Andy is unsteady when he walks. He moves his whole body and arms to compensate for insufficient control. He has particular difficulty when walking on uneven ground, or navigating ramps and curbs because his balance is challenged. He manages these challenges, but sometimes he may lose his balance and fall. When walking about campus with one hand held by an adult, 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 even slower and his energy and stamina for physical activity has declined.

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.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

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 try to recover and sometimes falls anyway. He is presently showing decreased stamina for physical activity, particularly when he must walk longer distances around campus, such as traveling from the classroom to the auditorium or media center. He may need more time or an alternate way to travel about the school grounds.

Activities involving running or walking that are part of his PE program must be adapted to accommodate his problems with balance control and mobility. Adaptations may include the use of equipment or having an adult to hold onto when walking to help maintain balance or providing alternate ways to move from place to place in activities.

Andy has difficulty managing personal care activities on a daily basis. On average, he has an accident one or two times per week because he waits too long and cannot move fast enough to get to the toilet on time. In addition, he loses his balance and sometimes falls when he is trying to remove or replace his pants when toileting about two times per week and every time when he is trying to wash his hands. He often refuses to wash his hands unless someone is in the bathroom to keep him stable. Andy requires assistance and supervision to ensure that he can meet his personal hygiene needs and avoid contact with unsanitary conditions.

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 an aide must monitor him for safety. He is unable to walk long distances, so the bus must stop in front of his home.

Annual Goal: Andy will exhibit balance control for enhanced safety when moving distances up to 30 feet in the classroom or on campus.

Mastery Criteria: Four of five opportunities, randomly sampled across different environments in the school

Assessment Procedure(s): **Documented observation**

Progress reports will be provided: **Every nine weeks**

Short-term Objective or Benchmark: **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.**

Short-term Objective or Benchmark: **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.**

Short-term Objective or Benchmark: **Andy will carry light-weight objects of varying sizes in his hands while walking a distance 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.**

Annual Goal: **Given minimum adult assistance and supervision (visual/verbal cues, first/then statements), Andy will complete personal care routines related to toileting (notify aide of need to go to the bathroom, travel to the bathroom in a timely manner, remove pants and underwear, stand in front or sit on toilet, wipe after voiding, replace underwear and pants, flush toilet, wash and dry hands, throw away towel, return to activity) using appropriate behaviors and communication (absence of refusal behavior— no yelling; engage in the activity until completed).**

Mastery Criteria: **Every opportunity for 10 consecutive school days**

Assessment Procedure(s): **Observations using teacher-developed checklist or chart**

Progress reports will be provided: **Every nine weeks**

Short-term Objective or Benchmark: **Given explanation, verbal prompts and adult assistance, Andy will engage in personal care behaviors using the toilet (notify aide of need to go to the bathroom, travel to the bathroom in a timely manner, remove pants and underwear, stand in front or sit on toilet, wipe after voiding, replace underwear and pants, and flush toilet) using appropriate behaviors and communication during the school day for five consecutive school days.**

Short-term Objective or Benchmark: **Given verbal/visual prompts and adult supervision, Andy will engage in personal care behaviors after using the toilet (wash and dry hands, throw away towel, return to activity) using appropriate behaviors and communication (absence of refusal behavior—no yelling; engage in the activity until completed) during the school day for 10 consecutive school days.**

Domain/Transition Service Activity Area: Social or Emotional Behavior

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Andy enjoys interactions with adults, especially adults 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.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

On October 1, 2014, a functional behavioral assessment was initiated. Andy's 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.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

Andy has difficulty interacting with peers and participating in play activities and tasks he does not 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 other people and activities in the classroom. He is strong-willed and at times may resist participation in 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 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 consecutive minutes

Assessment Procedure(s): Observations using teacher-developed checklist or chart

Progress reports will be provided: Every nine weeks

Annual Goal: Given minimum adult assistance and supervision (visual/verbal cues, first/then statements), Andy will transition 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 away materials from the preferred activity; engage in the nonpreferred activity).

Mastery Criteria: **Four of five opportunities for 10 consecutive minutes**

Assessment Procedure(s): **Observations using teacher-developed checklist or chart**

Progress reports will be provided: **Every nine weeks**

Short-term Objective or Benchmark: **Given modeling, explanation, and verbal prompts, Andy will engage in nonpreferred activities for three consecutive minutes using appropriate behaviors and communication in four of five opportunities.**

Short-term Objective or Benchmark: **Give verbal prompts, Andy will engage in nonpreferred activities for five consecutive minutes using appropriate behaviors and communication in four of five opportunities.**

Special Education Services

Specially Designed Instruction	Initiation Date	Duration Date	Frequency	Location
Intensive learning and instructional support for all academic and social skills curriculum in small groups (no more than three students)	5/26/2015	5/25/2016	Daily, 1,590 minutes per week	General education classroom
Speech and language therapy: Assistance for teacher and aide with application and generalization of learning, and monitoring through modeling and face-to-face collaboration	5/26/2015	5/25/2016	30 minutes 2x per week	General education classroom
Language therapy: Intensive intervention for expressive language	5/26/2015	5/25/2016	30 minutes per week	Therapy room
Speech therapy: Intensive intervention for articulation	5/26/2015	5/25/2016	30 minutes per week	Therapy room
Adaptive physical education	5/26/2015	5/25/2016	150 minutes per week	General education classroom for PE
Related Services	Initiation Date	Duration Date	Frequency	Location
Occupational therapy: Direct intervention with student and assistance for the teacher and aide with application and	5/26/2015	5/25/2016	30 minutes per week	General education classroom

generalization of learning, monitoring and consultation for mobility and personal care needs				
Physical therapy: Direct intervention for mobility	5/26/2015	5/25/2016	60 minutes per week	Therapy room
Transportation: Uses harness to stay in seat, stop closest to home, aide to monitor for safety	5/26/2015	5/25/2016	Daily	ESE bus
Health care: Monitoring of medications and seizures	5/26/2015	5/25/2016	Daily	School and ESE bus
Supplementary Aids and Services	Initiation Date	Duration Date	Frequency	Location
Classroom aide for student during PE, lunch and school activities outside the regular classroom (assembly, field day), assist with personal care needs and medication and travel between areas on school campus and to and from the bus	5/26/2015	5/25/2016	Continuous	General education classroom and bus
Classroom aide to provide supervision and one-on-one assistance when new routines, activities, and while transitions are introduced; and to familiarize student with the schedule and expectations. Fade when Andy becomes accustomed to classroom routines.	5/26/2015	5/25/2016	Continuous	General education classroom
Extended School Year (ESY) Services	Initiation Date	Duration Date	Frequency	Location
ESY services are required if the IEP team has reason to believe that the provision of a free appropriate public education (FAPE) for an individual student would be jeopardized without such services.				
Summary of ESY consideration: ESY services are needed due to documented regression in academic skills, social skills, and independent functioning after winter and spring breaks.				
<input checked="" type="checkbox"/> The IEP team completed the ESY Services: Determination of Need for Students with Disabilities worksheet				

Intensive learning and instructional support for academic activities and social skills curriculum in small groups (no more than three students)	6/13/2015	8/22/2015	840 minutes per week	ESE classroom
Speech and language therapy: Application and generalization of skills and monitoring	6/13/2015	8/22/2015	30 minutes per week	ESE classroom
Occupational therapy: Application and generalization of personal care and mobility skills and monitoring	6/13/2015	8/22/2015	15 minutes per week	ESE classroom
Physical therapy: Intervention and monitoring of mobility skills	6/13/2015	8/22/2015	15 minutes per week	ESE classroom

Classroom/Instructional Accommodations

These guiding questions are intended to be part of a systematic process for selecting, implementing and evaluating accommodations. Be sure to check the accommodations the student is currently using.

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 IEP team has considered the guiding questions prior to the selection of the accommodations.

Presentation	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Directions repeated, clarified	5/26/2015	5/25/2016	Daily	General education classroom
<input checked="" type="checkbox"/> Student to demonstrate understanding of directions (e.g., repeating or paraphrasing)	5/26/2015	5/25/2016	Daily	General education classroom
<input checked="" type="checkbox"/> Verbal encouragement (e.g., "keep working," "make sure to answer every question")	5/26/2015	5/25/2016	Daily	General education classroom
<input checked="" type="checkbox"/> Other presentation accommodation: Provide visual/verbal cues to maintain attention to tasks	5/26/2015	5/25/2016	Daily	General education classroom

Responding	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Other responding accommodation: Consideration of student’s articulation deficits when assessing alphabet knowledge, sound-symbol relationships and phonological awareness	5/26/2015	5/25/2016	Daily	General education classroom
Scheduling	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Assignments administered over several brief sessions, allowing frequent breaks	5/26/2015	5/25/2016	Daily	General education classroom
Setting	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Assignments or tests administered by a familiar person who has been appropriately trained	5/26/2015	5/25/2016	Daily	General education classroom
<input checked="" type="checkbox"/> Assignments or tests administered in a small group setting of a size comparable to the normal instruction group size. Describe: Up to three students	5/26/2015	5/25/2016	Daily	General education classroom
<input checked="" type="checkbox"/> Adaptive or special furniture. Describe: Block chair with back	5/26/2015	5/25/2016	Daily	General education classroom
<input checked="" type="checkbox"/> Reduced stimuli (e.g., limit number of items around the student’s computer station)	5/26/2015	5/25/2016	Continuous	General education classroom
<input checked="" type="checkbox"/> Other setting accommodation: Reduced auditory distractions in the classroom	5/26/2015	5/25/2016	Continuous	General education classroom
<input checked="" type="checkbox"/> Other setting accommodation: Adult in close proximity to help maintain attention	5/26/2015	5/25/2016	Continuous	General education classroom

Parent Consent Form for Accommodations Not Allowed on Statewide Assessment

Only accommodations allowed by individual test administration manuals may be implemented on standardized tests. If the IEP team has determined the student requires classroom/instructional accommodations that will not be allowed on statewide assessments, a parent must consent to their use.

A parent has provided signed consent for classroom/instructional accommodations not allowed on statewide assessment.

N/A; no non-allowable accommodations are provided for this student

Staff Supports

Do school personnel require supports in order for the student to: advance appropriately toward attaining goals; be involved and progress in the general education curriculum; and be educated and participate with other students?

Yes

If yes, describe the supports needed:

Training in seizure protocol for all adults who work with Andy, include transportation personnel (see Health Care Plan).

Assistance, modeling, and face-to-face collaboration with speech language pathologist for teacher and aide to reinforce and prompt Andy's use and generalization of language and articulation skills in activities.

If applicable, IEP team member or designee responsible for outside agency transition services follow up (name or position): **N/A**

Least-Restrictive Environment (LRE)

LRE for students ages three through five:

Explain the extent, if any, to which the student (ages three through five) will not participate with nondisabled peers in the general education class and extracurricular and nonacademic settings.

Andy receives speech and language therapy (60 minutes/week), occupational therapy (30 minutes/week) and adaptive PE (150 minutes/week), which 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.

The initiation date for this placement is: **5/26/2015**

The duration date for this placement is: **5/25/2016**

Total minutes of special education and related services per week: **1,950**

Does the child ever attend any regular early childhood program (at least 50% nondisabled children)? Examples include, but are not limited to, Head Start; public or private kindergarten; public or private prekindergarten programs, including voluntary prekindergarten (VPK); child development centers; and group child care centers.

Yes

If yes, are the majority of the child's special education and related services provided inside or outside the regular early childhood program setting?

Inside

Does the child attend an early childhood exceptional student education (ESE) program?

Yes

If yes, identify the type of early childhood ESE program that the child attends:

Special education program at a regular school campus or community-based setting (L)

Assessments

State Assessments

Each student must participate in the statewide standardized assessment program based on state standards without accommodations, unless determined otherwise by the IEP team in accordance with Rule 6A-1.0943, F.A.C. Based on the nature and impact of this student's disability and educational program, the following has been determined:

N/A for student's current grade

District Assessments

The following districtwide assessments or alternate districtwide assessments will be administered. If assessment accommodations are indicated on the IEP, they will apply, if applicable, to districtwide assessments. **N/A**

Unique Accommodations

In accordance with Rule 6A-1.0943, F.A.C., school districts may request unique accommodations for individual students with disabilities. Each unique accommodation must be approved by the commissioner of education prior to its use. Written requests for unique accommodations must be submitted by using the Unique Accommodations Request Form. Accommodation requests must be reviewed by district level staff before being sent to the FDOE. In addition, the signatures of both the district ESE coordinator and the district assessment coordinator are required.

The IEP team is not requesting unique accommodations.

Accessibility and Implementation

- Yes** The IEP is accessible to each of the student's teachers who are responsible for implementation. (Rule 6A-6.03028, F.A.C.)
- Yes** Each teacher of the student has been informed of the specific responsibilities related to implementing the IEP.

Conference Notes

Andy will need adult assistance and supervision throughout the day at the beginning of the school year in all domains. However, the assistance for new routines and learning activities, including nonpreferred activities, transitions, and personal care needs, can be faded during the year as Andy becomes accustomed and comfortable with the classroom routines and schedule.

Daily notes will be sent to Andy's parents to keep them informed about his ongoing progress on his annual goals and health care needs.

Quality District County School Board Individual Educational Plan (IEP)

Student Information

Meeting Date: 8/6/2015	School: Best Elementary School
Student Name: Blair B.	Student Number:
Date of Birth: 5/2/2008	Age: 7 years, 3 months
Address: 234 Bentley Lane Bicycletown, FL 33333	Grade: 1
Parent/Guardian 1: Mom B.	IEP Initiation Date: 8/7/2015
Parent/Guardian 2:	IEP Duration Date: 8/5/2016
Primary Exceptionality: Speech Impairment	IEP Review Date Due: 8/5/2016
Other Program and Service Areas:	Reevaluation Date Due: 8/2/2018
Purpose of Meeting: (Check all that apply) <input checked="" type="checkbox"/> Initial IEP	

Special Considerations

The following factors must be considered in the development of the IEP.

YES NO N/A

YES	NO	N/A	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Does the student's behavior impede his/her learning or that of others?
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student's behavior impedes his/her learning or the learning of others, does the student have a functional behavioral assessment (FBA) and/or positive behavior intervention plan (PBIP)?
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student does not have an FBA/PBIP, describe how positive behavioral interventions, supports, and/or other strategies will be used with to address this behavior.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Does the student have limited English proficiency?
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If yes, describe how the student's needs as an English language learner will be addressed.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Is the student blind or visually impaired? If yes, ensure the parent has been provided information on Florida's Educational Opportunities for Students with Sensory Impairments.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student is blind or visually impaired, are they being provided instruction in braille or the use of braille? If no, describe the results of the evaluation (learning media assessment) that indicate instruction in and/or use of braille is not appropriate for the student's current and/or future needs under "Present Levels, Goals, and Objectives."

<input checked="" type="checkbox"/>	<input type="checkbox"/>		Does the student have communication needs? If yes, describe them under "Present Levels, Goals, and Objectives" and include the exceptional student education (ESE) services and/or supports required to meet those needs under the applicable section(s) of the IEP.
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Is the student deaf or hard-of-hearing? If yes, ensure the parent has been provided information on Florida's Educational Opportunities for Students with Sensory Impairments.
		<input checked="" type="checkbox"/>	If the student is deaf or hard-of-hearing, what opportunities for direct communication with peers and professionals in the student's language does the Communication Plan indicate are needed?
		<input checked="" type="checkbox"/>	If the student is deaf or hard-of-hearing, what opportunities for direct instruction in the student's language does the Communication Plan indicate are needed?
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Does the student need assistive technology devices and services? If yes, address the need under "Present Levels, Goals, and Objectives" and the applicable service or support area.
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Is the student able to participate in the regular physical education (PE) program available to all students? If no, address the need for specially designed PE under "Present Levels, Goals, and Objectives" and the applicable service or support area. Note: If the student CAN participate in the regular PE program, but requires accommodations or supplemental aids and services, respond "Yes" and identify the necessary supports under the applicable section(s) of the IEP.
			What is/are the Career and Professional Education (CAPE) digital tool certificate(s) or CAPE industry certification(s) the student is seeking to attain prior to high school graduation. None at this time.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Does the student require instruction or the provision of information in the area of self-determination and self-advocacy to be able to actively participate in IEP meetings and self-advocate? If yes, describe how this need will be addressed.

Planning for High School Graduation

Describe how the student is being prepared to graduate with a standard diploma and how the student and parents have been informed of the standard diploma options and designations that are available. (Required NO LATER than the first IEP to be in effect when the student turns 14.)

N/A due to age of student

What graduation option is the student pursuing? (Required NO LATER than the first IEP to be in effect when the student turns 14.)

N/A due to age of student

Was a change made to the student's graduation option?

Beginning with students entering Grade 9 in the 2014-15 school year, s. 1003.4282, F.S., states that any change in the student's graduation option specified in the IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572, F.S.

N/A due to age of student

General Factors and Assessment Data

Describe any health concerns.

None

Describe the results of the most recent statewide or district assessment(s) (e.g., Florida Standards Assessments for English/Language Arts and Math, Florida Comprehensive Assessment Test[®] [FCAT] 2.0 Science, end-of-course [EOC] assessments, Florida Alternate Assessment).

On the Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS), Blaire demonstrated a 95 percent probability of literacy success, indicating that she is likely to perform on grade level when she takes the Florida Standards Assessment in English Language Arts in Reading in the third grade. On the STAR Reading test, Blaire achieved a grade equivalent score of 2.4, which is above her current grade level.

Describe the results of the initial or most recent evaluation (district and/or independent).

Blaire was evaluated on May 27, 2015. 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.

How was parent input obtained?

Attended the meeting.

Describe the parent's concern 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.

Describe, if appropriate, any interagency responsibilities or any needed linkages.

N/A

Domains and Transition Service Activity Areas

Indicate below the domain(s) and/or transition service activity area(s) for which present level statements and goals will be developed.

(At least one domain or transition service activity area must be selected.)

Domains

- Curriculum and Learning Environment
- Independent Functioning
- Communication
- Social/Emotional Behavior
- Health Care

Present Levels of Academic Achievement and Functional Performance

Domain/Transition Service Activity Area: Communication

With regard to this domain or transition service activity area:

Describe the strengths of the student.

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.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

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 an impact on these types 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/.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

Blaire's speech sound errors may impede classroom communication and participation and may also impact acquisition of spelling and reading fluency skills.

Annual Goal: **Blaire will correctly pronounce words with /s/, /z/ and /r/ sounds in spontaneous conversation.**

Mastery Criteria: **Eight of ten opportunities in three consecutive observations**

Assessment Procedure(s): **Weekly observations (documented), other speech/language pathology clinical tally**

Progress reports will be provided: **Every nine weeks**

Short-term Objective or Benchmark: **Blaire will correctly produce /s/, /z/ and /r/ sounds in isolation and in syllables 9 out of 10 times in three of four trials.**

Short-term Objective or Benchmark: **Blaire will correctly produce /s/, /z/ and /r/ sounds in all positions in words 9 out of 10 times in three of four trials.**

Short-term Objective or Benchmark: **Blaire will correctly produce /s/, /z/ and /r/ sounds in imitative and spontaneous phrases eight out of 10 times in three of four trials.**

Short-term Objective or Benchmark: **Blaire will correctly produce /s/, /z/ and /r/ sounds in oral reading and storytelling 8 out of 10 times in three of four trials.**

Short-term Objective or Benchmark: **Blaire will correctly produce /s/, /z/ and /r/ sounds in imitative and structured conversation 8 out of 10 times in three of four trials.**

Number of "Backup PLEP/Annual Goals" pages attached: **0**

Special Education Services

Specially Designed Instruction	Initiation Date	Duration Date	Frequency	Location
Speech therapy and intensive instruction for articulation	8/7/2015	8/5/2016	30 minutes three times per week	Therapy room
Related Services	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> The IEP team considered the need for related services and determined none are needed at this time.				
Supplementary Aides and Services	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> The IEP team considered the need for supplementary aids and services and determined none are needed at this time.				
Extended School Year (ESY) Services	Initiation Date	Duration Date	Frequency	Location
ESY services are required if the IEP team has reason to believe that the provision of a free appropriate public education (FAPE) for an individual student would be jeopardized without such services.				
<input checked="" type="checkbox"/> The IEP team considered the need for ESY services and determined none are needed at this time.				

Classroom/Instructional Accommodations

These guiding questions are intended to be part of a systematic process for selecting, implementing and evaluating accommodations. Be sure to check the accommodations the student is currently using.

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 IEP team has considered the guiding questions prior to the selection of the accommodations.

Responding	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Other responding accommodation: Consideration of articulation deficits when assessing oral reading fluency	8/7/2015	8/5/2016	Daily	General education classroom

Parent Consent Form for Accommodations Not Allowed on Statewide Assessment

Only accommodations allowed by individual test administration manuals may be implemented on standardized tests. If the IEP team has determined the student requires classroom/instructional accommodations that will not be allowed on statewide assessments, a parent must consent to their use.

A parent has provided signed consent for classroom/instructional accommodations not allowed on statewide assessment.

N/A; no non-allowable accommodations are provided for this student

Staff Supports

Do school personnel require supports in order for the student to: advance appropriately toward attaining goals; be involved and progress in the general education curriculum; and be educated and participate with other students?

No

If applicable, IEP team member or designee responsible for outside agency transition services follow up (name or position): **N/A**

Least-Restrictive Environment (LRE)

LRE for students ages 6 through 21:

Explain the extent, if any, to which the student (ages 6 through 21) will not participate with nondisabled peers in the general education class and extracurricular and nonacademic settings.

Blaire will receive speech therapy (30 minutes/three times per week) in the therapy room.The initiation date for this placement is: **8/7/2015**The duration date for this placement is: **8/5/2016**LRE for students ages 6 through 21:The student's time in total school week is **2,040** minutes. Time is bell to bell, and includes time in on-the-job training (OJT) programs.The student's time with nondisabled peers is **1950** minutes. Include class time, lunch, recess, time between classes, and, for OJT, time with work-place peers if this time is spent with nondisabled peers.**96%** Inside the regular class 80% or more of the day (regular level)

The student receives his or her educational services in a:

 Regular public school, including traditional, magnet, or charter school (Z)Number of "Backup LRE Placement" pages attached: **0****Assessments****State Assessments**

Each student must participate in the statewide standardized assessment program based on state standards without accommodations, unless determined otherwise by the IEP team in accordance with Rule 6A-1.0943, F.A.C. Based on the nature and impact of this student's disability and educational program, the following has been determined:

 N/A for student's current grade**District Assessments**The following districtwide assessments or alternate districtwide assessments will be administered. If assessment accommodations are indicated on the IEP, they will apply, if applicable, to districtwide assessments. **N/A****Unique Accommodations**

In accordance with Rule 6A-1.0943, F.A.C., school districts may request unique accommodations for individual students with disabilities. Each unique accommodation must be approved by the commissioner of education prior to its use. Written requests for unique accommodations must be submitted by using the Unique Accommodations Request Form. Accommodation requests must be reviewed by district level staff before being sent to the FDOE. In addition, the signatures of both the district ESE coordinator and the district assessment coordinator are required.

 The IEP team is not requesting unique accommodations.

Accessibility and Implementation

- Yes** The IEP is accessible to each of the student's teachers who are responsible for implementation. (Rule 6A-6.03028, F.A.C.)
- Yes** Each teacher of the student has been informed of the specific responsibilities related to implementing the IEP.

Conference Notes

None

Quality District County School Board Individual Educational Plan (IEP)

Student Information

Meeting Date: 9/19/2015	School: Cool City Elementary School
Student Name: Corey C.	Student Number:
Date of Birth: 10/12/2005	Age: 9 years, 11 months
Address: 345 College Street Cool City, FL 33333	Grade: 4
Parent/Guardian 1: Mom C.	IEP Initiation Date: 9/21/2015
Parent/Guardian 2:	IEP Duration Date: 9/20/2016
Primary Exceptionality: Intellectual Disabilities	IEP Review Date Due: 9/20/2016
Other Program and Service Areas:	Reevaluation Date Due: 3/10/2017
Purpose of Meeting: (Check all that apply) <input checked="" type="checkbox"/> Annual Review	

Special Considerations

The following factors must be considered in the development of the IEP.

YES NO N/A

YES	NO	N/A	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Does the student's behavior impede his/her learning or that of others?
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student's behavior impedes his/her learning or the learning of others, does the student have a functional behavioral assessment (FBA) and/or positive behavior intervention plan (PBIP)?
		<input checked="" type="checkbox"/>	If the student does not have an FBA/PBIP, describe how positive behavioral interventions, supports, and/or other strategies will be used with to address this behavior.
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Does the student have limited English proficiency?
		<input checked="" type="checkbox"/>	If yes, describe how the student's needs as an English language learner will be addressed.
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Is the student blind or visually impaired? If yes, ensure the parent has been provided information on Florida's Educational Opportunities for Students with Sensory Impairments.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student is blind or visually impaired, are they being provided instruction in braille or the use of braille? If no, describe the results of the evaluation (learning media assessment) that indicate instruction in and/or use of braille is not appropriate for the student's current and/or future needs under "Present Levels, Goals, and Objectives."
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Does the student have communication needs? If yes, describe them under "Present Levels, Goals, and Objectives" and include the

			exceptional student education (ESE) services and/or supports required to meet those needs under the applicable section(s) of the IEP.
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Is the student deaf or hard-of-hearing? If yes, ensure the parent has been provided information on Florida's Educational Opportunities for Students with Sensory Impairments.
		<input checked="" type="checkbox"/>	If the student is deaf or hard-of-hearing, what opportunities for direct communication with peers and professionals in the student's language does the Communication Plan indicate are needed?
		<input checked="" type="checkbox"/>	If the student is deaf or hard-of-hearing, what opportunities for direct instruction in the student's language does the Communication Plan indicate are needed?
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Does the student need assistive technology devices and services? If yes, address the need under "Present Levels, Goals, and Objectives" and the applicable service or support area.
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Is the student able to participate in the regular physical education (PE) program available to all students? If no, address the need for specially designed PE under "Present Levels, Goals, and Objectives" and the applicable service or support area. Note: If the student CAN participate in the regular PE program, but requires accommodations or supplemental aids and services, respond "Yes" and identify the necessary supports under the applicable section(s) of the IEP.
			What is/are the Career and Professional Education (CAPE) digital tool certificate(s) or CAPE industry certification(s) the student is seeking to attain prior to high school graduation. None at this time.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Does the student require instruction or the provision of information in the area of self-determination and self-advocacy to be able to actively participate in IEP meetings and self-advocate? If yes, describe how this need will be addressed.

Planning for High School Graduation

Describe how the student is being prepared to graduate with a standard diploma and how the student and parents have been informed of the standard diploma options and designations that are available. (Required NO LATER than the first IEP to be in effect when the student turns 14.)

N/A due to age of student

What graduation option is the student pursuing? (Required NO LATER than the first IEP to be in effect when the student turns 14).

N/A due to age of student

Was a change made to the student's graduation option?

Beginning with students entering Grade 9 in the 2014-15 school year, s. 1003.4282, F.S., states that any change in the student's graduation option specified in the IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572, F.S.

N/A due to age of student

General Factors and Assessment Data

Describe any 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 allergic reactions and can cause digestive problems. Corey will need to learn how to monitor her food intake.

Describe the results of most the recent statewide or district assessment(s) (e.g., Florida Standards Assessments for English/Language Arts and Math, Florida Comprehensive Assessment Test[®] [FCAT] 2.0 Science, end-of-course [EOC] assessments, Florida Alternate Assessment [FAA]).

Last year, Corey was assessed on the FAA for reading and mathematics in third grade. Corey scored on the Commended level for both reading and math.

Describe the results of the initial or most recent evaluation (district and/or independent).

Corey's STAR Reading test given March 2, 2015, 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 the Numbers and Operations cluster than on the Geometry and Measurement cluster.

How was parent input obtained?

Participated in the IEP meeting via telephone.

Describe the parent's concern 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 ESE services.

Describe, if appropriate, any interagency responsibilities or any needed linkages.

N/A

Domains and Transition Service Activity Areas

Indicate below the domain(s) and/or transition service activity area(s) for which present level statements and goals will be developed.

(At least one domain or transition service activity area must be selected.)

Domains

- Curriculum and Learning Environment
- Independent Functioning
- Communication
- Social/Emotional Behavior
- Health Care

Present Levels of Academic Achievement and Functional Performance

Domain/Transition Service Activity Area: Curriculum and Learning Environment

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Corey's FAA results show that she is above proficiency in both reading and mathematics for the grade-level access points for third grade. 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 2015 indicated that her skills were at the 1.9 grade level.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

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 she 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 when she reads passages with supporting illustrations. She can retell the second grade-level stories she hears as long as the events and settings 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 receive more intensive instruction 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 still needs to understand 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

Based on classroom observations and work samples, 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 for some words or omits letters in others. She mixes capitals and lower-case letters and only uses a period at the end of a sentence.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

Corey learns at a slower rate than her same-age peers. She is unable to achieve grade-level standards or benchmarks even with accommodations. She requires individualized intensive instruction in reading, language arts and mathematics. She needs many more exposures and 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 Science, Social Studies, Health, PE, Art, and Music in the regular classroom. She is instructed using the Essential Understandings to access the Florida Standards for Language Arts and Mathematics.

Annual 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 in four of five consecutive trials

Assessment Procedure(s): Weekly curriculum-based assessment, documented observations

Progress reports will be provided: Every nine weeks

Short-term Objective or Benchmark: Given a list of 50 second grade Dolch sight words, Corey will correctly read all words in four of five consecutive trials.

Short-term Objective or Benchmark: Given a list of 50 second grade words with initial and final consonant blends (e.g., bl-, st-, fr- and -st, -nd, -mp, respectively), Corey will correctly read the words with 95 percent accuracy in four of five consecutive trials

Annual Goal: Given a 200-word end-of-year second grade-level passage, Corey will read fluently with 60 wcpm.

Mastery Criteria: Three consecutive trials

Assessment Procedure(s): Curriculum-based assessments, documented observations

Progress reports will be provided: Every nine weeks

Short-term Objective or Benchmark: Given a 200-word end-of-year first grade-level passage, Corey will fluently read 30 wcpm in three consecutive trials.

Short-term Objective or Benchmark: Given a 200-word beginning second grade-level passage, Corey will fluently read 40 wcpm in three consecutive trials.

Short-term Objective or Benchmark: Given a 200-word middle second grade-level passage, Corey will fluently read 50 wcpm in three consecutive trials.

Annual Goal: Given an end-of-year second grade-level reading passage, Corey will answer 10 questions about the main idea, supporting details, sequence and cause-effect relationships.

Mastery Criteria: Eight of ten correct in four of five consecutive trials

Assessment Procedure(s): Curriculum-based assessments, student work products

Progress reports will be provided: Every nine weeks

Short-term Objective or Benchmark: Given a beginning second grade-level reading passage, Corey will answer five questions about the main idea and supporting details using a comprehension strategy with 80 percent accuracy in four of five opportunities.

Short-term Objective or Benchmark: 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.

Short-term Objective or Benchmark: 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.

Annual Goal: Given 20 two-digit numbers to 50, Corey will identify the place value of the digits in each number.

Mastery Criteria: 18 of 20 correct in three of four consecutive trials

Assessment Procedures: Curriculum-based assessment, student work products

Progress reports will be provided: Every nine weeks

Short-term Objective or Benchmark: Given 10 two-digit numbers to 30, Corey will group objects to represent the place value of the digits in each number with 100 percent accuracy in three of four trials.

Short-term Objective or Benchmark: Given 10 two-digit numbers to 30, Corey will match the place value of the digits in each number to sets of pictures with 100 percent accuracy in three of four trials.

Short-term Objective or Benchmark: Given 15 two-digit numbers to 30, Corey will identify the place value of the digits in each number with 90 percent accuracy in three of four trials.

Annual Goal: Given 10 sets of pictured items with up to 20 items, Corey will identify fractional parts: whole, half and fourth.

Mastery Criteria: Nine out of ten correct in three consecutive trials

Assessment Procedures: Curriculum-based assessment, student work products

Progress reports will be provided: Every nine weeks

Short-term Objective or Benchmark: 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.

Short-term Objective or Benchmark: Given 10 sets of pictured items with up to 20 items, Corey will identify fractional parts (whole and half) with 100 percent accuracy on three consecutive trials.

Annual Goal: Given a prompt, Corey will write four complete sentences that express related ideas about the topic that follow her plan for writing.

Mastery Criteria: Score level 4 on teacher-made six-point rubric on three consecutive trials

Assessment Procedures: Teacher-developed checklist, student work product

Progress reports will be provided: Every nine weeks

Short-term Objective or Benchmark: Given a prompt, Corey will select four pictures to plan a writing assignment on three consecutive trials.

Short-term Objective or Benchmark: Given a prompt, Corey will arrange four pictures in sequence to a plan for a writing assignment on three consecutive trials.

Short-term Objective or Benchmark: Given a prompt, Corey will describe four ideas in a plan for a writing assignment on three consecutive trials.

Number of "Backup PLEP/Annual Goals" pages attached: 1

Domain/Transition Service Activity Area: Health Care

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Corey has responded well to guidance from her physician and parents on monitoring her diet due to her allergies and intolerance of certain foods. She follows their instructions on what she can and cannot eat. She understands her need to limit her daily intake of dairy products.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

Mom C. reports that Corey's health has improved since she changed her diet. Corey no longer has weekly occurrences of digestive problems. However, Mom C. wants her to become more independent in this area. Her physician has recommended that Corey take on more responsibility and monitor her diet every day.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

About twice a month, Corey tends to forget to watch her diet and eats food with dairy products. However, she is able to identify foods that contain dairy products in 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 Goal: **Given the school cafeteria lunch menu for the day with pictures of food items, Corey will independently record all of the foods she has eaten.**

Mastery Criteria: **100 percent accuracy each day for four consecutive weeks**

Assessment Procedure(s): **Daily student work products**

Progress reports will be provided: **Every nine weeks**

Short-term Objective or Benchmark: **Given a daily school cafeteria lunch menu with pictures, Corey will accurately identify the foods that contain dairy products for two consecutive weeks.**

Short-term Objective or Benchmark: **Given a school cafeteria daily lunch menu with pictures, Corey will accurately identify all of the foods she has eaten when prompted for two consecutive weeks.**

Special Education Services

Specially Designed Instruction	Initiation Date	Duration Date	Frequency	Location
Intensive individualized instruction in Reading, Language Arts and Mathematics	9/21/2015	9/20/2016	675 minutes per week	ESE classroom
Related Services	Initiation Date	Duration Date	Frequency	Location
Individualized instruction and ongoing assistance in monitoring food intake at lunch	9/21/2015	9/20/2016	10 minutes daily after lunch for four weeks; then weekly	School health clinic
Supplementary Aids and Services	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> The IEP team considered the need for supplementary aids and services and determined none are needed at this time.				
Extended School Year (ESY) Services	Initiation Date	Duration Date	Frequency	Location
ESY services are required if the IEP team has reason to believe that the provision of a free appropriate public education (FAPE) for an individual student would be jeopardized without such services.				
<input checked="" type="checkbox"/> The IEP team considered the need for ESY services and determined none are needed at this time.				

Classroom/Instructional Accommodations

These guiding questions are intended to be part of a systematic process for selecting, implementing and evaluating accommodations. Be sure to check the accommodations the student is currently using.

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 IEP team has considered the guiding questions prior to the selection of the accommodations.

Presentation	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Directions repeated, clarified	9/21/2015	9/20/2016	Daily	ESE classroom
<input checked="" type="checkbox"/> Other presentation accommodation: Use concrete objects to represent place value and fractions	9/21/2015	9/20/2016	Daily	ESE classroom
<input checked="" type="checkbox"/> Other presentation accommodation: Provide repeated exposure and practice when learning new vocabulary	9/21/2015	9/20/2016	Daily	ESE classroom

Parent Consent Form for Accommodations Not Allowed on Statewide Assessment

Only accommodations allowed by individual test administration manuals may be implemented on standardized tests. If the IEP team has determined the student requires classroom/ instructional accommodations that will not be allowed on statewide assessments, a parent must consent to their use.

A parent has provided signed consent for classroom/instructional accommodations not allowed on statewide assessment.

N/A; no non-allowable accommodations are provided for this student

Staff Supports

Do school personnel require supports in order for the student to: advance appropriately toward attaining goals; be involved and progress in the general education curriculum; and be educated and participate with other students?

No

If applicable, IEP team member or designee responsible for outside agency transition services follow up (name or position): **N/A**

Least-Restrictive Environment (LRE)

LRE for students ages 6 through 21:

Explain the extent, if any, to which the student (ages 6 through 21) will not participate with nondisabled peers in the general education class and extracurricular and nonacademic settings. **Corey requires intensive, individualized instruction in reading, language arts and mathematics provided in the ESE classroom.**

The initiation date for this placement is: **9/21/2015**

The duration date for this placement is: **9/20/2016**

LRE for students ages 6 through 21:

The student’s time in total school week is **2,040** minutes. Time is bell to bell, and includes time in on-the-job training (OJT) programs.

The student's time with nondisabled peers is **375** minutes. Include class time, lunch, recess, time between classes, and, for OJT, time with work-place peers if this time is spent with nondisabled peers.

- 67%** Inside the regular class no more than 79% of the day and no less than 40% of the day (resource level)

The student receives his or her educational services in a:

- Regular public school, including traditional, magnet, or charter school (Z)**

Number of "Backup LRE Placement" pages attached: **0**

Assessments

State Assessments

Each student must participate in the statewide standardized assessment program based on state standards without accommodations, unless determined otherwise by the IEP team in accordance with Rule 6A-1.0943, F.A.C. Based on the nature and impact of this student's disability and educational program, the following has been determined:

- The student meets EACH of the following criteria and therefore is eligible for assessment through the Florida Alternate Assessment and Access EOC assessments, as applicable
- The student has a significant cognitive disability;
 - Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications, as defined in paragraph 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.; and
 - The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize and transfer skills across settings.

Describe why the Florida Alternate Assessment and/or Access EOC assessment is/are appropriate.

Corey receives instruction in curriculum based on the access points for the Next Generation Sunshine State Standards or access through Essential Understandings of the Florida Standards in all core academic subjects.

The IEP team has made a decision to assess this student using the state standards access points. The parent has been notified and provided information regarding the implications of this decision by receipt of "Parental Consent Form: Instruction in State Standards Access Points Curriculum and Florida Alternate Assessment Administration."

- Yes**

District Assessments

The following districtwide assessments or alternate districtwide assessments will be administered. If assessment accommodations are indicated on the IEP, they will apply, if

applicable, to districtwide assessments. **There are alternate districtwide assessments required for Corey’s grade levels.**

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-1.0943, F.A.C., the need for any unique accommodations for use on state assessments must be approved by the commissioner of education.

Assessment Accommodations

The IEP must include any individual appropriate accommodations necessary to measure the student’s academic and functional performance on statewide and districtwide assessments. Refer to the most current test administration manual for guidance and consider the accommodations the student is currently using. Check all that apply.

Presentation	
<input checked="" type="checkbox"/> Directions repeated, clarified	<input checked="" type="checkbox"/> Other presentation accommodation: concrete objects for mathematic problems involving place value and fractions

Unique Accommodations

In accordance with Rule 6A-1.0943, F.A.C., school districts may request unique accommodations for individual students with disabilities. Each unique accommodation must be approved by the commissioner of education prior to its use. Written requests for unique accommodations must be submitted by using the Unique Accommodations Request Form. Accommodation requests must be reviewed by district level staff before being sent to the FDOE. In addition, the signatures of both the district ESE coordinator and the district assessment coordinator are required.

The IEP team is not requesting unique accommodations.

Accessibility and Implementation

Yes The IEP is accessible to each of the student's teachers who are responsible for implementation. (Rule 6A-6.03028, F.A.C.)

Yes Each teacher of the student has been informed of the specific responsibilities related to implementing the IEP.

Conference Notes

By Sept. 30, 2015, the ESE teacher will meet with Corey’s third grade teacher and her art, music, and PE teachers to give them copies of Corey’s IEP and discuss her access point curriculum and her need for accommodations.

Quality District County School Board Individual Educational Plan (IEP)

Student Information

Meeting Date: 10/19/2015	School: Doubletown Middle School
Student Name: Danilo D.	Student Number:
Date of Birth: 4/2/2003	Age: 12 years, 6 months
Address: 465 D Terrace Doubletown, FL 33333	Grade: 6
Parent/Guardian 1: Dad D.	IEP Initiation Date: 10/19/2015
Parent/Guardian 2: Mom S.	IEP Duration Date: 10/18/2016
Primary Exceptionality: Dual Sensory Impaired	IEP Review Date Due: 10/18/2016
Other Program and Service Areas: Language Impairment	Reevaluation Date Due: 3/14/2018
Purpose of Meeting: (Check all that apply) <input checked="" type="checkbox"/> Other: Danilo has recent changes to his medical condition that require revisions to his IEP.	

Special Considerations

The following factors must be considered in the development of the IEP.

YES NO N/A

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Does the student's behavior impede his/her learning or that of others?
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student's behavior impedes his/her learning or the learning of others, does the student have a functional behavioral assessment (FBA) and/or positive behavior intervention plan (PBIP)?
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student does not have an FBA/PBIP, describe how positive behavioral interventions, supports, and/or other strategies will be used with to address this behavior.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Does the student have limited English proficiency?
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If yes, describe how the student's needs as an English language learner will be addressed.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the student blind or visually impaired? If yes, ensure the parent has been provided information on Florida's Educational Opportunities for Students with Sensory Impairments.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If the student is blind or visually impaired, are they being provided instruction in braille or the use of braille? If no, describe the results of the evaluation (learning media assessment) that indicate instruction in and/or use of braille is not appropriate for the student's current and/or future needs under "Present Levels, Goals, and Objectives."

<input checked="" type="checkbox"/>	<input type="checkbox"/>		Does the student have communication needs? If yes, describe them under "Present Levels, Goals, and Objectives" and include the exceptional student education (ESE) services and/or supports required to meet those needs under the applicable section(s) of the IEP.
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Is the student deaf or hard-of-hearing? If yes, ensure the parent has been provided information on Florida's Educational Opportunities for Students with Sensory Impairments.
		<input type="checkbox"/>	If the student is deaf or hard-of-hearing, what opportunities for direct communication with peers and professionals in the student's language does the Communication Plan indicate are needed? Danilo will have opportunities for direct communication in spoken English with peers and professionals in the ESE classroom and the general educational classroom.
		<input type="checkbox"/>	If the student is deaf or hard-of-hearing, what opportunities for direct instruction in the student's language does the Communication Plan indicate are needed? Danilo will have opportunities for instruction in spoken English in the ESE and general education classroom.
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Does the student need assistive technology devices and services? If yes, address the need under "Present Levels, Goals, and Objectives" and the applicable service or support area.
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Is the student able to participate in the regular physical education (PE) program available to all students? If no, address the need for specially designed PE under "Present Levels, Goals, and Objectives" and the applicable service or support area. Note: If the student CAN participate in the regular PE program, but requires accommodations or supplemental aids and services, respond "Yes" and identify the necessary supports under the applicable section(s) of the IEP.
			What is/are the Career and Professional Education (CAPE) digital tool certificate(s) or CAPE industry certification(s) the student is seeking to attain prior to high school graduation. None at this time.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the student require instruction or the provision of information in the area of self-determination and self-advocacy to be able to actively participate in IEP meetings and self-advocate? If yes, describe how this need will be addressed. Danilo will receive specially designed instruction on self-advocacy skills so he can request and monitor the use of his accommodations in his classes. See Annual Goal and Special Education Services.

Planning for High School Graduation

Describe how the student is being prepared to graduate with a standard diploma and how the student and parents have been informed of the standard diploma options and designations that

are available. (Required NO LATER than the first IEP to be in effect when the student turns 14.)

N/A due to age of student

What graduation option is the student pursuing? (Required NO LATER than the first IEP to be in effect when the student turns 14).

N/A due to age of student

Was a change made to the student's graduation option?

Beginning with students entering Grade 9 in the 2014-15 school year, s. 1003.4282, F.S., states that any change in the student's graduation option specified in the IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572, F.S.

N/A due to age of student

General Factors and Assessment Data

Describe any health concerns.

Danilo's parents report that since he started middle school, he has begun to refuse to wear his hearing aids on a consistent basis. He will wear them one week, but then stop wearing them for two weeks. Danilo says that when he wears his hearing aids, he is teased and bullied by the other students at school. He does not want to be viewed as different. In addition, Danilo says that he cannot always hear what the teacher and other students are saying when he is in class, even when he wears his hearing aids. He is willing to try a personal FM system that attaches to his hearing aids.

Danilo has recently been diagnosed with optic nerve atrophy. He had a sudden decrease in his vision and is currently being monitored by the ophthalmologist. There is often a link to glaucoma so his eye pressure is being monitored as well. At this time his vision is stable. His eye doctor would like monthly updates on the physical status of his eyes (presence of tearing, watering or redness) and his visual acuity.

Describe the results of most the recent statewide or district assessment(s) (e.g., Florida Standards Assessments [FSA] for English/Language Arts and Math, Florida Comprehensive Assessment Test[®] [FCAT] 2.0 Science, end-of-course [EOC] assessments, Florida Alternate Assessment).

In spring 2015, Danilo took the Grade 5 FSA. His scores were as follows: Reading—35th percentile; Writing—32th percentile; Mathematics—67th percentile; and Grade 5 FCAT 2.0 Science—Level 2, indicating unsatisfactory performance.

Describe the results of the initial or most recent evaluation (district and/or independent).

Danilo's audiological annual evaluation (February 11, 2014) showed a severe to profound hearing loss on the left side and a mild to moderate hearing loss on the right side.

The most current report of an eye exam was completed by his ophthalmologist on 8/30/15. At that time visual acuities were estimated to be 20/400 or less for near and

distance vision in both eyes. Danilo has significant field loss in both eyes. A Functional Vision Evaluation and Learning Media Assessment were completed when Danilo returned to school. More specific information from these assessments is provided in the relevant present level statements in this IEP.

How was parent input obtained?

Participated in the IEP meeting via telephone

Describe the parent's concern for enhancing the education of the student.

Danilo loves to play computer games and does his homework on the computer. His dad is very pleased that Danilo is now able to attend middle school. He is concerned about Danilo’s reading and writing grades and performance and poor achievement in social studies and science. He is also concerned about the impact his loss of vision will have on his love of drawing and his general functioning in all environments.

Describe, if appropriate, any interagency responsibilities or any needed linkages.

N/A

Domains and Transition Service Activity Areas

Indicate below the domain(s) and/or transition service activity area(s) for which present level statements and goals will be developed.

(At least one domain or transition service activity area must be selected)

Domains

- Curriculum and Learning Environment
- Independent Functioning
- Communication
- Social/Emotional Behavior
- Health Care

Present Levels of Academic Achievement and Functional Performance

Include information on transition needs and/or self-determination as appropriate. Use “Backup PLEP/Annual Goals” pages as needed for each domain/transition service activity area addressed and when additional goals are needed.

Domain/Transition Service Activity Area: Communication

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Danilo’s social (pragmatic) language skills are on par with other students his age. He can use language for different purposes. He can 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 unfamiliar persons. He is a motivated and funny student and shares his artwork regularly with his teacher and his peers.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

Based on observations in the general education classroom when the conversation is one-on-one or in a very small group (two to four students), Danilo can understand spoken language and make his verbal responses to the teacher and his classmates understandable about 90 percent of the time. He will persist in making himself understood, when needed, and moves close to the sound source without being told to do so.

Because most people can understand his speech, it is assumed he can hear and understand the teacher and students in larger groups or whole class situations. But based on observations and work samples from his content area academic courses, Danilo frequently misses key instructions and his participation in whole-class discussions is often not on topic. He may give a response that has a personal connection to the topic but is not related to the instructional goal. Results of an Assistive Technology Assessment conducted in September 2015 showed that he needs to use an FM system that attaches to his hearing aids when participating in whole class or large group instruction to be able to hear the teacher and students.

Danilo has difficulty learning new academic vocabulary used in core academic classes and requires elaboration and repetition beyond what is typically provided to the whole class.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

Danilo's hearing impairment and language delay impact his ability to keep up with the pace and complexity of the academic content without the support of accommodations and intensive instruction. It is critical that teachers and students are within his personal hearing distance when communicating with Danilo.

In large groups, Danilo has difficulty hearing and understanding what the teacher and students are saying, and he is willing to try an FM system that attaches to his hearing aids. He will require assistive technology services for set-up, orientation and assistance in using this system, until he is comfortable and can advocate for it by himself.

Data from the speech/language pathologist indicates that Danilo's communication in the classroom is held back because he continues to have difficulty recognizing vocabulary with multiple meanings and figurative language. Danilo's use of academic language is far below his interpersonal language levels.

Annual Goal: Given an FM system that attaches to his hearing aids, Danilo will use spoken English to participate effectively in large group instruction by coming to class

prepared, responding to directions or specific questions with elaboration and specific detail, posing questions for clarification, and demonstrating understanding through paraphrasing and reflection.

Mastery Criteria: 8 of 10 consecutive opportunities

Assessment Procedure(s): Documented observation, teacher checklist

Progress reports will be provided: Every nine weeks

Annual Goal: Given 10 unfamiliar vocabulary words from each sixth grade academic subject area, Danilo will explain the meaning of the words using vocabulary strategies, such as context clues, structural analysis, and subject area knowledge.

Mastery Criteria: 9 of 10 correct in five consecutive trials

Assessment Procedure(s): Curriculum-based checklist or chart, graded work samples

Progress reports will be provided: Every nine weeks

Number of "Backup PLEP/Annual Goals" pages attached: 3

Domain/Transition Service Activity Area: Curriculum and Learning Environment

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Danilo enjoys reading and loves comics and superhero fan fiction. His mother reports that he likes to draw at home in his spare time. He is eager to learn and interested in a variety of things.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

READING

Based on the results measured by the Discovery Education Reading Assessment, Danilo reads independently on the third grade level. Based on the results of curriculum-based progress monitoring, he can read sight words and decode words in context in sixth grade-level text with 50 percent accuracy. Results of curriculum-based assessments show that Danilo has basic phonic skills and can use structural analysis to decode words. Based on classroom observations, his teachers report that Danilo has difficulty understanding the meaning of new academic vocabulary used in language arts, mathematics, science and social studies. He needs intensive instruction to learn new academic vocabulary with elaboration and repetition, and needs to be given the meaning of figurative language and words with multiple meanings.

Observations from Danilo's fifth grade teacher indicate that he can use strategies, such as rereading the text, predicting, and making connections to support his reading comprehension. When reading fifth grade-level text, he can answer questions that assess literal comprehension based on explicit evidence in the text. However, he struggles with making inferences, determining the author's point of view or purpose, and identifying the structure of the text. He also has difficulty comprehending when

unfamiliar academic vocabulary, figurative language or multiple meaning words are used in the text.

MATHEMATICS

Danilo's mathematics achievement in Grade 5 was at the 67 percentile according to FSA Mathematics results. However, his sixth grade teacher reports that he has difficulty related to understanding the mathematical vocabulary. For example, in geometry and measurement, Danilo can identify two- and three-dimensional shapes, but has difficulty recalling and using mathematical vocabulary to name properties (edges, faces, vertices, etc.) Danilo's sixth grade math teacher also reports that he is aware of possible self-correcting strategies in math, such as estimation and using the opposite operation, but does not always know when to apply them. When confronted with nonroutine problems, he will immediately ask the teacher for help. With extra instruction from his math teacher in an after-school study group for all students, Danilo is able to learn the sixth grade-level skills required to complete classwork and homework and demonstrate mastery with 80 percent or higher accuracy. Danilo uses accommodations including sample problems and reference sheets with examples of mathematical concepts and related mathematical vocabulary. The reference sheets provided in the classroom for Danilo for mathematics may not be used as an accommodation on the statewide assessment of mathematics. He must use the reference sheets provided by the testing company.

WRITING

Danilo's writing achievement is below grade level (level score of three out of six on District Writing Prompts). His responses typically have a clear organizational pattern in explanatory and opinion pieces when he uses a graphic organizer for planning, but his sentence types are limited to simple sentences, and the vocabulary is repetitive and basic. The teacher has recently provided Danilo with writing reference sheets with a variety of sentence, paragraph and text models, as well as vocabulary lists that expand on basic verbs, adjectives and adverbs. Danilo is very receptive to using these supports when writing. According to his learning media assessment, he needs extra time (time + one-half) to complete his plan and first draft of writing because he is thinking about the exact way to say what he wants. Danilo is unable to use a regular pencil to write on grade-level paper. The learning media assessment documents his need to use 20/20 pens on bold lined paper or a word processor on a laptop computer or tablet with an external keyboard.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

Due to his hearing loss, Danilo needs to be seated near the sound source in the classroom with his right ear facing toward where the majority of instruction will take place. In large group settings, Danilo may miss some words (incidental language) and needs explicit instruction to learn 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 (time + one-half) to

complete assignments and assessments because of his difficulty processing language.

Danilo needs the following practices for an effective learning environment: 1) Have peers practice turn-taking so Danilo can follow the conversation during classroom discussions. 2) Cue Danilo to face the speaker because he cannot always tell where the sound is coming from. 3) 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 own learning needs, Danilo feels he needs to use an academic planner for all subjects to keep organized. He will be able to use the one the school provides for all students, but need helps because he has trouble hearing or understanding directions. He needs teacher or peer assistance when he does learning and practice activities in all subject areas. Danilo says that in PE, he always relies on a peer to repeat or clarify the instructions or information delivered orally by the teacher.

Input provided by his general education teachers indicates that hands-on activities, graphic organizers, study guides, and cue cards are effective instructional strategies for Danilo. He needs assistance with note-taking in language arts, mathematics, science and world history due to the increased academic language demands in these subjects. It is impossible for him to listen, watch the speaker's mouth movements, and write at the same time. Danilo needs a copy of notes taken by another student (formatted to accommodate his vision loss: written on bold lined paper with 20/20 pen or enlarged to 14-16 font) that he can use to study and learn the content. He also needs to learn how to review the notes, categorize or order the information using graphic organizers, and self-assess to make sure he understands the content.

The functional vision assessment indicates Danilo needs to be within 10 feet of an activity to access the learning. Danilo's learning media assessment indicates his desire to read print. He is currently able to access 14-16 font print, from three inches, with appropriate directional lighting. Because his vision is expected to diminish in the future, it is recommended that he also begin to learn to read and write braille.

Annual Goal: Given a sixth grade-level informational reading passage from each core content area, Danilo will answer 10 questions, including citing text evidence to support explicit and inferential analysis, analyzing the structure of the text, and determining the author's point of view or purpose.

Mastery Criteria: 8 of 10 correct in three consecutive trials

Assessment Procedures(s): Curriculum-based assessment, graded work samples

Progress reports will be provided: Every nine weeks

Annual Goal: Given sixth grade-level maze passages (multiple-choice close tasks) with figurative language and words that have multiple meanings in each subject area, Danilo will identify the correct vocabulary with 80% accuracy.

Mastery Criteria: 22 of 25 items correct in three consecutive trials

Assessment Procedure(s): Graded work samples, weekly curriculum-based measurement

Progress reports will be provided: Every nine weeks

Short Term Objective or Benchmark: Given 10 examples of figurative language from the core curricular materials from each academic subject, Danilo will correctly define the meaning within context with 9 of 10 correct.

Short Term Objective or Benchmark: Given 10 multiple meaning words from the core curricular materials from each academic subject, Danilo will correctly define the meaning within context with 9 of 10 correct.

Annual Goal: Given a writing topic and a reference sheet with sentence models, Danilo will write text using a variety of sentence types (simple, compound and complex).

Mastery Criteria: Three sentence types will be incorporated in four of five consecutive opportunities

Assessment Procedure(s): Work samples, curriculum-based measurement

Progress reports will be provided: Every nine weeks

Annual Goal: When provided basic braille symbols, Danilo will track across the symbols using both hands.

Mastery Criteria: 3 of 4 opportunities in five consecutive trials

Assessment Procedure(s): Teacher-developed checklist, observation

Progress reports will be provided: Every nine weeks

Annual Goal: Given 26 lower case letters of the braille alphabet in random order, Danilo will correctly identify the letters within 30 seconds

Mastery Criteria: 24 of 26 correct in three consecutive trials

Assessment Procedure(s): Teacher-developed checklist, observation

Progress reports will be provided: Every nine weeks

Annual Goal: Danilo will braille all lower case alphabet letters using a braillewriter.

Mastery Criteria: 24 of 26 correct in three consecutive trials

Assessment Procedure(s): Teacher-developed checklist, observation

Progress reports will be provided: Every nine weeks

Domain/Transition Service Activity Area: Independent Functioning

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Danilo uses his vision to avoid obstacles when travelling and to locate objects and people in familiar settings. He turns to look at people or objects when they make a noise.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

Danilo is currently able to travel independently to his classroom, the assessment area and to the restroom, which were all known to him prior to his vision loss. He still uses his vision as his primary sensory channel at this time.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

Danilo is hesitant to travel within darkened environments as he can no longer navigate without some support from an adult or peer. According to the orientation and mobility evaluation, Danilo needs to learn cane skills to support his independent mobility.

Annual Goal: **Danilo will maintain appropriate arc width with centered cane for a minimum of 50 yards in hallways at school.**

Mastery Criteria: **100% accuracy in five consecutive observations**

Assessment Procedure(s): **Teacher-developed checklist or chart**

Progress reports will be provided: **Every nine weeks**

Domain/Transition Service Activity Area: Social and Emotional Behavior

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Danilo says he enjoys his new middle school. 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.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

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. He is beginning to leave his hearing aids at home more for two weeks at a time, and he says he is uncomfortable using them in front of peers in the new middle school. With the increased academic demands and the amount of content covered at the middle school level in academic courses, he needs encouragement and support to maintain effective use of his hearing aids, including the new personal FM system attached to his hearing aids. Danilo is also struggling to accept his loss of vision and explaining his needs in this area.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

Danilo needs instruction in self-advocacy skills, a component of self-determination. He is hesitant to make his needs for accommodations known to new subject area teachers. Only one of his teachers at the middle school said that Danilo talked with her about his need to be seated near the sound source within the classroom. Danilo says

that he is sometimes unsure how to communicate effectively with his teachers and needs to learn how to ask for his accommodations.

Danilo has begun to refuse to wear his hearing aids consistently because he is teased and bullied by other middle school students. He is embarrassed and may benefit from counseling regarding his use of hearing aids, dealing with the bullying of peers, and acceptance of his loss of vision.

Annual Goal: Danilo will independently ask his teachers for accommodations listed on his IEP using socially appropriate language (clear, right time, respectful), in all general education classrooms by the end of the first quarter.

Mastery Criteria: Five of five general education classrooms by the end of the quarter

Assessment Procedure(s): Documented observation and teacher reports

Progress reports will be provided: Every two weeks

Annual Goal: Beginning in the second quarter, Danilo will self-monitor his use of accommodations listed on his IEP for frequency and effectiveness in all general education classes.

Mastery Criteria: Five of five general education classrooms by the end of the academic year

Assessment Procedure(s): Documented observation and teacher reports

Progress reports will be provided: Every nine weeks

Special Education Services

Specially Designed Instruction	Initiation Date	Duration Date	Frequency	Location
Intensive instruction in reading, academic vocabulary and writing that is specially designed for students who are deaf and hard of hearing; and self-advocacy for accommodations	10/19/2015	10/18/2016	50 minutes daily	ESE classroom
Instruction in braille	10/19/2015	10/18/2016	50 minutes daily	ESE classroom
Language therapy focusing on academic vocabulary and meeting language demands in the classroom	10/19/2015	10/18/2016	30 minutes weekly	Language arts general education classroom

Related Services	Initiation Date	Duration Date	Frequency	Location
Audiological evaluation	10/19/2015	10/18/2016	Annual	District services
Orientation and mobility: Use of cane	10/19/2015	10/18/2016	30 minutes per week	Community setting and campus
Assistive technology services: Set-up, orientation and maintenance of personal FM system that attaches to his hearing aids and laptop or tablet with external keyboard and word processing software	10/19/2015	10/18/2016	Range: One time initial set up: 30 minutes in each class; then monthly for equipment maintenance	General education and ESE classrooms
Counseling: Use of hearing aids, acceptance of vision loss, and bullying	10/19/2015	10/18/2016	30 minutes every other week	Counseling office
Other healthcare: Monitoring of vision acuity and physical status of eyes	10/19/2015	10/18/2016	Monthly	Health clinic
Supplementary Aids and Services	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> The IEP team considered the need for supplementary aids and services and determined none are needed at this time.				
Extended School Year (ESY) Services	Initiation Date	Duration Date	Frequency	Location
ESY services are required if the IEP team has reason to believe that the provision of a free appropriate public education (FAPE) for an individual student would be jeopardized without such services.				
<input checked="" type="checkbox"/> The IEP team considered the need for ESY services and determined none are needed at this time.				

Classroom/Instructional Accommodations

These guiding questions are intended to be part of a systematic process for selecting, implementing and evaluating accommodations. Be sure to check the accommodations the student is currently using.

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 IEP team has considered the guiding questions prior to the selection of the accommodations.

Presentation	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Directions repeated, clarified	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Enlarged text (electronic or on paper)	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Note-taking assistance	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Word recognition and comprehension supports. Describe: Provide repetition and elaboration for new vocabulary words	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Other presentation accommodation: Provide visual cues to aid in learning new academic vocabulary words	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Other presentation accommodation: Provide copy of notes from peer in Language Arts, Mathematics, Science, and World History	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
Paper-based Presentation Options	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Highlighter to mark key phrases or words in directions, items, and passages	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Other presentation accommodations: Large print (14-16 font) with directional lighting	10/19/2015	10/18/2016	Daily	General education and ESE classrooms

Computer-based Presentation Options	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Other computer-based presentation accommodation: Highlighter to mark key words and phrases	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
Responding	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Mouse, keyboard, or assistive technology using either device to indicate answers	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Organizers, outlines, checklists and other writing supports	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Other responding accommodation: bold lined paper and 20/20 pens	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Other responding accommodation: Reference sheets for writing and mathematics	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
Scheduling	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Extended time. Describe: Provide time + one-half	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Time management tools like checklists, assignment planners or visual schedules	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
Setting	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Preferential seating	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Other setting accommodation: Reduced auditory distractions by reducing extraneous noise in classroom	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Other setting accommodation: Preferential seating at the front left side	10/19/2015	10/18/2016	Daily	General education and ESE classrooms

of the class with right ear facing the majority of instruction				
<input checked="" type="checkbox"/> Other setting accommodation: Face student when talking	10/19/2015	10/18/2016	Daily	General education and ESE classrooms
Other Assistive Devices	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Auditory amplification device. Describe: Personal FM system that attaches to his hearing aids	10/19/2015	10/18/2016	Daily	General education and ESE classrooms

Parent Consent Form for Accommodations Not Allowed on Statewide Assessment

Only accommodations allowed by individual test administration manuals may be implemented on standardized tests. If the IEP team has determined the student requires classroom/instructional accommodations that will not be allowed on statewide assessments, a parent must consent to their use.

A parent has provided signed consent for classroom/instructional accommodations not allowed on statewide assessment.

Yes

Staff Supports

Do school personnel require supports in order for the student to: advance appropriately toward attaining goals; be involved and progress in the general education curriculum; and be educated and participate with other students?

Yes

If yes, describe the supports needed:

Collaboration by teacher of the deaf and hard-of-hearing with general education staff in all settings, within the first week of school and then on a weekly basis. Supports will include monitoring of the FM system, provision of instructional strategies, monitoring student progress, and other assistance needed by staff.

Collaboration by the speech/language pathologist with the general education staff and the teacher of the deaf and hard of hearing on a weekly basis to ensure that Danilo can participate effectively in instruction and assessment activities. As appropriate, information about needed practice and support activities should be shared with the family.

Consultation by teacher of the visually impaired with general education staff in all settings, within the first two weeks of school and then monthly to ensure that Danilo's needs for specialized instructional materials (large print format with directional lighting, bold lined paper and 20/20 pens) and use of laptop or tablet with external

keyboard for word processing are met, to monitor student progress, and provide other assistance needed by staff.

If applicable, IEP team member or designee responsible for outside agency transition services follow up (name or position): **N/A**

Least-Restrictive Environment (LRE)

LRE for students ages 6 through 21:

Explain the extent, if any, to which the student (ages 6 through 21) will not participate with nondisabled peers in the general education class and extracurricular and nonacademic settings. **Danilo will receive instruction in vocabulary, reading, writing and self-advocacy skills in an ESE classroom for 50 minutes per day. He will begin instruction in braille with teacher of the visually impaired five times per week for 50 minutes per day in the ESE classroom and orientation and mobility training once a week for 30 minutes. He will receive counseling 30 minutes every other week.**

The initiation date for this placement is: **10/19/2015**

The duration date for this placement is: **10/18/2016**

LRE for students ages 6 through 21:

The student's time in total school week is **2,050** minutes. Time is bell to bell, and includes time in on-the-job training (OJT) programs.

The student's time with nondisabled peers is **1,490** minutes. Include class time, lunch, recess, time between classes, and, for OJT, time with work place peers if this time is spent with nondisabled peers.

73% Inside the regular class no more than 79% of the day and no less than 40% of the day (resource level)

The student receives his or her educational services in a:

Regular public school, including traditional, magnet or charter school (Z)

Number of "Backup LRE Placement" pages attached: **0**

Assessments

State Assessments

Each student must participate in the statewide standardized assessment program based on state standards without accommodations, unless determined otherwise by the IEP team in accordance with Rule 6A-1.0943, F.A.C. Based on the nature and impact of this student's disability and educational program, the following has been determined:

The student will participate in the general statewide assessment (FSA, FCAT, FCAT 2.0 and EOC assessments) WITH accommodations

If known, indicate which assessment(s) the student will take: **FSA**

District Assessments

The following districtwide assessments or alternate districtwide assessments will be administered. If assessment accommodations are indicated on the IEP, they will apply, if applicable, to districtwide assessments. **District writing progress monitoring assessments**

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-1.0943, F.A.C., the need for any unique accommodations for use on state assessments must be approved by the commissioner of education.

Assessment Accommodations

The IEP must include any individual appropriate accommodations necessary to measure the student's academic and functional performance on statewide and districtwide assessments. Refer to the most current test administration manual for guidance and consider the accommodations the student is currently using. Check all that apply.

Presentation	
<input checked="" type="checkbox"/> Oral presentation of directions	<input checked="" type="checkbox"/> Other presentation accommodation: Repeat, clarify, or summarize directions
<input checked="" type="checkbox"/> Oral presentation of items and answer choices	
Paper-based Presentation Options	
<input checked="" type="checkbox"/> Highlighter to mark key phrases or words in directions, items, and passages	<input checked="" type="checkbox"/> Large print
Computer-based Presentation Options	
<input checked="" type="checkbox"/> Large print font	<input checked="" type="checkbox"/> Other computer-based presentation accommodation: Highlighter to mark key words and phrases in text
<input checked="" type="checkbox"/> Zoom	
Scheduling	
<input checked="" type="checkbox"/> Extended time. Describe: Time + one-half	
Setting	
<input checked="" type="checkbox"/> Preferential seating	<input checked="" type="checkbox"/> Other setting accommodation: Preferential seating, left front side of room, with right ear facing instructions

Unique Accommodations

In accordance with Rule 6A-1.0943, F.A.C., school districts may request unique accommodations for individual students with disabilities. Each unique accommodation must be approved by the commissioner of education prior to its use. Written requests for unique accommodations must be submitted by using the Unique Accommodations Request Form. Accommodation requests must be reviewed by district level staff before being sent to the FDOE. In addition, the signatures of both the district ESE coordinator and the district assessment coordinator are required.

The IEP team is not requesting unique accommodations.

Accessibility and Implementation

Yes The IEP is accessible to each of the student's teachers who are responsible for implementation. (Rule 6A-6.03028, F.A.C.)

Yes Each teacher of the student has been informed of the specific responsibilities related to implementing the IEP.

Conference Notes

The teacher of the deaf and hard-of-hearing and the speech language pathologist will collaborate with Danilo's teachers to ensure that his needs for instructional strategies and accommodations are being met in the general education classrooms. Collaboration will occur weekly.

The teacher of the deaf and hard of hearing will support Danilo's use of the FM system that attaches to his hearing aids. If technical support is required, the teacher will contact appropriate district services to ensure that the equipment is in proper working order.

The speech/language pathologist will provide language therapy through weekly intervention services in the general education classroom for language arts.

The teacher of the visually impaired will consult with Danilo's general education teachers to ensure that his needs for accommodations are being met in the general education classrooms. Consultation will occur monthly.

The school nurse will provide the doctor with monthly updates on Danilo's vision status. The parents will be copied on these updates.

Classroom/instructional accommodations for responding: Danilo will need access to a laptop or tablet with an external keyboard and word processing software in the ESE and General Education classrooms.

**Quality District County School Board
Individual Educational Plan (IEP)**

Student Information

Meeting Date: 5/21/2015	School: Excellent High School
Student Name: Emma E.	Student Number:
Date of Birth: 8/19/1998	Age: 16 years, 9 months
Address: 567 E. Road Easy Town, FL 33333	Grade: 10
Parent/Guardian 1: Mom E.	IEP Initiation Date: 5/22/2015
Parent/Guardian 2: Dad E.	IEP Duration Date: 5/20/2016
Primary Exceptionality: Specific Learning Disabilities	IEP Review Date Due: 5/20/2016
Other Program and Service Areas: Language Impairment	Reevaluation Date Due: 9/26/2016
Purpose of Meeting: (Check all that apply)	
<input checked="" type="checkbox"/> Annual Review	
<input checked="" type="checkbox"/> Identifying Transition Services Needs (required at least annually beginning no later than first IEP to be in effect when the student turns 14)	
<input checked="" type="checkbox"/> Consideration of Postsecondary Goals and Transition Services (required at least annually beginning no later than the first IEP to be in effect when the student turns 16)	

Special Considerations

The following factors must be considered in the development of the IEP.

YES NO N/A

YES	NO	N/A	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Does the student's behavior impede his/her learning or that of others?
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student's behavior impedes his/her learning or the learning of others, does the student have a functional behavioral assessment (FBA) and/or positive behavior intervention plan (PBIP)?
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student does not have an FBA/PBIP, describe how positive behavioral interventions, supports, and/or other strategies will be used with to address this behavior.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Does the student have limited English proficiency?
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If yes, describe how the student's needs as an English language learner will be addressed.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Is the student blind or visually impaired? If yes, ensure the parent has been provided information on Florida's Educational Opportunities for Students with Sensory Impairments.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student is blind or visually impaired, are they being provided instruction in braille or the use of braille? If no, describe the results of the evaluation (learning media assessment) that indicate instruction in and/or use of braille is not appropriate for the student's current and/or future needs under "Present Levels, Goals, and Objectives."
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Does the student have communication needs? If yes, describe them under "Present Levels, Goals, and Objectives" and include the exceptional student education (ESE) services and/or supports required to meet those needs under the applicable section(s) of the IEP.
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Is the student deaf or hard-of-hearing? If yes, ensure the parent has been provided information on Florida's Educational Opportunities for Students with Sensory Impairments.
		<input checked="" type="checkbox"/>	If the student is deaf or hard-of-hearing, what opportunities for direct communication with peers and professionals in the student's language does the Communication Plan indicate are needed?
		<input checked="" type="checkbox"/>	If the student is deaf or hard-of-hearing, what opportunities for direct instruction in the student's language does the Communication Plan indicate are needed?
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Does the student need assistive technology devices and services? If yes, address the need under "Present Levels, Goals, and Objectives" and the applicable service or support area.
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Is the student able to participate in the regular physical education (PE) program available to all students? If no, address the need for specially designed PE under "Present Levels, Goals, and Objectives" and the applicable service or support area. Note: If the student CAN participate in the regular PE program, but requires accommodations or supplemental aids and services, respond "Yes" and identify the necessary supports under the applicable section(s) of the IEP.
			What is/are the Career and Professional Education (CAPE) digital tool certificate(s) or CAPE industry certification(s) the student is seeking to attain prior to high school graduation. Digital tool certificates in word processing and spreadsheets; and one industry certification: Microsoft Technology Associate in Database Administration Fundamentals
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the student require instruction or the provision of information in the area of self-determination and self-advocacy to be able to actively participate in IEP meetings and self-advocate? If yes, describe how this need will be addressed. Based on her annual goal, Emma will learn to use self-advocacy skills to request accommodations and participate in IEP meetings.

Planning for High School Graduation

Describe how the student is being prepared to graduate with a standard diploma and how the student and parents have been informed of the standard diploma options and designations that are available. (Required NO LATER than the first IEP to be in effect when the student turns 14.)

Emma's course of study for a standard diploma includes an emphasis on technology and computer applications. She plans to graduate with a standard high school diploma with a merit designation.

What graduation option is the student pursuing? (Required NO LATER than the first IEP to be in effect when the student turns 14).

Standard High School Diploma—In accordance with s. 1003.4282(1)-(9), F.S. (24 credit option available to ALL students.)

Is the student pursuing a diploma designation? (Required to be considered NO LATER than the first IEP to be in effect when the student turns 14).

Yes

If so, which designation? **Merit Designation**

Was a change made to the student's graduation option?

Beginning with students entering grade 9 in the 2014-15 school year, s. 1003.4282, F.S., states that any change in the student's graduation option specified in the IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572, F.S.

No, the student's graduation option was not changed.

General Factors and Assessment Data

Describe any health concerns.

None known.

Describe the results of most the recent statewide or district assessment(s) (e.g., Florida Standards Assessments for English/Language Arts [FSA-ELA] and Math, Florida Comprehensive Assessment Test[®] [FCAT] 2.0 Science, end-of-course [EOC] assessments, Florida Alternate Assessment).

Emma was assessed on the FCAT 2.0 and FSA-ELA for Reading in March 2014. Her overall achievement for reading was level 2, below proficiency for students in her same grade. In May 2014, she made a passing score on the algebra 1 EOC exam. Her most recent statewide assessment for writing was the FCAT writing for Grade 8 administered in 2012, on which she scored a two on a six-point rating scale. In spring 2015, her scores on the district interim writing assessments in Grade 10 are satisfactory for purpose, focus, and organization (three of four points); conventions of standard English (two of two points); and evidence and elaboration (three of four points).

Describe the results of the initial or most recent evaluation (district and/or independent).

Due to her difficulty with reading, Emma was evaluated in November 2013 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 could use a tablet computer with screen reader or text-to-speech software and headphones. Her textbooks must be provided in a digital format so she can view the text as she listens to it using the screen reader.

How was parent input obtained?

Mr. and Mrs. E attended the meeting and expressed their opinions on Emma’s progress toward graduation.

Describe the parent's concern for enhancing the education of the student.

Mr. and Mrs. E. want their daughter to do well in school, pass all of her classes, and graduate on time. They want their daughter to be able to go to college and get a good job.

Describe, if appropriate, any interagency responsibilities or any needed linkages.

Emma will require services from the disability office at the community college she attends after graduating from high school to ensure that she has accommodations. She may also need assistance from agencies, such as CareerSource, when she is ready to locate a job in her field after she graduates from community college.

Domains and Transition Service Activity Areas

Indicate below the domain(s) and/or transition service activity area(s) for which present level statements and goals will be developed. (At least one domain or transition service activity area must be selected)

Domains

- Curriculum and Learning Environment
- Independent Functioning
- Communication
- Social/Emotional Behavior
- Health Care

Transition Service Activity Areas

- Instruction
- Related Services
- Community Experience
- Employment
- Post-School Adult Living
- Daily Living, if appropriate
- Functional Vocational Evaluation, if appropriate

Transition Components—Postsecondary Goals

How was student input obtained?

Emma provided input through participation in interviews, completion of interest inventories and her career plan and portfolio.

Describe the student’s strengths, preferences and interests. If the results of age-appropriate transition assessments were not already provided under “General Factors and Assessment Data,” include them here.

Emma is interested in a career in law enforcement or criminal justice. 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 educational 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 wants 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 plans to live with her parents when she goes to community college, but wants her own apartment once she gets a full-time job.

What is/are the student's measurable long-term postsecondary goal(s) related to postsecondary education and/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.

What is/are the student's measurable long-term postsecondary goal(s) related to employment and career?

When enrolled in a criminal justice technology program at a community college, Emma will participate in an internship in a local law enforcement agency.

Within six months of graduation from a community college program, Emma will obtain employment in her desired career areas, criminal justice or law enforcement. After obtaining five years of field experience, Emma will combine her interest in criminology and technology and work in forensics.

What is/are the student's measurable long-term postsecondary goal(s) related to independent living (where appropriate)?

Indicate in the text box if a postsecondary goal in this area is not appropriate for this student.

Emma does not need a postsecondary goal for independent living. She plans to live with her parents while in community college and live independently when she gets a job. Emma has the necessary self-care skills and personal finance knowledge.

Were changes made to one or more postsecondary goals?

S. 1003.5716(3), F.S., states that any changes in the long-term postsecondary goals must be approved by the parent and are subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572, F.S.

No, there were no changes made to the student's postsecondary goals.

Transition Components—Course of Study

Describe the student's course of study, including how the student is expected to fully meet the requirements of s. 1003.4282(1)-(9), 1002.3105(5), 1003.4282(11)(b)1., or 1003.4282(11)(b)2.,

F.S., to receive a standard high school diploma by age 22 and how the student will meet the online course requirement under s. 1003.4282(4), F.S. Indicate in the text box if this item does not apply because the student is pursuing a special diploma.

Emma's course of study includes an emphasis on technology and computer applications in addition to the core academic requirements. She plans to graduate with a standard high school diploma with a merit designation. She has selected electives that include information technology courses that focus on computer application skills and database design. She will work toward industry certification in database administration.

If the student is pursuing the 24-credit standard diploma option, at least one course must be completed through online learning unless the student's IEP indicates an online course would be inappropriate. Students should be prepared for and given the opportunity to access an online course to the extent possible. A decision to waive the online course requirement for a student should be revisited at least annually. If applicable, document below the IEP team's decision to waive the online course requirement at this time:

The IEP team has determined that an online course would be inappropriate for this student at this time.

Describe any additional outcomes and/or benefits at the time of the student's graduation that the IEP team, including the parent and the student, expects. Examples include things such as linkages with support agencies (e.g., Division of Vocational Rehabilitation; ARC; Florida Alliance for Assistive Services and Technology; Centers for Independent Living) and guidance in accessing supports for students with disabilities provided by college and universities.

Emma will earn CAPE digital tool certificates in word processing and spreadsheets; and one industry certification: Microsoft Technology Associate in Database Administration Fundamentals. She will access available supports for students with disabilities when she enrolls in a community college program.

A student with a disability may defer the receipt of a standard high school diploma and continue to receive services if he or she meets the following requirements found at s. 1003.4282(11)(c), F.S.:

1. The IEP includes special education, transition planning, transition services or related services through age 21; and
2. The student is enrolled in:
 - a. accelerated college credit instruction pursuant to s. 1007.27, F.S.,
 - b. industry certification courses that lead to college credit,
 - c. a collegiate high school program,
 - d. courses necessary to satisfy the Scholar designation requirements or
 - e. a structured work-study, internship, or pre-apprenticeship program.

The decision to accept or defer receipt of a standard high school diploma must be made during the school year in which the student is expected to meet all of the requirements.

Is this student deferring receipt of a standard diploma?

Not yet determined

Transfer of Rights

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.

Yes

A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday.

N/A due to age of student

Provide additional information, as appropriate. (e.g., date of receipt, initials documenting receipt)

Emma and her parents received the notice of transfer of rights in May 20, 2015, before Emma turned 17.

Present Levels of Academic Achievement and Functional Performance

Include information on transition needs and/or self-determination as appropriate. Use "Backup PLEP/Annual Goals" pages as needed for each domain/transition service activity area addressed and when additional goals are needed.

Domain/Transition Service Activity Area: Instruction

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Emma 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 participate in instructional activities by listening and observing more effectively. She prefers to use a screen reader rather than having someone read aloud to her so 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.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

READING AND LANGUAGE (COMMUNICATION)

Emma's overall reading achievement is significantly below grade level. Based on results from the Florida Assessment for Instruction in Reading (FAIR) given on April 23, 2015, her percentile scores increased since April 2014 as indicated on the following Diagnostic Tasks: Syntactic Knowledge, Oral Reading Fluency (46 to 54 percentile), Oral Response (32 to 55 percentile), and Written Response (35 to 48 percentile). She experiences difficulty with unfamiliar academic vocabulary and comprehending complex text. She reads very slowly and has been observed to say the words to herself as she reads silently. In middle school, she received 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 last school year (September 2014), 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 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 so she could view the text 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 note-taking while reading and listening to improve her understanding. When she is able to listen to the text, her comprehension scores improved from 15 to 70 percent.

SELF-DETERMINATION

Emma has made some progress in her use of self-determination and self-advocacy skills. In September 2014, she said she did not want to tell her teachers about her needs for accommodations and assistive technology. She thought they would think that she could not do the work. With explicit instruction and practice in the 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 tablet computer and screen reader to listen to instructional materials and classroom assignments and with extended time, her grades improved from a D to a C+ in United States history.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

READING AND LANGUAGE (COMMUNICATION)

Emma has difficulty identifying academic vocabulary and comprehending grade-level materials when reading due to difficulties with semantics due to her language-based learning disability. She has learned to compensate using assistive technology (screen reader) 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 and textbooks for classroom instruction, assessments and statewide and district tests read aloud or provided in audible format using assistive technology. The materials must be provided in digital format that can be used on a tablet computer with a screen reader with capabilities for highlighting, taking notes, using hyperlinks to online dictionary or thesaurus and background information, and bookmarking. She will be able to use the screen reader when she takes the EOC assessments for selected high school courses. Access to an online dictionary and background information are not available on statewide assessments as

accommodations.

When she listens to grade-level passages from her textbooks, she does not recognize the new academic vocabulary and misses most of the meaning of the passage. She has particular difficulty acquiring the unfamiliar academic vocabulary used in science and social studies. Emma 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 be able to identify the meaning and understand how the word is used in the context of the passage.

Emma needs extended time (up to 150%) to complete assignments and assessments when she uses audio formats. If she cannot use her headphones, she may require a separate setting. Emma needs to use the tablet computer with headphones at home and in school. This will 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 if they have overlooked her specific accommodations on a given day. Her requests need to be clear and explicit, timely, and respectful. She also needs to be able to seek assistance if her tablet and screen reader are not working correctly. When Emma is ready to take the digital tool or industry certification exams and when she enters college or gets a job, she will need to provide documentation of her disability to request the accommodations she needs.

Annual Goal: Given grade-level passages in audible 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 answers correct on five consecutive trials

Assessment Procedure(s): Graded work sample, documented observation

Progress reports will be provided: Every nine weeks

Annual Goal: Given grade-level passages in audible format from at 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 words correct on five consecutive trials in each subject area

Assessment Procedure(s): Graded work sample, documented observation

Progress reports will be provided: Every nine weeks

Annual Goal: Emma will self-assess the effectiveness of the specific accommodations she uses in four academic classes.

Mastery Criteria: Every day for nine consecutive weeks

Assessment Procedure(s): **Documented teacher observation and student self-report**

Progress reports will be provided: **Every nine weeks**

Short-term Objective or Benchmark: **Emma will make a clear and explicit request concerning her needs when a specific accommodation is not provided in her four academic classes, four of five opportunities.**

Short-term Objective or Benchmark: **Emma will provide feedback to the teachers in her four academic classes on the effectiveness of at least one specific accommodation at least once a week for four consecutive weeks.**

Number of “Backup PLEP/Annual Goals” pages attached: **0**

Special Education Services

Specially Designed Instruction	Initiation Date	Duration Date	Frequency	Location
Intensive instruction in strategies for reading vocabulary and comprehension using materials in both standard and audible formats	5/22/2015	5/20/2016	60 minutes daily	ESE classroom
Intensive instruction in self-determination and self-advocacy skills	5/22/2015	5/20/2016	30 minutes weekly	ESE classroom
Related Services	Initiation Date	Duration Date	Frequency	Location
Language therapy focusing on semantics through collaboration of speech/language pathology and ESE teacher with general education teachers	5/22/2015	5/20/2016	30 minutes weekly	General education and ESE classrooms
Supplementary Aids and Services	Initiation Date	Duration Date	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	5/22/2015	5/20/2016	30 minutes weekly	General education classes and ESE classroom/home

Extended School Year (ESY) Services	Initiation Date	Duration Date	Frequency	Location
ESY services are required if the IEP team has reason to believe that the provision of a free appropriate public education (FAPE) for an individual student would be jeopardized without such services.				
<input checked="" type="checkbox"/> The IEP team considered the need for ESY services and determined none are needed at this time.				

Classroom/Instructional Accommodations

These guiding questions are intended to be part of a systematic process for selecting, implementing and evaluating accommodations. Be sure to check the accommodations the student is currently using.

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 IEP team has considered the guiding questions prior to the selection of the accommodations.

Presentation	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Oral presentation of directions	5/22/2015	5/20/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Oral presentation of items and answer choices	5/22/2015	5/20/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Other presentation accommodation: Use of screen reader or text-to-speech audible presentation of instructional and assessment materials	5/22/2015	5/20/2016	Daily	General education and ESE classrooms
Paper-based Presentation Options	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Highlighter to mark key phrases or words in directions, items, and passages	5/22/2015	5/20/2016	Daily	General education and ESE classrooms

<input checked="" type="checkbox"/> Other paper-based presentation Accommodation: Make notes or annotations in text	5/22/2015	5/20/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Other paper-based presentation: Access to dictionary/thesaurus or background information	5/22/2015	5/20/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Screen reader	5/22/2015	5/20/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Other computer-based presentation accommodation: Links to online dictionary/thesaurus and background information	5/22/2015	5/20/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Other computer-based presentation accommodation: Make notes or annotations related to text	5/22/2015	5/20/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Extended time. Describe: 50% more time when using materials in audible format	5/22/2015	5/20/2016	Daily	General education and ESE classrooms
<input checked="" type="checkbox"/> Other setting accommodation: Separate setting when using audible materials without headphones	5/22/2015	5/20/2016	Daily	General education and ESE classrooms

Parent Consent Form for Accommodations Not Allowed on Statewide Assessment

Only accommodations allowed by individual test administration manuals may be implemented on standardized tests. If the IEP team has determined the student requires classroom/instructional accommodations that will not be allowed on statewide assessments, a parent must consent to their use.

A parent has provided signed consent for classroom/instructional accommodations not allowed on statewide assessment.

Yes

Staff Supports

Do school personnel require supports in order for the student to: advance appropriately toward attaining goals; be involved and progress in the general education curriculum; and be educated and participate with other students?

Yes

If yes, describe the supports needed:

The ESE teacher and the speech/language pathologist will collaborate with the general education staff in all academic classes regarding the student's use of accommodations and strategies for vocabulary and reading comprehension, at least two times each grading period.

If applicable, IEP team member or designee responsible for outside agency transition services follow up (name or position): **ESE teacher, high school graduation counselor**

Least-Restrictive Environment (LRE)

LRE for students ages 6 through 21:

Explain the extent, if any, to which the student (ages 6 through 21) will not participate with nondisabled peers in the general education class and extracurricular and nonacademic settings.

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.

The initiation date for this placement is: **5/22/2015**

The duration date for this placement is: **5/20/2016**

LRE for students ages 6 through 21:

The student's time in total school week is **1,860** minutes. Time is bell to bell, and includes time in on-the-job training (OJT) programs.

The student's time with nondisabled peers is **1,500** minutes. Include class time, lunch, recess, time between classes, and, for OJT, time with work place peers if this time is spent with nondisabled peers.

81% Inside the regular class 80% or more of the day (regular level)

The student receives his or her educational services in a:

Regular public school, including traditional, magnet or charter school (Z)

Number of "Backup LRE Placements" pages attached: **0**

Assessments

State Assessments

Each student must participate in the statewide standardized assessment program based on state standards without accommodations, unless determined otherwise by the IEP team in accordance with Rule 6A-1.0943, F.A.C. Based on the nature and impact of this student’s disability and educational program, the following has been determined:

- The student will participate in the general statewide assessment (FSA, FCAT, FCAT 2.0 and EOC assessments) WITH accommodations**

If known, indicate which assessment(s) the student will take: **EOC assessments**

District Assessments

The following districtwide assessments or alternate districtwide assessments will be administered. If assessment accommodations are indicated on the IEP, they will apply, if applicable, to districtwide assessments. **Interim or benchmark assessments used in high school courses, progress monitoring for writing.**

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-1.0943, F.A.C., the need for any unique accommodations for use on state assessments must be approved by the commissioner of education.

Assessment Accommodations

The IEP must include any individual appropriate accommodations necessary to measure the student’s academic and functional performance on statewide and districtwide assessments. Refer to the most current test administration manual for guidance and consider the accommodations the student is currently using. Check all that apply.

Presentation	
<input checked="" type="checkbox"/> Oral presentation of directions	<input checked="" type="checkbox"/> Oral presentation of items and answer choices
Paper-based Presentation Options	
<input checked="" type="checkbox"/> Highlighter to mark key phrases or words in directions, items, and passages	<input checked="" type="checkbox"/> Other paper-based presentation accommodation: Making notes or annotating text
Computer-based Presentation Options	
<input checked="" type="checkbox"/> Other computer-based presentation accommodation: Highlighter to mark key phrases or words	<input checked="" type="checkbox"/> Other computer-based presentation accommodation: Making notes or annotating text

<input checked="" type="checkbox"/> Screen reader	<input checked="" type="checkbox"/> Other computer-based presentation accommodation: Access to screen reader (text-to-speech) on tablet computer with headphones
<input checked="" type="checkbox"/> Extended time. Describe: 50% more time	
<input checked="" type="checkbox"/> Other setting accommodation: Separate setting if student cannot use headphones with audible text	

Unique Accommodations

In accordance with Rule 6A-1.0943, F.A.C., school districts may request unique accommodations for individual students with disabilities. Each unique accommodation must be approved by the commissioner of education prior to its use. Written requests for unique accommodations must be submitted by using the Unique Accommodations Request Form. Accommodation requests must be reviewed by district level staff before being sent to the FDOE. In addition, the signatures of both the district ESE coordinator and the district assessment coordinator are required.

The IEP team is not requesting unique accommodations.

Accessibility and Implementation

- Yes** The IEP is accessible to each of the student's teachers who are responsible for implementation. (Rule 6A-6.03028, F.A.C.)
- Yes** Each teacher of the student has been informed of the specific responsibilities related to implementing the IEP.

Conference Notes

None

Quality District County School Board Individual Educational Plan (IEP)

Student Information

Meeting Date: 10/06/2015	School: Fantastic High School
Student Name: Frank F.	Student Number:
Date of Birth: 4/25/1998	Age: 17 years, 5 months
Address: 123 Forest Avenue Floral, FL 33333	Grade: 12
Parent/Guardian 1: Florence F.	IEP Initiation Date: 10/06/2015
Parent/Guardian 2: Frederick F.	IEP Duration Date: 10/05/2016
Primary Exceptionality: Intellectual Disability	IEP Review Date Due: 10/05/2016
Other Program and Service Areas: Language Impairment	Reevaluation Date Due: 10/04/2017
Purpose of Meeting: (Check all that apply)	
<input checked="" type="checkbox"/> Annual Review	
<input checked="" type="checkbox"/> Identifying Transition Services Needs (required at least annually beginning no later than first IEP to be in effect when the student turns 14)	
<input checked="" type="checkbox"/> Consideration of Postsecondary Goals and Transition Services (required at least annually beginning no later than the first IEP to be in effect when the student turns 16)	

Special Considerations

The following factors must be considered in the development of the IEP.

YES NO N/A

<input type="checkbox"/>	<input checked="" type="checkbox"/>		Does the student's behavior impede his/her learning or that of others?
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student's behavior impedes his/her learning or the learning of others, does the student have a functional behavioral assessment (FBA) and/or positive behavior intervention plan (PBIP)?
		<input checked="" type="checkbox"/>	If the student does not have an FBA/PBIP, describe how positive behavioral interventions, supports, and/or other strategies will be used with to address this behavior.
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Does the student have limited English proficiency?
		<input checked="" type="checkbox"/>	If yes, describe how the student's needs as an English language learner will be addressed.
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Is the student blind or visually impaired? If yes, ensure the parent has been provided information on Florida's Educational Opportunities for Students with Sensory Impairments.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If the student is blind or visually impaired, are they being provided instruction in braille or the use of braille? If no, describe the results of the

			evaluation (learning media assessment) that indicate instruction in and/or use of braille is not appropriate for the student’s current and/or future needs under “Present Levels, Goals, and Objectives.”
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Does the student have communication needs? If yes, describe them under "Present Levels, Goals, and Objectives" and include the exceptional student education (ESE) services and/or supports required to meet those needs under the applicable section(s) of the IEP.
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Is the student deaf or hard-of-hearing? If yes, ensure the parent has been provided information on Florida’s Educational Opportunities for Students with Sensory Impairments.
		<input checked="" type="checkbox"/>	If the student is deaf or hard-of-hearing, what opportunities for direct communication with peers and professionals in the student’s language does the Communication Plan indicate are needed?
		<input checked="" type="checkbox"/>	If the student is deaf or hard-of-hearing, what opportunities for direct instruction in the student’s language does the Communication Plan indicate are needed?
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Does the student need assistive technology devices and services? If yes, address the need under "Present Levels, Goals, and Objectives" and the applicable service or support area.
<input checked="" type="checkbox"/>	<input type="checkbox"/>		Is the student able to participate in the regular physical education (PE) program available to all students? If no, address the need for specially designed PE under “Present Levels, Goals, and Objectives” and the applicable service or support area. Note: If the student CAN participate in the regular PE program, but requires accommodations or supplemental aids and services, respond “Yes” and identify the necessary supports under the applicable section(s) of the IEP.
			What is/are the Career and Professional Education (CAPE) digital tool certificate(s) or CAPE industry certification(s) the student is seeking to attain prior to high school graduation. Frank is not seeking to attain CAPE digital tools or industry certifications.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the student require instruction or the provision of information in the area of self-determination and self-advocacy to be able to actively participate in IEP meetings and self-advocate? If yes, describe how this need will be addressed. Frank will receive instruction in self-determination and self-advocacy through specialized instruction in a course on self-determination.

Planning for High School Graduation

Describe how the student is being prepared to graduate with a standard diploma and how the student and parents have been informed of the standard diploma options and designations that are available. (Required NO LATER than the first IEP to be in effect when the student turns 14.)
Frank switched from special diploma, Option 1 to the 24-credit standard diploma option during an IEP amendment meeting in February 2015 at parent request after the new standard diploma options became available. Information on the scholar and merit designations was provided and discussed. Frank and his parents decided that he will not pursue either designation.

What graduation option is the student pursuing? (Required NO LATER than the first IEP to be in effect when the student turns 14).

Standard high school diploma—In accordance with s. 1003.4282(11), F.S. (available only to students with disabilities)

If determined at this time, select one of the following:

S. 1003.4282(11)(b)1., F.S. (Available only to "a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills.")

Is the student pursuing a diploma designation? (Required to be considered NO LATER than the first IEP to be in effect when the student turns 14.)

No

Was a change made to the student's graduation option?

Beginning with students entering Grade 9 in the 2014-15 school year, s. 1003.4282, F.S., states that any change in the student's graduation option specified in the IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572, F.S.

No, the student's graduation option was not changed.

General Factors and Assessment Data

Describe any health concerns.

Frank has been diagnosed with type 1 diabetes. He requires daily monitoring of his blood sugar levels and daily insulin injections from a qualified health care provider as documented in his individual health care plan updated Aug. 21, 2015.

Describe the results of most the recent statewide or district assessment(s) (e.g., Florida Standards Assessments for English/Language Arts and Math, Florida Comprehensive Assessment Test® [FCAT] 2.0 Science, end-of-course [EOC] assessments, Florida Alternate Assessment [FAA])

FAA data (out of a possible nine) (March 2014): All of Frank's scores are considered as "Commended," which means he has mastered and generalized the specific academic skills included in the grade-level access points assessed by the tests.

Reading: Level 7
Math: Level 6
Science: Level 8

Brigance Comprehensive Inventory of Basic Skills II (Brigance) (September 2014)
Word Recognition: Grade 4
Reading Vocabulary Comprehension: Grade 4.5
Short Passage Comprehension: Grade 4.5
Math: Grade 3.2

TABE (Test of Adult Basic Education—October 2014)
Reading Comprehension: Grade 4.6
Math Comprehension: Grade 2.8
Math Application: Grade 3.5

Describe the results of the initial or most recent evaluation (district and/or independent).

Frank had his reevaluation in 2014 and no additional formal evaluations were requested. A report from his speech/language pathologist was included that indicated Frank presents with syntax that is limited to simple expressions and sentences and deficits in expressive language skills. Based on the results of an assistive technology evaluation, Frank needs to use an audio recorder to record directions given orally and play back as needed.

How was parent input obtained?

Attended the IEP meeting.

Describe the parent's concern for enhancing the education of the student.

Frank's parents would like Frank to gain more employability skills through work experiences and/or volunteering.

Describe, if appropriate, any interagency responsibilities or any needed linkages.

Frank is already a client of Vocational Rehabilitation (VR) and will be placed in an internship on a job in the community later in the school year. Frank is also a client/consumer of the Agency for Persons with Disabilities (APD) and is currently on the Medicaid waiver wait list. He is currently receiving health care services from Children's Medical Services, and they will assist him to transition to an adult health care provider. The IEP team recommended that Frank and his parents contact CareerSource and the Independent Living Resource Center as additional agencies that may be able to provide support to Frank in the areas of employment and independent living after he graduates from high school.

Domains and Transition Service Activity Areas

Indicate below the domain(s) and/or transition service activity area(s) for which present level statements and goals will be developed. (At least one domain or transition service activity area must be selected.)

Domains

- Curriculum and Learning Environment
 Independent Functioning
 Communication
 Social/Emotional Behavior
 Health Care

Transition Service Activity Areas

- Instruction
 Related Services
 Community Experience
 Employment
 Post-School Adult Living
 Daily Living, if appropriate
 Functional Vocational Evaluation, if appropriate

Transition Components—Postsecondary Goals

How was student input obtained? Describe the student's strengths, preferences and interests.

Input was obtained through formal and informal transition assessments conducted with Frank as well as his input at this IEP meeting.

If the results of age-appropriate transition assessments were not already provided under "General Factors and Assessment Data," include them here.

Frank shows strengths in his empathy for others, and his English teacher describes him as a "people person." She stated that he stands in the hallway outside the class and greets his classmates as they enter the room, as well as anyone who passes by in the hallway. Based on a teacher-created assessment, Frank's career preferences are to work inside and to help people. He likes to make people smile. According to the transition planning inventory (TPI), Frank shows interests in the health care field. His latest TPI (April 2015) supports his interest in the medical field and caring for people who are ill. Frank would like to enter Project SEARCH in the fall (deferring receipt of his standard diploma) in order to gain employment training through a structured internship program. After completing Project SEARCH and accepting his standard diploma, he will then seek further employment training through the local hospital.

What is/are the student's measurable long-term postsecondary goal(s) related to postsecondary education and/or training?

Within three months of completing Project SEARCH, receiving his deferred standard diploma and exiting the K-12 system, Frank will become employed in the medical field at a hospital. While working at the hospital, Frank will complete employment training on the job through the hospital's general orientation process and department-specific professional development with a focus on patient transport.

What is/are the student's measurable long-term postsecondary goal(s) related to employment and career?

Within three months of completing his employment training from Project SEARCH, Frank will be employed at a local hospital.

Within two years of obtaining employment at a local hospital, Frank will meet his career goal of working in the patient transport department.

What is/are the student's measurable long-term postsecondary goal(s) related to independent living (where appropriate)?

Within three years of graduation, Frank will live independently with roommates with support services to manage his daily health needs.

Indicate in the text box if a postsecondary goal in this area is not appropriate for this student.

Were changes made to one or more postsecondary goals?

S. 1003.5716(3), F.S., states that any changes in the long-term postsecondary goals must be approved by the parent and are subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572, F.S.

Yes, changes were made to one or more postsecondary goals.

If Yes, did the parent approve the changes?

The parent (or adult student) approved the changes to the student's postsecondary goal(s).

Transition Components—Course of Study

Describe the student's course of study, including how the student is expected to fully meet the requirements of s. 1003.4282(1)-(9), 1002.3105(5), 1003.4282(11)(b)1., or 1003.4282(11)(b)2., F.S., to receive a standard high school diploma by age 22 and how the student will meet the online course requirement under s. 1003.4282(4), F.S. Indicate in the text box if this item does not apply because the student is pursuing a Special Diploma.

Frank is pursuing the 24-credit standard diploma via access courses. He is currently enrolled in the Access world history course in order to meet this requirement. Frank is taking three of his courses in the general education setting including a career and technical education (CTE) course (with modifications) to substitute for one of his science credits. Frank has achieved a passing score on the Florida Alternate Assessment (FAA) and does not require a results waiver for graduation. Frank successfully took and passed an online course in life management skills last school year.

If the student is pursuing the 24-credit standard diploma option, at least one course must be completed through online learning unless the student's IEP indicates an online course would be inappropriate. Students should be prepared for and given the opportunity to access an online course to the extent possible. A decision to waive the online course requirement for a student should be revisited at least annually. If applicable, document below the IEP team's decision to waive the online course requirement at this time:

Describe any additional outcomes and/or benefits at the time of the student's graduation that the IEP team, including the parent and the student, expects. Examples include things such as linkages with support agencies (e.g., Division of VR; ARC; Florida Alliance for Assistive Services and Technology; Centers for Independent Living) and guidance in accessing supports for students with disabilities provided by college and universities.

Through VR, Frank will participate in a paid work internship before the end of the school year and will continue to receive job coaching services through VR after completing all requirements for and deferring the receipt of his standard diploma. Children's Medical Services will also provide Frank with assistance in transitioning to an adult health care provider for monitoring of his diabetes and any other general health needs.

A student with a disability may defer the receipt of a standard high school diploma and continue to receive services if he or she meets the following requirements found at s. 1003.4282(11)(c), F.S.:

1. The IEP includes special education, transition planning, transition services or related services through age 21; and
2. The student is enrolled in:
 - a. accelerated college credit instruction pursuant to s. 1007.27, F.S.,
 - b. industry certification courses that lead to college credit,
 - c. a collegiate high school program,
 - d. courses necessary to satisfy the Scholar designation requirements, or
 - e. a structured work-study, internship, or pre-apprenticeship program.

The decision to accept or defer receipt of a standard high school diploma must be made during the school year in which the student is expected to meet all of the requirements.

Is this student deferring receipt of a standard diploma?

Yes, the student is deferring receipt of a standard diploma.

Transfer of Rights

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.

Yes

A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday.

Yes

Provide additional information, as appropriate (e.g., date of receipt, initials documenting receipt)

A separate and distinct notice of the transfer of rights was given to the student and parent at this meeting (October 6, 2015).

Present Levels of Academic Achievement and Functional Performance

Include information on transition needs and/or self-determination as appropriate.

Domain/Transition Service Activity Area: Curriculum and Learning/Instruction

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Frank is very friendly and cooperative in class. He comes to class on time, prepared with his materials and is ready to learn. He volunteers to read out loud in class as well as helps pass out materials for activities. He stays on task and can complete his work independently without prompting. Based on state and district assessments, Frank tends to be stronger in reading than in math.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

READING

Based on the results of the Brigance and TABE given in September and October 2014, Frank is currently reading at the fourth grade level. He reads with confidence and attempts to decode unfamiliar words, often looking to the teacher for assistance. When reading short stories or passages, Frank can identify the main characters and ideas as well as answer simple and literal questions about the text. Frank does better using context clues for comprehension than decoding actual vocabulary. Overall, he seems to understand most of what he reads when given material at his current reading level. However, Frank does show an ability to comprehend at a more complex level when content-specific vocabulary is explicitly taught in terms related to academic content (e.g., magma, chlorophyll, legislation, etc.). His ability to be able to learn content-specific vocabulary will be an asset for Frank when he enters Project SEARCH at the local hospital in the fall of 2016.

Frank is able to read and follow simple directions with little assistance but often has to re-read the directions more than once during a task. When given simple, one-step oral directions, Frank can complete assignments with some teacher assistance and minimal redirection. Visual cues such as pictures help Frank to understand directions and stay focused on the task.

MATHEMATICS

Based on the results of the Brigance and TABE given in September and October 2014 and student work samples and progress records, Frank's math achievement is at a third grade level. He knows how to use a calculator to perform basic math functions. He is able to solve one-step problems in addition and subtraction. He is able to do four-digit addition and subtraction problems with assistance. He knows multiplication facts for 1, 2, 3, 5, and 10 and does better when he can use manipulatives to represent the problems. Frank can accurately measure in inches and half inches. He understands number placement up to thousands place. Frank understands the concepts of greater than (>) and less than (<). In reference to money, he knows the

value of all coins and dollars. He knows how money works in the sense that you need it to make purchases, pay bills and that you earn money from working at a job. He is able to make change up to \$5.00 in his head but can make change from larger amounts when a cash register tells him how much change to give back.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

READING

When compared to same aged peers, Frank functions below his natural grade level. He requires extensive accommodations and modifications to the general curriculum in order to experience academic success. Although his comprehension has improved, Frank needs to continue to work on it in order to be able to answer more complex questions. Frank needs to be able to understand the meaning of unfamiliar words using strategies such as context clues and decoding. He often does not know how to identify vocabulary words using the root word to determine its meaning. He will try to sound out words he does not know, but often times will mumble through them instead of taking the time to sound out each letter. Frank benefits from the use of visual pictures to help understand unfamiliar vocabulary.

Frank has difficulty keeping up with taking notes during instruction and needs items repeated at times. He would benefit from note-taking assistance, especially in classes when the content is unfamiliar or complex. He retains information better when items/stories are read to him, either by a person, audio book, or other assistive technology, while he follows along. He has difficulty looking back into the passage to find answers for more detailed or complex questions and will often rush through and write down what he thinks the answer is rather than actually looking for it in the text.

Visual cues in the work environment (such as when given oral directions) will help Frank perform his job at a level commensurate of his coworkers. In addition to visual cues for directions, he would also benefit from an audio recorder in order to record the directions when given so he can play them back at any time. Frank would benefit from continued community-based vocational education (CBVE) in order to build his employability skills (e.g., sustained minutes on task, ability to comprehend more complex directions).

MATHEMATICS

Frank has some difficulty with subtraction when it comes to understanding the "borrowing" technique. He struggles with higher level multiplication, division, fractions and decimals. He requires intensive individualized instruction in a small group (3-5 students) to retain what he has learned. He learns best when he can use manipulatives and the learning is more hands on rather than just paper and pencil. He has difficulty applying mathematical skills to problem solving. He needs repetition and a slow rate of presentation of new content in order to memorize and retain computational skills.

Frank has difficulty calculating large sums of change in his head. He will often try to use his fingers to add amounts for nickels and dimes. When counting change he will often try to use the same coin for everything (for \$.30 he will use 3 dimes instead of 1 quarter and 1 nickel). Although Frank knows what money is used for, he does not have a good understanding of how much things cost or should cost (Example: He said a t-shirt is \$5, a television costs \$100 and a brand new car costs \$2,000). He does not understand how to use a budget to manage his money or what it might cost to live in his own apartment. Frank would benefit from community-based instruction (CBI) to learn the concepts of money and budgeting in order to increase his ability to live independently with roommates.

Annual Goal: Given 20 written words with related visual information, Frank will explain the meaning of content-specific vocabulary.

Mastery Criteria: 90% accuracy

Assessment Procedure(s): Teacher observation and student performance

Progress reports will be provided: Every nine weeks

Short-term Objective or Benchmark: Frank will identify the meaning of content-specific vocabulary using on context clues and prior knowledge.

Short-term Objective or Benchmark: Frank will identify unfamiliar content-specific vocabulary using decoding strategies (phonics and structural analysis).

Short-term Objective or Benchmark: Frank will identify the meaning of new content-specific vocabulary using cues in related visual information.

Annual Goal: Given a set income for a month, Frank will create a balanced budget reflecting realistic living expenses for a person living independently in an apartment.

Mastery Criteria: 100% accuracy in four out of five trials

Assessment Procedure(s): Observations using teacher developed checklist, student work product

Progress reports will be provided: Every nine weeks

Short-term Objective or Benchmark: Given ten real world situations, Frank will demonstrate different ways to represent money (mixed coins, dollar amounts) with a verbal description.

Short-term Objective or Benchmark: Given a calculator or cash register, Frank will correctly make change up for items that cost up to \$20 using mixed coins and dollars.

Short-term Objective or Benchmark: Frank will identify real world costs of food, clothing, and household items used by persons who live independently.

Short-term Objective or Benchmark: Frank will identify real world costs of utilities and other common services used by persons who live independently.

Short-term Objective or Benchmark: Frank will identify real world costs of renting an apartment for persons who live independently.

Domain/Transition Service Activity Area: Social and Emotional Behavior, Independent Functioning, and Health Care, Community Experience, and Related Services

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Frank has been described as very friendly, in that he gets along well with his peers, is always smiling and likes to help others. He comes prepared to work and has a strong work ethic (e.g., attention to detail, determined to complete a task, wanting to know “what else” he can do).

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

SOCIAL AND EMOTIONAL BEHAVIOR

Based on teacher and parent observations, Frank knows how to interact appropriately with his peers as well as adults. He stays on task during most activities and when asked to stop an unwanted activity/behavior, he does so immediately and without comment. He can sit quietly and complete his classwork with no redirection. Frank is adequately organized and typically keeps his materials neatly and can find items when requested. Frank exhibits good personal hygiene and is able to take care of most of his personal needs. He dresses appropriately and follows all school rules.

About one or two times per month, Frank likes to stop and talk with classmates when he gets off the bus in the morning and before he gets on the bus in the afternoon. This has resulted in Frank’s tardiness for first period, and he misses the bus at the end of the day. Once he is settled on campus, Frank knows where he is supposed to be at any given time of the day, and he is able to navigate familiar places (e.g., the school campus) without assistance. He can be trusted to run errands and returns promptly without detouring. His work ethic and ability to follow a schedule will be an asset in the work environment.

HEALTH CARE AND INDEPENDENT FUNCTIONING

Frank can order food with minimal assistance and knows what he can and cannot eat due to his diabetes. He needs no assistance with eating or toileting.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

SOCIAL AND EMOTIONAL BEHAVIOR

While Frank is a conscientious student, he works at a slower pace than his peers. Typically it takes him 50% more time to complete assignments. His teachers report that he is more successful in completing all of his assignments when his work sessions are broken up into shorter segments.

On occasion, Frank can be easily influenced and caught up in the actions of his peers. When given a verbal redirection by his teacher or through the use of teacher proximity, he does have the ability to cease inappropriate behaviors. Frank needs to learn to be

careful of people taking advantage of his giving nature and naivety. He has a tendency to trust everyone and not realize that some people could put him in a harmful situation.

COMMUNITY EXPERIENCES, EMPLOYMENT, AND RELATED SERVICES

Frank needs supervision throughout the day to ensure his physical safety, including navigating in unfamiliar settings and using the bus. When Frank is in unfamiliar settings, he needs to study and follow the same path at least five times with supervision before he can follow it on his own. He needs to use basic maps and visual cues/signs to help him learn how to get around in unfamiliar places. When he is lost, he will not ask others for assistance and instead will continue to wander around to try to find his way. He needs to learn who to trust and how to ask for assistance when he is lost. Frank requires instruction in self-advocacy to be able to speak up and ask for assistance when needed.

He will also benefit from continued CBVE at various sites to help him learn how to find his way around unfamiliar work environments. Frank is not able to drive, and he will need transportation services when he participates in the internship program through Project SEARCH. He will also need travel training in the community in order to be able to independently navigate in community situations.

HEALTH CARE AND INDEPENDENT FUNCTIONING

Although Frank is aware of his diabetes and the need to check his blood sugar levels daily, he does not do it consistently. He knows the procedure for checking his blood sugar, but does not remember that he needs to do it at certain times (three times per day). Frank requires assistance from the school nurse to help him monitor his blood sugar levels at the correct times during the day and to give him insulin injections when needed. In addition, when Frank is not feeling well, he does not alert an adult. He also does not connect his feelings to his blood sugar being low and the need to have it checked. Frank also cannot stand for long periods of time due to discomfort he begins to feel in his feet as a side effect of his diabetes. He would benefit from a job where he has the ability to sit at times or have a raised work surface with high stool/chair.

Annual Goal: Given a nearby destination, Frank will successfully navigate in an unfamiliar community or work setting by asking a trusted adult for assistance or using maps and visuals cues.

Mastery Criteria: Four consecutive opportunities

Assessment Procedure(s): Teacher or staff observation, student self-report

Progress reports will be provided: Every nine weeks

Short-term Objective or Benchmark: Frank will identify adults who can be trusted to provide assistance when in unfamiliar settings.

Short-term Objective or Benchmark: Frank will ask a trusted adult for directions when in an unfamiliar setting.

Short-term Objective or Benchmark: Frank will follow a map or visual cues to navigate in an unfamiliar setting.

Annual Goal: **Frank will seek assistance or treatment from a health care provider when he does not feel well.**

Mastery Criteria: **Five out of five5 opportunities**

Assessment Procedure(s): **Checklist, Observations of student performance, student self-report**

Progress reports will be provided: **Every nine weeks**

Short-term Objective or Benchmark: **Frank will alert a teacher or supervisor when he isn't feeling well.**

Short-term Objective or Benchmark: **Frank will ask for permission to see the nurse or health care provider when he isn't feeling well.**

Short-term Objective or Benchmark: **Frank will explain his symptoms clearly to an adult (teacher, nurse, etc).**

Annual Goal: **With minimal supervision, Frank will check his own blood sugar level at scheduled times during the day.**

Mastery Criteria: **Five out of five opportunities**

Assessment Procedure(s): **Log or checklist, observations of student performance, student self-report**

Progress reports will be provided: **Every nine weeks**

Short-term Objective or Benchmark: **Given an alarm, Frank will report independently to the nurse or health care provider for assistance with checking his blood sugar level.**

Short-term Objective or Benchmark: **With assistance from the nurse or health care provider, Frank will check his own blood sugar level at scheduled times during the day.**

Domain/Transition Service Activity Area: Communication

With regard to this domain or transition service activity area:

Describe the strengths of the student.

Frank is very friendly and likes to talk to people. He has the ability to make people smile when they are feeling down.

Describe the levels of achievement and functioning based on classroom data including observations, work samples and age-appropriate transition assessments (if appropriate).

Frank is a pleasant young man who always speaks when addressed by others. His speech is intelligible and at adequate pace. He can be easily understood by others. His voice and fluency are strengths. His receptive language skills are higher than his ability to express himself. He is able to listen and understand what people are saying to him and he is able to follow verbal directions.

Describe how the student's disability and/or giftedness affect the student's involvement and progress in the general curriculum.

Based on a recent report from the speech and language pathologist, Frank struggles with syntax when expressing himself. Although people can generally understand what

Frank is trying to say, his sentence structure is not always complete or correct in his spoken or written language.

Frank does not always communicate all the information that others need. He tends to use one-word responses, phrases or simple sentences. He needs to be prompted to provide all of the information that is requested. He often does not provide sufficient detail when answering questions. The listener needs to probe by asking more questions to elicit all the information and sufficient detail from Frank.

Annual Goal: Frank will include sufficient detail (“WH” information: who, what, when, where and why) when explaining situations or answering questions to others.

Mastery Criteria: Four out five opportunities

Assessment Procedure(s): Teacher observations of the student

Progress reports will be provided: Every nine weeks

Short-term Objective or Benchmark: Using a visual guide for support, Frank will describe three different types of “WH” information to explain details or answer questions.

Short-term Objective or Benchmark: Using a verbal prompt, Frank will describe at least three different types of “WH” information to explain details or answer questions.

Special Education Services

Specially Designed Instruction	Initiation Date	Duration Date	Frequency	Location
Instruction in modified state standards access points: All subjects (see conference notes regarding schedule)	10/06/2015	10/05/2016	Four times daily	ESE and general education classroom
Intensive instruction in reading comprehension focusing on content-specific vocabulary within access courses	10/06/2015	10/05/2016	Two times daily	ESE classroom
Intensive small group instruction in mathematics within access courses	10/06/2015	10/05/2016	One time daily	ESE classroom
CBI for travel training (see conference notes regarding schedule)	10/06/2015	10/05/2016	Two times monthly	Community
CBVE for employment training (see conference notes regarding schedule)	10/06/2015	10/05/2016	One time weekly	Community

Instruction in self-determination and self-advocacy	10/06/2015	10/05/2016	Three times weekly	ESE classroom
Related Services	Initiation Date	Duration Date	Frequency	Location
Language therapy	10/06/2015	10/05/2016	60 minutes one time weekly	Therapy room
Health monitoring (blood sugar levels and injections)	10/06/2015	10/05/2016	Three times daily	Health clinic
Specialized transportation to and from school	10/06/2015	10/05/2016	Two times daily	Bus route
Transportation to and from CBI and CBVE	10/06/2015	10/05/2016	Six times monthly	Bus to community
Supplementary Aids and Services	Initiation Date	Duration Date	Frequency	Location
Instruction and assistance from assistive technology specialist for Frank's use of audio recorder	10/06/2015	10/05/2016	One time weekly for two months, then as needed	ESE classroom
Extended School Year (ESY) Services	Initiation Date	Duration Date	Frequency	Location
ESY services are required if the IEP team has reason to believe that the provision of a free appropriate public education (FAPE) for an individual student would be jeopardized without such services.				
Summary of ESY consideration: Team will revisit consideration in April 2016.				
<input checked="" type="checkbox"/> The IEP team considered the need for ESY services and determined none are needed at this time.				

Classroom/Instructional Accommodations

These guiding questions are intended to be part of a systematic process for selecting, implementing and evaluating accommodations. Be sure to check the accommodations the student is currently using.

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 IEP team has considered the guiding questions prior to the selection of the accommodations.

Presentation	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Oral presentation of directions	10/06/2015	10/05/2016	Daily	ESE classroom/ community
<input checked="" type="checkbox"/> Note-taking assistance	10/06/2015	10/05/2016	Four times daily	All settings
<input checked="" type="checkbox"/> Word recognition and comprehension supports. Describe: Visual cues for vocabulary	10/06/2015	10/05/2016	Four times daily	All settings
<input checked="" type="checkbox"/> Other presentation accommodation: Present written information orally	10/06/2015	10/05/2016	Four times daily	All settings
Scheduling	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Assignments administered over several brief sessions, allowing frequent breaks	10/06/2015	10/05/2016	As needed	All settings
<input checked="" type="checkbox"/> Extended time. Describe: 50% more time	10/06/2015	10/05/2016	Four times daily	All settings
Setting	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Assignments or tests administered in a small group setting of a size comparable to the normal instruction group size. Describe: Mathematics instruction provided in groups of 3-5 students	10/06/2015	10/05/2016	Daily	Mathematics class
<input checked="" type="checkbox"/> Other setting accommodation: Supervision to ensure physical safety during transitional activities	10/06/2015	10/05/2016	Daily	All settings including to and from bus location

Other Assistive Devices	Initiation Date	Duration Date	Frequency	Location
<input checked="" type="checkbox"/> Other assistive technology typically used by the student in classroom instruction, provided the purpose of the assignment is not violated Describe: Audio books and audio recorder to record instructions for playback	10/06/2015	10/05/2016	Daily	All settings

Parent Consent Form for Accommodations Not Allowed on Statewide Assessment

Only accommodations allowed by individual test administration manuals may be implemented on standardized tests. If the IEP team has determined the student requires classroom/instructional accommodations that will not be allowed on statewide assessments, a parent must consent to their use.

A parent has provided signed consent for classroom/instructional accommodations not allowed on statewide assessment.

Yes

Staff Supports

Do school personnel require supports in order for the student to: advance appropriately toward attaining goals; be involved and progress in the general education curriculum, and be educated and participate with other students?

Yes

If yes, describe the supports needed: **Instruction and assistance in Frank's use of the audio recorder.**

If applicable, IEP team member or designee responsible for outside agency transition services follow up (name or position): **ESE teacher**

Least Restrictive Environment

LRE for students ages 6 through 21:

Explain the extent, if any, to which student (ages 6 through 21) will not participate with nondisabled peers in the general education class and extracurricular and nonacademic settings.

Frank receives instruction using access points. He takes five courses in a self-contained ESE setting. He is also removed from the general education setting for language therapy 60 minutes per week.

The initiation date for this placement is: **10/06/2015**

The duration date for this placement is: **10/05/2016**

LRE for students ages 6 through 21:

The student's time in total school week is **1,950** minutes. Time is bell to bell, and includes time in on-the-job training (OJT) programs.

The student's time with nondisabled peers is **825** minutes. Include class time, lunch, recess, time between classes, and, for OJT, time with work place peers if this time is spent with nondisabled peers.

42% Inside the regular class no more than 79% of day and no less than 40% of the day (resource level)

The student receives his or her educational services in a:

Regular public school, including traditional, magnet, or charter school (Z)

If none of the above, describe the setting/location here (e.g., IAES provided in a public library, school district office, school building after hours, etc.):

Number of "Backup LRE Placements" pages attached: **0**

Assessments**State Assessments**

Each student must participate in the statewide standardized assessment program based on state standards without accommodations, unless determined otherwise by the IEP team in accordance with Rule 6A-1.0943, F.A.C. Based on the nature and impact of this student's disability and educational program, the following has been determined:

The student meets EACH of the following criteria and therefore is eligible for assessment through the Florida Alternate Assessment (FAA) and Access EOC exams, as applicable

The student has a significant cognitive disability;

Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications, as defined in paragraph 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.; and

The student requires direct instruction in academic areas of English language arts, math, social studies and science based on Access points, pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings.

Describe why the Florida Alternate Assessment and/or Access EOC exams is/are appropriate. **It is appropriate for Frank to take the Florida Alternate Assessment (FAA) because he has a significant cognitive disability and, even with accommodations and assistive technology, he requires modifications to the grade-level general state content standards and direct instruction based on access points. Further, it is appropriate that Frank take the EOC exams related to his Access coursework.**

The IEP team has made a decision to assess this student using the state standards Access points. The parent has been notified and provided information regarding the implications of this decision by receipt of "Parental Consent Form: Instruction in State Standards Access Points Curriculum and Florida Alternate Assessment Administration."

Yes

District Assessments

The following districtwide assessments or alternate districtwide assessments will be administered. If assessment accommodations are indicated on the IEP, they will apply, if applicable, to districtwide assessments. **District EOC assessments**

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-1.0943, F.A.C., the need for any unique accommodations for use on state assessments must be approved by the commissioner of education.

Assessment Accommodations

Assessment Accommodations: The IEP must include any individual appropriate accommodations necessary to measure the student's academic and functional performance on statewide and districtwide assessments. Refer to the most current test administration manual for guidance and consider the accommodations the student is currently using. Check all that apply.

Presentation	
<input checked="" type="checkbox"/> Oral presentation of directions	<input checked="" type="checkbox"/> Oral presentation of items and answer choices
<input checked="" type="checkbox"/> Note-taking assistance	<input checked="" type="checkbox"/> Other presentation accommodation: Read aloud passages that test areas other than reading
Scheduling	
<input checked="" type="checkbox"/> Assignments administered over several brief sessions, allowing frequent breaks	<input checked="" type="checkbox"/> Extended time. Describe: 50% more time
Setting	
<input checked="" type="checkbox"/> Assignments or tests administered in a small group setting of a size comparable to the normal instruction group size - Describe group size: 10-15 students, except group size of 3-5 students for mathematics	

Other Assistive Devices	
<input checked="" type="checkbox"/> Other assistive technology typically used by the student in classroom instruction, provided the purpose of the assignment is not violated - Describe: Audio recorder to record instructions for playback	

Unique Accommodations

In accordance with Rule 6A-1.0943, F.A.C., school districts may request unique accommodations for individual students with disabilities. Each unique accommodation must be approved by the commissioner of education prior to its use. Written requests for unique accommodations must be submitted by using the Unique Accommodations Request Form. Accommodation requests must be reviewed by district level staff before being sent to FDOE. In addition, the signatures of both the district ESE coordinator and the district assessment coordinator are required.

The IEP team is not requesting unique accommodations.

Accessibility and Implementation

- Yes** The IEP is accessible to each of the student's teachers who are responsible for implementation. (Rule 6A-6.03028, F.A.C.)
- Yes** Each teacher of the student has been informed of the specific responsibilities related to implementing the IEP.

Conference Notes

At Frank’s school, courses are offered in block scheduling (90-minute periods with four each day on an alternating A/B schedule—four classes one day, four different classes the next). He will take five classes for 90 minutes each in the ESE classroom as reflected in the LRE statement. When he receives CBI and CBVE services, he will go out in the community for a whole day. Frank will have CBI two days each month and CBVE one day each week.

Appendix D: Dear Colleague Letter (Office of Special Education Programs)

115 LRP 53903

Dear Colleague Letter

Office of Special Education and Rehabilitative Services
Office of Special Education Programs

N/A

November 16, 2015

Related Index Numbers

[265.005 Contents of IEP](#)

[200.055 State Law Authority/Requirements](#)

Ruling

Citing the need to prepare students with disabilities for "college, careers and independence," OSERS and OSEP urged districts to focus on their state's academic content standards when developing IEPs. The agencies issued a *Dear Colleague* letter to clarify how districts can draft appropriate IEP goals for all students with disabilities.

Meaning

This guidance does not require districts to ensure that students with disabilities perform at grade level in all areas. Rather, it explains how a district can develop IEPs that allow students with disabilities to learn material based on grade-level content standards. For example, a student with SLD might have science or history assignments that are based on grade-level content but are shortened to assist with reading fatigue. The agencies indicated that such modifications will allow a student who is performing significantly below grade level academically to access the same general education curriculum as his nondisabled peers.

Case Summary

Just because a student with a disability performs significantly below grade level in some academic areas doesn't mean that his IEP should set less ambitious goals. OSERS and OSEP stated in a joint *Dear Colleague* letter that IEP goals must align with state academic content standards for the grade in which the student is enrolled. The agencies explained that aligning IEP goals with grade-level content standards reflects the IDEA's emphasis on having high expectations for students with disabilities and meets the instructional standards set forth in NCLB. That said, OSERS and OSEP cautioned districts not to abandon the individualized decision-making process that is the hallmark of IEP development. Rather, the IEP team must consider how the student's disability affects his progress toward annual goals that are aligned with state grade-level standards. "For example, the child's IEP team may consider the special education instruction that has been provided to the child, the child's previous rate of academic

growth, and whether the child is on track to achieve grade-level proficiency within the year," the agencies wrote. OSERS and OSEP presented a hypothetical example of how to develop IEP goals based on grade-level content for a student with SLD. Although the fictional student was four years behind grade level in reading, he was able to understand grade-level content when read aloud. The agencies observed that an IEP for the student in question might call for a 1.5 grade level improvement in reading fluency, include specialized instruction to improve his reading skills, and provide for modified assignments that still require him to learn grade-level material. OSERS and OSEP noted that states still have the ability to adopt alternate academic achievement standards for students with the most severe cognitive disabilities. However, they stressed that IEP goals developed for those students must reflect high expectations and be based on the state's content standards for the grades in which they are enrolled.

Judge / Administrative Officer
Michael K. Yudin

Judge / Administrative Officer
Melody Musgrove

Full Text

Dear Colleague:

Ensuring that all children, including children with disabilities, are held to rigorous academic standards and high expectations is a shared responsibility for all of us. To help make certain that children with disabilities are held to high expectations and have meaningful access to a State's academic content standards, we write to clarify that an individualized education program (IEP) for an eligible child with a disability under the Individuals with Disabilities Education Act (IDEA) must be aligned with the State's academic content standards for the grade in which the child is enrolled.¹ Research has demonstrated that children with disabilities who struggle in reading and mathematics can successfully learn grade-level content and make significant academic progress when appropriate instruction, services, and supports are provided.² Conversely, low expectations can lead to children with disabilities receiving less challenging instruction that reflects below grade-level content standards, and thereby not learning what they need to succeed at the grade in which they are enrolled.

The cornerstone of the IDEA is the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living. 20 U.S.C. § 1400(d)(1)(A). Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed IEP that is based on the individual needs of the child. An IEP must take into account a child's present levels of academic achievement and functional performance, and the impact of that child's disability on his or her involvement and progress in the general education curriculum. IEP goals must be aligned with grade-level content standards for all children with disabilities. The State, however, as discussed on page five, is permitted to define alternate academic achievement standards for children with the most significant cognitive disabilities.³

Application of Provisions in the Elementary and Secondary Education Act of 1965 to Children With Disabilities

Since 2001, the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), has required each State to apply the same challenging academic content and achievement standards to all schools and all children in the State, which includes children with disabilities. 20 U.S.C. § 6311(b)(1)(B). The U.S. Department of Education (Department), in its regulations implementing Title I of the ESEA, has clarified that these standards are grade-level standards. 34 CFR § 200.1(a)-(c). To assist children with disabilities in meeting these grade-level academic content standards, many States have adopted and implemented procedures for developing standards-based IEPs that include IEP goals that reflect the State's challenging academic content standards that apply to all children in the State.

Interpretation of "General Education Curriculum"

Under the IDEA, in order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in and make progress in the general education curriculum. 20 U.S.C. § 1414(d)(1)(A). The term "general education curriculum" is not specifically defined in the IDEA. The Department's regulations implementing Part B of the IDEA, however, state that the general education curriculum is "the same curriculum as for nondisabled children." 34 CFR § 300.320(a)(1)(i). In addition, the IDEA Part B regulations define the term "specially designed instruction," the critical element in the definition of "special education," as "adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and to ensure access of the child to the general curriculum, *so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.*" 34 CFR § 300.39(b)(3) (emphasis added). Otherwise, the IDEA regulations do not specifically address the connection between the general education curriculum and a State's academic content standards.

Analysis

The Department interprets "the same curriculum as for nondisabled children" to be the curriculum that is based on a State's academic content standards for the grade in which a child is enrolled. This interpretation, which we think is the most appropriate reading of the applicable regulatory language, will help to ensure that an IEP for a child with a disability, regardless of the nature or severity of the disability, is designed to give the child access to the general education curriculum based on a State's academic content standards for the grade in which the child is enrolled, and includes instruction and supports that will prepare the child for success in college and careers. This interpretation also appropriately harmonizes the concept in the IDEA regulations of "general education curriculum (i.e., the same curriculum as for nondisabled children)," with the ESEA statutory and regulatory requirement that the same academic content standards must apply to all public schools and children in the State, which includes children with disabilities.

The IDEA statutory and regulatory provisions discussed above, the legislative history of the IDEA, and clarification the Department has provided on the alignment of the IEP with a State's content standards in the Analysis of Comments and Changes to the 2006 IDEA Part B regulations also support this interpretation. When it last reauthorized the IDEA in 2004, Congress continued to emphasize, consistent with the provisions in the ESEA, the importance of "having high expectations for [children with disabilities] and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible." 20 U.S.C. § 1400(c)(5)(A). The Senate Report accompanying the 2004 reauthorization of the IDEA also explained that "[f]or most children with disabilities, many of their IEP goals would likely conform to State and district wide academic content standards and progress indicators consistent with standards based reform within education and the new requirements of NCLB." S. Rep. No. 108-185, 105th Cong., 1st Sess. 29 (Nov. 3, 2003).

The Analysis of Comments and Changes accompanying the 2006 IDEA Part B regulations also included important discussion that further clarifies the alignment of an IEP with a State's academic content standards under the ESEA, explaining: "section 300.320(a)(1)(i) clarifies that the general education curriculum means the same curriculum as all other children. Therefore, an IEP that focuses on ensuring that the child is involved in the general education curriculum will necessarily be aligned with the State's content standards."⁴

The Department's interpretation of the regulatory language "general education curriculum (i.e., the same curriculum as for nondisabled children)" to mean the curriculum that is based on the State's academic content standards for the grade in which a child is enrolled is reasonable. This interpretation is also necessary to enable IDEA and ESEA requirements to be read together so that children with disabilities receive high-quality instruction that will give them the opportunity to meet the State's challenging academic achievement standards and prepare them for college, careers and independence. Therefore, in order to make FAPE available to each eligible child with a disability, the special education and related services, supplementary aids and services, and other supports in the child's IEP must be designed to enable the child to advance appropriately toward attaining his or her annual IEP goals and to be involved in, and make progress in, the general education curriculum based on the State's academic content standards for the grade in which the child is enrolled.

Implementation of the Interpretation

Based on the interpretation of "general education curriculum" set forth in this letter, we expect annual IEP goals to be aligned with State academic content standards for the grade in which a child is enrolled. This alignment, however, must guide but not replace the individualized decision-making required in the IEP process.⁵ In fact, the IDEA's focus on the individual needs of each child with a disability is an essential consideration when IEP Teams are writing annual goals that are aligned with State academic content standards for the grade in which a child is enrolled so that the child can advance appropriately toward attaining those goals during the annual period covered by the IEP. In developing an IEP, the IEP Team must consider how a child's specific disability impacts his or her ability to advance appropriately toward attaining his or her annual goals that are aligned with applicable State content standards during the period covered by the IEP. For example, the child's IEP Team may consider the special education

instruction that has been provided to the child, the child's previous rate of academic growth, and whether the child is on track to achieve grade-level proficiency within the year.

The Department recognizes that there is a very small number of children with the most significant cognitive disabilities whose performance must be measured against alternate academic achievement standards, as permitted in 34 CFR § 200.1(d) and § 300.160(c). As explained in prior guidance,⁶ alternate academic achievement standards must be aligned with the State's grade-level content standards. The standards must be clearly related to grade-level content, although they may be restricted in scope or complexity or take the form of introductory or pre-requisite skills. This letter is not intended to limit a State's ability to continue to measure the achievement of the small number of children with the most significant cognitive disabilities against alternate academic achievement standards, but rather to ensure that annual IEP goals for these children reflect high expectations and are based on the State's content standards for the grade in which a child is enrolled.

In a case where a child's present levels of academic performance are significantly below the grade in which the child is enrolled, in order to align the IEP with grade-level content standards, the IEP Team should estimate the growth toward the State academic content standards for the grade in which the child is enrolled that the child is expected to achieve in the year covered by the IEP. In a situation where a child is performing significantly below the level of the grade in which the child is enrolled, an IEP Team should determine annual goals that are ambitious but achievable. In other words, the annual goals need not necessarily result in the child's reaching grade-level within the year covered by the IEP, but the goals should be sufficiently ambitious to help close the gap. The IEP must also include the specialized instruction to address the unique needs of the child that result from the child's disability necessary to ensure access of the child to the general curriculum, so that the child can meet the State academic content standards that apply to all children in the State.

An Example of Implementation

We provide an example of how an IEP Team could apply the interpretation of "general education curriculum" set forth in this letter. For example, after reviewing recent evaluation data for a sixth grade child with a specific learning disability, the IEP Team determines that the child is reading four grade levels below his current grade; however, his listening comprehension is on grade level. The child's general education teacher and special education teacher also note that when materials are read aloud to the child he is able to understand grade-level content. Based on these present levels of performance and the child's individual strengths and weaknesses, the IEP Team determines he should receive specialized instruction to improve his reading fluency. Based on the child's rate of growth during the previous school year, the IEP Team estimates that with appropriate specialized instruction the child could achieve an increase of at least 1.5 grade levels in reading fluency. To ensure the child can learn material based on sixth grade content standards (e.g., science and history content), the IEP Team determines the child should receive modifications for all grade-level reading assignments. His reading assignments would be based on sixth grade content but would be shortened to assist with reading fatigue resulting from his disability. In addition, he would be provided with audio text books and electronic versions of longer reading assignments that he can access through synthetic speech. With this

specialized instruction and these support services, the IEP would be designed to enable the child to be involved and make progress in the general education curriculum based on the State's sixth grade content standards, while still addressing the child's needs based on the child's present levels of performance.⁷ This example is provided to show one possible way that an IEP could be designed to enable a child with a disability who is performing significantly below grade level to receive the specialized instruction and support services the child needs to reach the content standards for the grade in which the child is enrolled during the period covered by the IEP.⁸ We caution, though that, because the ways in which a child's disability affects his or her involvement and progress in the general education curriculum are highly individualized and fact-specific, the instruction and supports that might enable one child to achieve at grade-level may not necessarily be appropriate for another child with the same disability.

Summary

In sum, consistent with the interpretation of "general education curriculum (i.e., the same curriculum as for nondisabled children)" based on the State's academic content standards for the grade in which a child is enrolled set forth in this letter, an IEP Team must ensure that annual IEP goals are aligned with the State academic content standards for the grade in which a child is enrolled. The IEP must also include the specially designed instruction necessary to address the unique needs of the child that result from the child's disability and ensure access of the child to the general education curriculum, so that the child can meet the State academic content standards that apply to all children, as well as the support services and the program modifications or supports for school personnel that will be provided to enable the child to advance appropriately toward attaining the annual goals.

Opportunities for Input

We are interested in receiving comments on this document to inform implementation of this guidance. If you are interested in commenting on this document, please e-mail your comments to iepgoals@ed.gov or write to us at the following address: U.S. Department of Education, 550 12th Street SW, PCP Room 5139, Washington, DC 20202-2600. Note that we are specifically interested in receiving input from the field on examples of models of alignment of IEP goals with State content standards that are working well at the State and local level, and how this guidance could be implemented for children with disabilities who are English learners and children with the most significant cognitive disabilities. We will share appropriate models with you in further communications as they become available. We would also be glad to help answer your questions and help with your technical assistance needs in this important area.

We ask you to share this information with your local school districts to help ensure all children with disabilities are held to high standards and high expectations. Thank you for your continued interest in improving results for children with disabilities.

¹The Department has determined that this document is a "significant guidance document" under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007), available at www.whitehouse.gov/sites/default/files/omb/fedreg/2007/012507_good_guidance.pdf. The

purpose of this guidance is to provide State and local educational agencies (LEAs) with information to assist them in meeting their obligations under the IDEA and its implementing regulations in developing IEPs for children with disabilities. This guidance does not impose any requirements beyond those required under applicable law and regulations. It does not create or confer any rights for or on any person. If you are interested in commenting on this guidance or if you have further questions that are not answered here, please e-mail iepgoals@ed.gov or write to us at the following address: U.S. Department of Education, Office of Special Education and Rehabilitative Services, 550 12th Street SW., PCP Room 5139, Washington, DC 20202-2600.

²For a discussion of this research see Improving the Academic Achievement of the Disadvantaged; Assistance to States for the Education of Children With Disabilities, Final Rule, 80 Fed. Reg. 50773, 50776 (Aug. 21, 2015).

³In accordance with 34 CFR § 200.1(d), for children with the most significant cognitive disabilities who take an alternate assessment, a State may define alternate academic achievement standards provided those standards are aligned with the State's academic content standards; promote access to the general curriculum; and reflect professional judgment of the highest achievement standards possible. See also 34 CFR § 300.160(c)(2)(i).

⁴See Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities, Final Rule, 71 Fed. Reg. 46540, 46662 (Aug. 14, 2006); see also 71 Fed. Reg. 46579.

⁵The IEP must include, among other required content: (1) a statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum; (2) a statement of measurable annual goals, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and (3) the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child to advance appropriately toward attaining the annual goals, and to be involved in and make progress in the general education curriculum in accordance with the child's present levels of performance. 34 CFR § 300.320(a).

⁶See U.S. Department of Education Non-regulatory guidance: Alternate achievement standards for students with the most significant cognitive disabilities August 2005) available at: <https://www2.ed.gov/policy/elsec/guid/altguidance.pdf>.

⁷For information on developing, reviewing, or revising the IEP for a child with limited English proficiency, see: Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives <https://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/q-and-a-on-elp-swd.pdf>.

⁸While the Department does not mandate or endorse specific products or services, we are aware that many States have issued guidance addressing standards-based IEPs. For example see Minnesota Department of Education, Developing Standards-Based IEP Goals and Objectives A Discussion Guide available at:

https://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=050483&RevisionSelectionMethod=latestReleased&Rendition=primary. States and LEAs also may consider reviewing the following examples from OSEP-funded projects regarding implementation of standards-based IEPs: inForum: Standards-Based Individualized Education Program Examples available at: www.nasdse.org/portals/0/standards-basediepexamples.pdf. For an example of annual goals aligned with State academic content standards for a child taking the alternate assessment based on alternate academic achievement standards, see: an issue brief provided by the OSEP-funded National Center and State Collaborative (NCSC), NCSC Brief 5: Standards-based Individualized Education Programs (IEPs) for Children Who Participate in AA-AAS available at: <http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief5.pdf>.

Statutes Cited

20 USC 1400(d)(1)(A)

20 USC 1414(d)(1)(A)

Regulations Cited

34 CFR 200.1(a)

34 CFR 200.1(b)

34 CFR 200.1(c)

34 CFR 300.320(a)(1)(i)

34 CFR 300.39(b)(3)

34 CFR 200.1(d)

34 CFR 300.160(c)

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