



FOURTH EDITION

IEPs: Guide to Writing Individualized Education Programs



GORDON S. GIBB
TINA M. TAYLOR

Fourth Edition

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Preface

WELCOME TO IEPs: GUIDE TO WRITING INDIVIDUALIZED EDUCATION PROGRAMS, 4TH EDITION

We designed this guide for anyone involved in the special education of students with disabilities. It is useful for parents, preservice and inservice education professionals, and others who support families or provide services to these students. We know that many of you regularly serve, or will serve, on teams that provide educational services to students with disabilities, and you will likely be responsible for contributing to the development of Individualized Education Programs (IEPs). This guide will facilitate your collaborative work on these teams.

Our goal is to help you write quality IEPs. Because the IEP is a legal document that guides the education of students with disabilities, it is critical that you gain the skills and knowledge to create IEPs that meet the standards of the law. To help you gain a deeper understanding of this process, we have organized this guide with several helpful features:

- Summary of IDEA 2004 in language that is easy to understand
- Organization of the IEP process into seven manageable steps
- Explanation, modeling, practice, and feedback for each step
- Brief procedural summary at the end of each step
- Emphasis on standards-based IEPs aligned with core curricula
- Writing standards-based goals for students achieving well below grade level
- Role of Response to Intervention (RTI) and Multi-Tiered Systems of Supports (MTSS)
- A personal guide, *My Mentor*, to provide comments, directions, and suggestions as you read and complete each step in the guide

We have also added several new features:

- New cases and sample IEPs for four students with varying disabilities, ages, and family circumstances, including transition planning in *Meet Our Students*.
- Further modeling and guidance for writing present levels of academic achievement and functional performance (PLAAFP) statements in Step 1.
- Expanded section on measuring progress toward IEP goals with examples in Step 3.
- Additional detail about how to discuss and address least restrictive environment in IEP meetings in Step 4.
- Impact of the *Endrew F. v. Douglas County School District* Supreme Court decision in Step 2.
- Alignment with the requirements of the *Every Student Succeeds Act* throughout the book.
- Improved and expanded chapter on transition planning in Step 7.

ASSUMPTIONS BEHIND THIS GUIDE

In developing this guide, we have assumed that you and the rest of the school team have completed the identification, referral, evaluation, and classification processes for your students with disabilities. This guide begins at the point when your team is ready to develop students' IEPs.

PARAMETERS FOR THIS GUIDE

This guide does not address planning for students without disabilities who struggle in school. Students whose primary language is not English; or whose learning difficulties are caused by environmental, cultural, or economic disadvantages; or who have not received appropriate instruction are not eligible for special education and, therefore, do not need an IEP unless they also have a disability. These students may be served by other programs such as bilingual education, Title 1, or Section 504 of the Rehabilitation Act of 1973.

LEGAL BASIS FOR THIS GUIDE

Federal law mandates the special education process, so we have structured this guide in accordance with federal law and regulations, and we use terminology from the federal law throughout the text. Individual states must meet the requirements of the federal law but may also add specific state policies and procedures. You should consult your state and district regulations for their specific policies, procedures, and terminology.

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—GSG and TMT

About the Authors

Gordon S. Gibb, PhD, taught students with disabilities in the public schools for 16 years prior to his appointment at Brigham Young University in 1995. Dr. Gibb prepared teacher candidates to work with students with mild/moderate disabilities and conducted instructional improvement activities in schools and college. His research centers on cultural models for understanding disability and on effective instruction for individuals with disabilities at several levels. Dr. Gibb likes teaching, woodworking, family history, grandchildren, and the outdoors. He retired in 2019.

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Introduction: Special Education and the Individualized Education Program

Judy Heumann, the daughter of Jewish immigrants from Germany who settled in Brooklyn in 1947, had polio when she was about 18-months-old. The little girl, who was unable to walk and relied on a wheelchair, participated in her local Brownies club and later went to summer camps. But when it came time to go to school, Heumann discovered her East Flatbush community had no place for her. She had to make do with a teacher who came to the house to give her lessons.

“Having grown up in Brooklyn when there were no laws for disabled people, I was denied my right to go to my neighborhood school; it was not wheelchair accessible and I got only 2.5 hours of education a week until the 4th grade,” Heumann said (Otis, 2015, paras. 8, 10, 12–14).

Judy’s experience typifies the lack of public school opportunities for American children and youth with disabilities until late in the 20th century. Prior to 1975, there was no universally applicable law that required states or schools to help these children learn. In 1970, only one in five children with disabilities received schooling, and some states specifically excluded children with certain disabilities from attending public schools (Office of Special Education Programs, 2000). Reasons for exclusion included inconvenience to school personnel, lack of teacher expertise, and fears of other children being adversely affected by associating with children with disabilities. Many individuals with disabilities were housed in institutions, often with minimal care and insufficient food, clothing, and shelter (Office of Special Education Programs, 2000). Fortunately, the tide of civil rights legislation in the 1950s and 60s, along with increased public advocacy and a series of pivotal legal decisions, moved Congress to pass the *Education for all Handicapped Children Act* in 1975, mandating free and appropriate public education for all children, regardless of disability. The 2004 *Individuals*

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with Disabilities Education Improvement Act (IDEA), the current version of this landmark law, governs special education in the United States. Judy Heumann, who as a child was denied a free and appropriate public education, became a lifelong disability rights advocate and officer in the U.S. Department of Education. She was instrumental in developing legislation that became IDEA.

WHO ARE STUDENTS WITH DISABILITIES?

IDEA states that students with disabilities are those who experience developmental delays (ages 3–9) or are classified by their multidisciplinary team as having one of these 12 disabilities:

- Autism
- Deaf-blindness
- Hearing impairment, including deafness
- Intellectual disabilities
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Serious emotional disturbance
- Specific learning disabilities
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness

WHAT IS SPECIAL EDUCATION?

IDEA defines special education as

Specially designed instruction, at no cost to parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. (34 CFR §300.39)

Special education is not a place, like a resource room or self-contained classroom, but is “specially designed instruction” provided in whatever setting the IEP team determines is appropriate. To provide special education, each state must assure that all students ages 3–21 with disabilities who reside in the state have access to five provisions:

1. Free appropriate public education
2. Nondiscriminatory evaluation
3. Individualized education program
4. Least restrictive environment
5. Procedural safeguards

The statements below are quoted directly from the referenced sections of the law.

- 1. Free Appropriate Public Education.** This is defined as special education and related services that
 - are provided to students with disabilities at public expense, under public supervision, and without charge;
 - meet the standards of the state educational agency;
 - include appropriate preschool, elementary school, or secondary school education; and
 - are provided consistent with each student's individualized education program. (34 CFR §300.17)
- 2. Nondiscriminatory Evaluation.** To serve a student in special education, a school must first conduct an evaluation to determine if the student has a disability, if the disability inhibits progress in the general curriculum, and if special education is needed to meet the student's individual needs. This evaluation must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information to determine if a student has a disability and to assist in determining the content of the IEP. The evaluation should include information about the student provided by the parent. For the evaluation to be nondiscriminatory it should
 - avoid relying on any single measure or assessment to determine if a student has a disability;
 - use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors;
 - be selected and administered with care to avoid racial or cultural discrimination;
 - be provided and administered in the language and communication form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless this is not feasible;
 - use instruments that are valid and reliable, administered by trained and knowledgeable personnel;
 - assess the student in all areas of suspected disability; and
 - allow for coordination between schools for students who transfer from one agency to another in the same academic year. (34 CFR §300.304)
- 3. Individualized Education Program.** If the results of the evaluation indicate that a student needs special education, then an individualized education program (IEP) must be developed. The IEP, developed by a team, is a document that includes the following:
 - A statement of the student's **present levels of academic achievement and functional performance**, including
 - how the disability affects the student's involvement and progress in the general education curriculum; or
 - for preschool students, how the disability affects participation in appropriate activities.

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- A statement of **measurable annual goals**, including academic and functional goals, designed to
 - meet the student's needs that result from the disability, enabling the student to be involved in and make progress in the general curriculum; and
 - meet each of the student's other educational needs that result from the disability;
 - for students who take alternate assessments aligned with alternate achievement standards, a description of benchmarks or short-term objectives.
 - A description of how the **student's progress** toward meeting the annual goals will be measured and when periodic reports on the student's progress will be provided.
 - A statement of the **special education, related services, and supplementary aids and services**, based on peer-reviewed research to the extent practicable, to be provided to the student
 - to advance toward attaining the annual goals;
 - to be involved in and make progress in the general education curriculum; and
 - to participate in extracurricular and other nonacademic activities.
 - An explanation of the extent, if any, to which the **student will not participate** with nondisabled students in the regular class and in extracurricular and other nonacademic activities
 - A statement of any individual appropriate **accommodations** that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments, and if the IEP Team determines that the student shall take an alternate assessment, explanations of
 - why the student cannot participate in the regular assessment, and
 - which alternate assessment has been selected as appropriate for the student.
 - The **projected date** for the beginning of the IEP and the anticipated frequency, location, and duration of the services and modifications
 - A **transition plan** beginning not later than the first IEP to be in effect when the student is 16, and updated annually thereafter, including
 - appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills,
 - the transition services, including courses of study, needed to assist the student in reaching those goals, and
 - beginning not later than one year before the student reaches the age of majority under state law, a statement that the student has been informed of the rights that will transfer to him or her on reaching the age of majority. (34 CFR §300.320)
4. **Least Restrictive Environment.** This means that students with disabilities will be educated with students without disabilities to the maximum extent appropriate. These learning environments include public or private institutions or other

care facilities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of a student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR §300.114)



What does “Maximum Extent Appropriate” mean? Note the wording is “maximum extent *appropriate*” rather than “maximum extent possible.” This means that the IEP team determines the appropriate learning environment(s) to meet each student's needs but does not insist on full inclusion in the general education classroom if this placement would not meet the student's needs.

5. Procedural Safeguards. Schools must establish and maintain procedures to ensure that students with disabilities and their parents are guaranteed procedural safeguards as a free appropriate public education is provided. A document explaining these procedural safeguards or “parents’ rights” must be given to parents annually, typically at or before the IEP meeting. The document must be in the native language of the parents, unless use of this language is clearly not feasible, and must be written in an easily understandable style. The document must include a full explanation of the following safeguards:

- Parents may present information from an independent educational evaluation to be considered in determining the existence of a disability and/or designating the contents of the IEP.
- Parents must be provided with written notice and provide written consent before any action is taken with regard to the education of their child with a disability.
- Parents have access to their child's educational records.
- Parents have the opportunity to present and participate in resolving complaints through mediation or due process.
- Parents should receive an explanation of the procedures for due process hearings.
- Parents have the right to keep their child in the current placement pending and during a due process hearing.
- Parents should receive an explanation of procedures for students who are subject to placement in an interim alternative educational setting.
- Parents should be provided an explanation of the requirements for unilateral placement parents may make of students in private schools at public expense.
- Parents should receive an explanation of state-level appeals.
- Parents should receive an explanation of procedures for civil actions.
- Parents should receive an explanation of attorney's fees. (34 CFR §300.500-536)

These five principles have been important aspects of special education since the first law was passed in 1975. The requirements for each principle have been altered somewhat in subsequent reauthorizations of IDEA, but the basic framework of special education in the United States has remained the same. Now that you know the legal requirements for providing special education, you should understand how the process begins and what it involves.

HOW DOES THE SPECIAL EDUCATION PROCESS BEGIN?

The special education process begins when parents or a teacher makes a formal referral for evaluation to determine if a child has a disability. If the disability was evident before or soon after the child was born or during the preschool years, parents make the referral. But most disabilities are identified after a student does not achieve as expected in school.

When the classroom teacher's efforts to provide interventions for a struggling child are not successful at meeting the child's needs, the teacher can initiate a referral to determine if the student has a disability. The teacher must provide evidence that the child has participated in scientific, research-based interventions to address his or her individual needs, including data about the student's response to the interventions. If the multidisciplinary team's assessment indicates that the student has a disability and is eligible for special education services, then an IEP is developed.

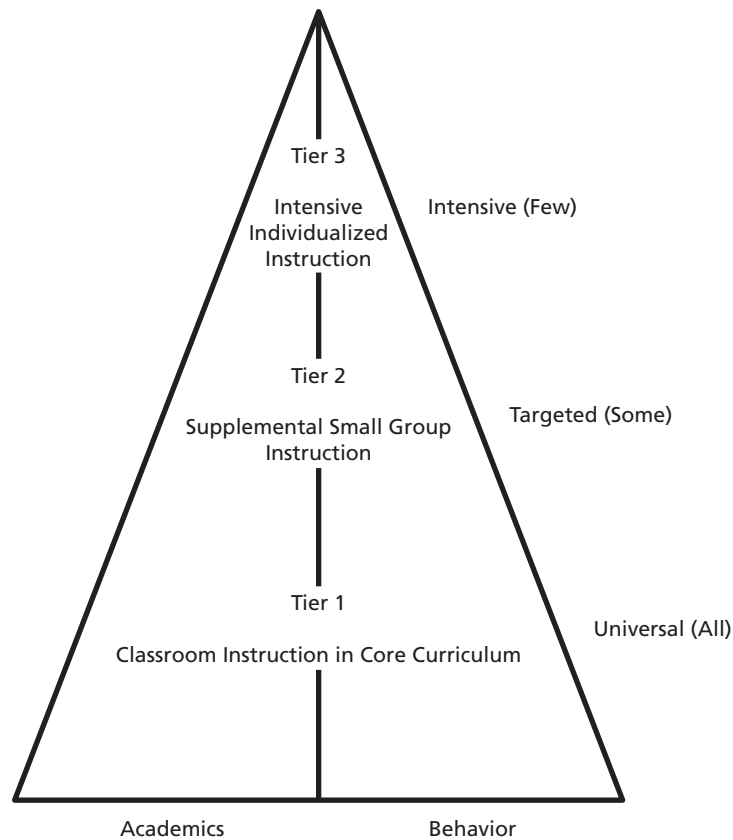
WHAT IS THE ROLE OF THE IEP IN SPECIAL EDUCATION?

The IEP is a legal document with two essential roles. First, it is the individualized component of special education planning, defining what *appropriate* means in the specific student's free appropriate public education. The IEP describes a student's special education program for one year, including goals for improvement and ways the school will help the student achieve the goals. The IEP emphasizes ways to help the student make progress in the general curriculum and participate along with peers without

Response to Intervention

Response to Intervention (RTI) is a school-wide approach to meeting students' needs based on how well they respond to various levels of instruction. Figure 1 depicts a **multi-tiered system of supports** for academic and behavioral needs, focusing first on the general classroom and moving to more intensive support in smaller groups as needed. RTI is an excellent way to ensure that students receive appropriate research-based interventions, which may meet their needs without referral for special education services.

FIGURE 1 Response to intervention (RTI).



disabilities in extracurricular activities of an appropriate nature and extent. The IEP might be viewed as a personal roadmap for a student's education and extracurricular activities.

Second, the IEP serves as a basis for communication between parents and teachers regarding the student's educational growth and achievement. When parents and teachers both know the goals for the student's improvement, they have common reference points for discussion and decisions.

WHO NEEDS AN IEP?

Any student between the ages of 3 and 21 who receives special education services must have a current IEP. To verify that a student is eligible for special education, three questions must be answered, with necessary evidence and explanation:

1. Does the student have a disability?
2. Does the disability inhibit progress in the general curriculum?
3. Does the student require specially designed instruction to progress in the general curriculum?

Some students have disabilities that do not significantly impact their progress in the general curriculum, such as a child in a wheelchair who has no problem learning and does not need physical or occupational therapy to benefit from the general curriculum. Multidisciplinary teams determine that some students who have disabilities are eligible to receive classroom accommodations under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §701) but do not require an IEP. For example, a student with visual impairment might need large-print materials in class, but not need specially designed instruction. With a 504 plan, the classroom teacher would provide large-print materials and other necessary adaptations or accommodations (e.g., front-row seating or additional time for tasks that require reading), but the multidisciplinary team decides that an IEP and special education services would not be required.

ARE IEPs CREATED FOR CHILDREN WITH DISABILITIES WHO ARE YOUNGER THAN 3 OR OLDER THAN 21?

No. Special education is provided for infants and toddlers below the age of 3 who have been diagnosed with disabilities or developmental delays, but such interventions are based on an *Individualized Family Service Plan* (IFSP) instead of an IEP (USC §34.636). The IFSP focuses not only on the needs of the child, but also on the concerns, needs, and resources of the family. Developmentally appropriate services are provided in natural environments, such as the child's home, by members of a multidisciplinary team. This team is comprised of service providers whose expertise is needed for the child's progress and the family's involvement (e.g., speech therapist, physical therapist, social worker, program coordinator). The IFSP facilitates the child's transition to preschool or other services or discontinues special education services that are no longer needed.

Adults with disabilities are not eligible for special education services after their 22nd birthday; therefore, these individuals do not have IEPs. From this age, individuals who still need services must depend on family or community support or on government agencies to meet their needs. Unfortunately, there is no guarantee that services will be available for all adults with disabilities who need them. Availability of services for adults with disabilities varies greatly across the United States.

WHO DEVELOPS THE IEP?

The IEP is developed by a team—often called the IEP team or the multidisciplinary team—that meets and discusses relevant information about the student's strengths and needs. IDEA states that the IEP team must consist of these members:

- The parents of the student with a disability
- At least one regular education teacher of the student if the student is or may be participating in the regular class
- At least one special education teacher or one special education provider

- A representative of the local education agency (LEA), usually the principal, who is qualified to provide or supervise the provision of special education for the student, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources
- An individual who can interpret evaluation results, possibly one of those already mentioned on this list, such as a school psychologist
- At the discretion of the parent or school, other individuals who have knowledge or special expertise regarding the student, such as a speech-language pathologist or a physical therapist
- Whenever appropriate, the student with a disability (34 CFR §300.321)

Please remember that each member of the IEP team contributes unique and essential information. Parents may be intimidated by the IEP process or may feel less qualified than the professionals on the team; however, parents know their children better than anyone else does. The team should seek and value parental input throughout the IEP process.

HOW DO I WORK WITH CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS AND THEIR FAMILIES IN THE IEP PROCESS?

Culturally and linguistically diverse (CLD) students and their families have particular needs that should be addressed throughout the IEP process. The team should understand families' experiences and values related to education and use this understanding as they identify and evaluate the disability, develop the IEP, and make decisions regarding placement and service provision for the child.

Though the number of CLD students increases annually, a vast majority of public school teachers in the United States are white females (U.S. Department of Education, 2018). Understanding the students' family and cultural contexts will help the team alleviate some of the risk factors related to dropping out of school, failing to graduate, and being inappropriately referred for special education. However, educators should avoid viewing cultural differences as general lists of behaviors or attitudes that members of groups invariably adopt (Ford, 2016). Instead, cultural practices within families are fluid, hybrid, and dynamic. Understanding cultural differences in terms of daily activities and practices is critical to understand and serve students (Weisner, 2014).

Many resources provide helpful suggestions for serving CLD students with disabilities. Following are a few points to consider:

- During the evaluation process, be aware that standardized assessment processes and tools may not be designed for use with CLD students.
- Consider contextual factors such as the values, behaviors, and beliefs of the student and his or her family, particularly in the classification process; people from various backgrounds and cultures do not necessarily view disability from the same perspectives as school personnel.

Introduction: Special Education and the Individualized Education Program

- Facilitate participation of CLD parents in the IEP process by reducing barriers caused by language and cultural differences, parents' lack of knowledge about the school system, and parents' fear of being told only what is wrong with their child.
- Consider including a cultural mediator in the IEP meetings (1) to translate the discussion and paperwork for parents who do not speak the language of the school professionals and (2) to clarify possible misunderstandings due to the culture of the school environment compared to that of the student's family.
- Ensure that IEP goals and objectives address both academic and social interaction skills and acknowledge behaviors that are valued in the student's home and community.
- When determining services and education placement, consider the students' need to access instruction in their native language.

Following the IEP meeting, provide parents with information on relevant community resources and offer them opportunities to interact with other CLD parents of children with disabilities.



Try to translate and explain concepts and their references to disability, learning, and student benefit in ways parents and others will understand.

Cultural and Linguistic Differences

Terms and concepts do not easily translate from one language or culture to another. For instance, in Mexico *educación* includes being moral; responsible; and a *persona de bien*, or good person; and being loyal to family and traditional values (Gallimore & Goldenberg, 2001). Contrast this with the American concept of education, meaning to have mastered certain skills and content knowledge within an established curriculum. It is not likely that terms used by special educators in the United States will be self-evident when translated for speakers of other languages.

ARE IEPs CREATED ON PAPER OR ON A COMPUTER?

Either. IEPs can be written on paper forms, but schools and districts increasingly use web-based IEP management programs. Several companies offer these subscription programs, which generally require an annual fee and then charge by the number of teachers using the program, the number of IEPs, or both. Most IEP management systems can customize forms for states, districts, or schools for an additional fee. Regardless of the format, all IEPs must contain the information required by law, as outlined in this guide.

WHO HAS ACCESS TO THE IEP?

Only parents and authorized school and district personnel may access a student's IEP and other education records that identify the student. IDEA uses the *Family Educational Rights and Privacy Act* (FERPA) definition of *education records*, which is "records, files, documents, and other materials maintained by an educational agency or institution, or by a person acting for such an agency or institution, that contain information directly related to a student" (20 USC S. 1232g(a)4A). IDEA requires schools to maintain a record of access, available to the public, on which authorized people must record their name, position, date, and reason for accessing confidential materials. Parents may request copies of a student's IEP and other confidential information, as defined by FERPA.

The law's careful description of access rights has two purposes: (1) It defines who can see information which identifies the student, and (2) it informs schools and parents that this information is *confidential*, which means that unauthorized people do not have access to it. For IEP team members, strict confidentiality is required regarding students served by special education. Team members may not disclose such information to others, spoken or written, in or out of school.

Perhaps you have heard an account of a teacher standing in line at a grocery store complaining to a friend about the trials of working with a particular student with a disability. The next person in line was the student's mother, who promptly reported the teacher's breach of confidentiality to the school and district. The lesson from this episode is that teachers must share confidential information *only* with authorized people at appropriate times and in appropriate settings.

HOW DOES THE TEAM PREPARE FOR AN IEP MEETING?

Preparation depends on whether or not the student has an existing IEP. Before referring the child to assess a possible disability, the general classroom teacher attempts to address the student's needs by making adaptations or accommodations in the classroom and documents the student's response, showing that these efforts have not been successful in addressing the student's needs. The student's eligibility for special education is based on the resulting multidisciplinary assessment. If the student is eligible, the team will develop the initial IEP.

Whether or not the IEP is the child's first, the team prepares for the meeting by collecting the formal and informal assessment data that describe the student's present levels of academic achievement and functional performance. The school representatives and the parents set a mutually agreeable time and place to meet, and the school provides the parents with a written prior notice of the meeting. Sometimes school personnel choose to provide parents with a list of potential goals in advance of the meeting and to invite parents to suggest other goals.

WHAT HAPPENS DURING AN IEP MEETING?

Usually the team members meet around a table in a room or office where confidential information can be shared. One of the school professionals conducts the meeting and introduces the participants. If an IEP is currently in place, the team discusses the student's progress toward or achievement of the previous annual goals. The team members then choose whether to continue the existing IEP, to revise it, or to write a new one. The format of IEP meetings may vary among schools and districts, but the general procedures are the same.

Writing IEPs improves with practice, but a set of steps for completing this important process can be useful to beginners. We have been surprised that many IEPs we have seen include the legally required components but are formatted to start at the wrong place in the process: They begin by specifying the services the student will receive instead of by examining the student's current school performance. Thus, teams are inclined to decide special education services before discerning what the student can and needs to do to improve—a classic case of putting the cart before the horse.

WHAT SHOULD THE TEAM DO IF A PARENT CANNOT OR WILL NOT ATTEND THE IEP MEETING?

If a parent cannot attend the meeting, even after good-faith attempts to schedule a mutually agreeable date and time, the law requires the school to use alternative methods of participation, such as video conferencing or conference calls (34 CFR §300.328). If the parent or guardian is unwilling or unable to attend the meeting, the school must maintain a record of its attempts to ensure participation. For example, some districts require the team to send the IEP meeting notice by certified mail so that the mail receipt is a record of the attempt. IDEA also allows the school to email notices if parents choose this option. (34 CFR §300.17)

WHAT HAPPENS IF A TEAM MEMBER DISAGREES WITH THE GROUP DECISIONS FOR THE IEP?

Sometimes a team member or members may disagree with the final version of an IEP. For a parent disagreement with other team members, the law provides a mediation process to address concerns. The school or district must ensure that this process is voluntary for both parties, is conducted by a trained and impartial mediator, and is not used to deny or delay parental rights to further due process. A resolution obtained through mediation must result in a legally binding agreement signed by the disputing parties.

The law also allows the school or district to establish other procedures if the parents choose not to use mediation. This alternate choice involves the use of a third-party dispute resolution entity or a parent training or resource center to explain the benefits of mediation. Parents may then choose whether or not to use mediation to resolve the differences. (34 CFR §300.506)

WHAT IF MEDIATION DOESN'T SOLVE THE PROBLEM?

IDEA guarantees the right of parents or schools to legal due process to resolve disputes relating to a child's identification, evaluation, educational placement, and/or services. Therefore, if mediation does not resolve the concern, parents or schools may request a due process hearing in which legal counsel can call expert witnesses and introduce evidence. A request for due process must be filed within two years of the disputed action. If a due process hearing does not resolve the concern, then both parties have the right to appeal to state or federal courts. (34 CFR §300.507)



Due process means that individuals have the right to full protection under the law.

HOW DO TEACHERS AND OTHER SERVICE PROVIDERS USE THE IEP?

Teachers organize instruction to address the IEP goals within the service pattern described while monitoring student progress toward attaining goals in areas affected by the disability. To do this requires teachers and related service providers to carefully plan and implement instruction or intervention and to collect and use data related to student success. For example, a teacher might state this annual goal for math: "Given 20 multiplication and division problems within 100, Sammy will compute and write answers 19/20 correct in one trial." Sammy's teacher must task analyze the goal to determine what concepts and skills are required to achieve it and then design and conduct a sequence of daily lessons to bring Sammy to this level. The challenge is to determine how much can be taught and measured in the time allowed for daily instruction or intervention that will lead to achieving the goal.

HOW ARE IEP PROGRESS DATA COLLECTED AND USED?

Data are collected when teachers or related service providers work from measurable goals or objectives with methods in place to regularly measure student progress. For example, Sammy's teacher should include an assessment of learning for each lesson. If the lesson requires that he compute and write the answer to three multiplication and three matching division problems within 10, then the lesson should include those six items for Sammy to complete during independent practice (see Figure 2). The teacher will record Sammy's score and decide if he has met the mastery criterion. If he has not, more instruction or practice is indicated. Over time the teacher will have a record of the student's progress toward and eventual accomplishment of the annual goal.

FIGURE 2 Assessing Sammy's math learning.

Name: _____	Date: _____	
Write the answers to these problems.		
$3 \times 3 =$	$2 \times 5 =$	$3 \times 2 =$
$10 \div 5 =$	$9 \div 3 =$	$6 \div 2 =$
Learning target: Compute and write the answer to three multiplication and three matching division problems within 10.		

IS IEP PAPERWORK AS TIME-CONSUMING AS I HAVE HEARD IT IS?

The answer could be “yes” or “no.” Special education requires more documentation per student served than is required for students without disabilities. Special educators are responsible for complying with federal, state, and district law and policy, and compliance must be documented. Just as important, student achievement data inform instructional decisions.

Just know that your approach to maintaining the required documents helps to determine how much time the process consumes. Efficiency makes the difference. You will save the most time if you complete all required documents correctly and in order *the first time* and keep them in an orderly and accessible storage system.



Teachers who scramble to put things in order to prepare for an IEP meeting, a program audit, or a compliance review consume much more time than those who establish and follow systematic procedures along the way.

WHAT STEPS ARE INVOLVED IN DEVELOPING AN IEP?

We have outlined seven steps that can lead your team through the process of developing quality IEPs:

1. Describe the student's present levels of academic achievement and functional performance.
2. Write measurable annual goals.
3. Measure and report student progress.
4. State the services needed to achieve annual goals.
5. Explain the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities.
6. Explain accommodations necessary to measure academic achievement and functional performance on state and district-wide assessments.
7. Complete a transition plan for students aged 16 and older.

When these steps are completed, all IEP team members confirm their participation in the meeting by signing and dating the IEP.

HOW DOES THE TEAM FOLLOW THE STEPS IN THE IEP PROCESS?

As you learn and practice with this guide, you will find a rationale and explanation for each of the steps so that you can complete the process knowledgeably and professionally. You will also see examples from four case studies of students with disabilities and, where appropriate, counterexamples to guide your learning and help you discriminate between correct and incorrect procedures. Then you will practice each of the steps to check your understanding. As you complete each self-check exercise, compare your answers with our suggested answers in the appendix.



You are ready to go! Enjoy your learning, and may you find success and fulfillment as you create educational programs for these marvelous children.

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Introduction: Special Education and the Individualized Education Program

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Meet Our Students

We would like you become acquainted with four students of various ages and types of disabilities, each with a brief biography and an IEP. We believe the biographies remind educators that students are people with their own unique circumstances, not just names on documents. So much of what influences a student's life and learning occurs outside the classroom and the school day; teachers who understand this are more likely to teach the whole child.

The IEPs are examples based on our experience and understanding of the required components described in IDEA. You may notice variations in document formats, indicating that state or district IEPs may differ in appearance or organization while still containing the necessary components.

Our students are

- Phoebe, a seventh-grade girl with serious emotional disturbance living in an urban area;
- Rajesh, a second-grade boy with specific learning disabilities living in an upscale neighborhood;
- Cadence, a nine-year-old girl with intellectual disabilities who learns from an alternate curriculum; and
- Keej, a 19-year-old young man with autism preparing for transition to post-school life.

Phoebe Delacroix

Phoebe is a Caucasian seventh grader attending Barnwell Middle School. Barnwell is a traditional school serving 877 students in grades six through eight in an urban area of the Midwest. The student population is approximately 60% Black, 33% White, and 7% other races, evenly divided between girls and boys. Located in an area of high unemployment and low-income housing, 81% of the school population is economically disadvantaged as measured by the percentage of students qualifying for free and reduced-price meals.

Family and Cultural Background

Phoebe lives with her mother, Amy, and stepmother, Rella, both divorced women who married two years ago. Phoebe has one younger brother and two younger step-sisters, one of whom is a preschooler. Amy is a retail clerk; Rella is recovering from a back injury and has not worked for several months. The family lives in an apartment building within walking distance of the school. They buy their groceries and other daily items at a nearby market and only travel to places that they can reach on foot or by bus.

Amy grew up in a two-parent home with several siblings. She started working out of high school and has not obtained formal post-secondary education. Rella was raised by her alcoholic seldom-employed father and experienced much violence in the home as various live-in girlfriends came and went through the years. She left high school to escape the situation and has held a variety of low-paying unskilled jobs. Neither woman has extended family that can or will provide assistance.

Since Phoebe entered middle school, she has manifested debilitating anxiety that was not evident in elementary school. She does not interact with others outside the home and has a very difficult time attending or remaining in school because of her anxious fears. After several conferences at the school, Amy took the child to a psychologist who diagnosed an anxiety disorder. Amy reported this to the school administrator who suggested formally referring the case to the special education team. Team members completed the evaluation and, referencing the medical report and the impact of her anxiety on her educational progress, determined that Phoebe qualifies for special education services for serious emotional disturbance.

School Experience

Phoebe has always performed at or above grade level in math, reading, and writing. She enrolled in the standard courses for her seventh-grade year but is failing them all. Her anxiety, possibly compounded by the onset of adolescence, has completely overturned her performance and made academic progress unpredictable.

Phoebe goes through cycles of withdrawal during which she stops talking to peers. Withdrawal from peers is followed by withdrawal from teachers as evidenced by sharp decreases in classroom task engagement and attendance. Observations by the school psychologist and two of her classroom teachers over the past month show that Phoebe engages in assigned tasks about 10% of opportunities. She initiates or participates in conversation with peers about 0% of opportunities. Same age and gender peers in her classes engage in tasks 90% of opportunities and initiate or participate in conversations 95% of opportunities.

This year her withdrawal started about the third week of school and lasted until the Thanksgiving break. Phoebe's social and classroom engagement improved somewhat after the break but took a sharp downturn after returning from the December holiday. The IEP team, including Amy, Phoebe, her English teacher, a special educator, the school psychologist, and the principal, met and developed an IEP that they believe will help Phoebe progress. The team is focusing on her interpersonal behaviors with the belief that lessening her classroom anxiety will reduce absenteeism and will improve academic and social/emotional skills.

Individualized Education Program

1. Student Information

Student Phoebe Delacroix 3-yr. Re-evaluation 1/21/ DOB Aug 16
 School Barnwell IEP Meeting 1/22/ Classification Serious
emotional disturbance
 IEP Due 1/21/ Grade 7 Eligibility Date 1/22/

2. Present Levels of Academic Achievement and Functional Performance

Behavior Adult observations on 9/30/__, 10/14/__, 10/27/__, 12/3/__, and 1/22/__ show that Phoebe engages in assigned tasks about 10% of opportunities. She initiates or participates in conversation with peers 0% of opportunities. Same age and gender peers in her classes engage in tasks 90% of opportunities and initiate or participate in conversations 95% of opportunities. To progress in the general curriculum, Phoebe needs to ask for task assistance when needed. To develop appropriate social skills, she needs to participate in peer conversations.

3. The IEP Team considered the following special factors

Behavior	Phoebe needs behavioral strategies because her behavior impedes her learning and social growth.
Language	Not needed.
Braille	Not needed.
Communication	Not needed.
Assistive Technology	Not needed.

4. Measurable Annual Goals

Behavior

- Given a new or challenging assignment and without a teacher prompt, Phoebe will ask for help from a peer or adult at least one time for each assignment, 80% of opportunities as measured by adult observation.
- When presented with opportunities to interact with peers in small-group settings, Phoebe will initiate conversation and respond to maintain conversation, 80% of opportunities as measured by adult observation.

5. Special Education and Related Services needed to progress in the general curriculum

Special Education Service	Location	Time/Frequency
None		
Related Services		
Behavior intervention	Classroom	5 hrs/day
	School psychologist office	60 min weekly

Program modifications, supports for school personnel, and/or supplementary aids in the regular education program

School psychologist will consult with general education teachers to teach behavior data collection and behavior reinforcement in the classroom.

6. Participation in State & District Assessment

Participation Codes

S	Standard administration	No accommodations or modifications
A	Participate with accommodations	Does not invalidate, alter, or lower standard
M	Participate with modifications	Invalidates, alters, or lowers standard
AA	Participate using alternate assessment: <input type="checkbox"/> Out-of-level Criterion Referenced Tests (CRT) <input type="checkbox"/> State alternate assessment	Aligned more closely with alternate curriculum than regular curriculum

		Criterion Referenced Tests				State High School Competency Test			
	Accommodations	Lang Arts	Math	Science	Directed Writing Assessment	Reading	Writing	Math	Iowa Test of Basic Skills
Presentation	1. Direction read aloud in English								
	2. Questions read aloud in English					No			
	3. Directions signed								
	4. Questions signed					No			
	5. Screen reader					No			No
	6. Directions—oral translation								No
	7. Questions—oral translation	No			No	No	No		No
	8. Large print								
	9. Magnification devices								
	10. Braille								
	11. Tactile graphics								
	12. Audio amplification devices								
	13. Visual cues								
	14. Talking materials								
	15. Bilingual word lists	—	—	—	—				No
	16. Translated formulas	—		—	—	—	—		No
Response	17. Word processor—no spell check		—	—				—	—
	18. Calculation devices	—			—	—	—		No
	19. Write in test booklet								
	20. Scribe								
	21. Visual organizers								
	22. Graphic organizers								
	23. Speech-to-text conversion								No
	24. Braille								
	25. Recording device								

		Criterion Referenced Tests				State High School Competency Test			
	Accommodations	Lang Arts	Math	Science	Directed Writing Assessment	Reading	Writing	Math	Iowa Test of Basic Skills
Setting	26. Reduce distractions to student								
	27. Reduce distractions to others								
	28. Physical access—ADA								
Timing	29. Extended time								
	30. Multiple breaks								
	31. Schedule change								
Other	32. Other: Temporary (504 only)								

No: Accommodations not allowed —: Not applicable

7. Regular Curriculum, Extracurricular, and Non-Academic Activities

The student will participate in the regular class, extracurricular, and other nonacademic activities except as noted in special education and related services or listed here: N/A

8. Schedule for Written IEP Progress Reports to Parents

	Weekly	Biweekly	Monthly	Quarterly	Semiannually
Home note		X			
Progress report				X	
Parent conference					X
Report card				X	
Other					

9. Transition Plan (for IEP beginning the year the student turns 16, or before if applicable)

Not applicable

10. Special Requirements for Graduation

Not applicable

11. Notices and Participants

Extended School Year: Extended school year (ESY) services are provided when the team determines the student will not benefit if services are not provided during the normal summer break.

☐ Student is eligible for ESY

☒ Student is not eligible for ESY

Placement Review

Consider the least restrictive environment in which the student will be educated to the maximum extent appropriate with students who do not have disabilities.

Placement Continuum (Pre-K)	Placement Continuum (K–12)	Placement Continuum (Post-Secondary)
<input type="checkbox"/> Early childhood setting <input type="checkbox"/> Early childhood special education <input type="checkbox"/> Home <input type="checkbox"/> Part-time early childhood/part-time early childhood special education <input type="checkbox"/> Public separate school <input type="checkbox"/> Private separate school <input type="checkbox"/> Public residential facility <input type="checkbox"/> Private residential facility <input type="checkbox"/> Homebound/hospital	<input checked="" type="checkbox"/> Regular class at least 80% of time <input type="checkbox"/> Regular class 40–70% of time <input type="checkbox"/> Regular class less than 40% of time <input type="checkbox"/> Public separate school <input type="checkbox"/> Private separate school <input type="checkbox"/> Public residential facility <input type="checkbox"/> Private residential facility <input type="checkbox"/> Homebound/hospital	<input type="checkbox"/> Separate classes/program in high school <input type="checkbox"/> Off-campus transition program <input type="checkbox"/> Transition program on college campus <input type="checkbox"/> Public separate school <input type="checkbox"/> Private separate school <input type="checkbox"/> Public residential facility <input type="checkbox"/> Private residential facility <input type="checkbox"/> Homebound/hospital

The team determined the student's least restrictive environment:

☒ Initial placement

☐ Continue placement

☐ Change placement

IEP Team Participants

Position	Name	Signature	Date
LEA Representative	Eduardo Flores	<u>E.D. Flores</u>	<u>1/22/</u>
Special Education Teacher	Giselle Bachmeier	<u>Giselle Bachmeier</u>	<u>1.22.</u>
Regular Education Teacher	Anna Espinoza	<u>A.Espinoza</u>	<u>1-22-</u>
Student	Phoebe Delacroix	<u>Phoebe</u>	<u>Jan 22_</u>
Parent	Amy Delacroix	<u>Amy Delacroix</u>	<u>1/22/</u>
School Psychologist	Marty Goode	<u>Martin F. Goode</u>	<u>Jan 22,</u>

Rajesh Ansari

Rajesh is a seven-year-old second-grade student at Grendell Elementary School. Grendell is located in an upper-middle-class suburban neighborhood and enrolls 653 students in grades K–6 with 13% racial or ethnic minority and a few English learners. About 15% of the students receive special education services, slightly above average because the district houses two self-contained units for students with moderate to severe disabilities at the school. The most recent state-wide achievement testing results show that 55% of students are proficient in language arts, 59% in math, and 64% in science.

Family and Cultural Background

Ansari, Rajesh's father, and Mangai, his mother, are both professionals with advanced graduate degrees. Ansari earned a PhD in computer engineering and has an executive position in a fast-growing automotive technology company. Mangai has a PhD and is a professor of information science at a local university. Both parents were born in India and received their graduate degrees in America. Both are legal residents, and Rajesh is an American citizen.

Ansari and Mangai were born in Tamil Nadu and grew up in south India's information technology corridor. They attended respected undergraduate institutions and were well prepared for admission to graduate programs in the United States. Typical of many children raised in educated urban families, their parents spoke little of religion and never mentioned caste. Ansari and Mangai met in graduate school and were married in India with both families' consent. They are comfortably settled in their neighborhood and enjoy interacting with other young families. They encourage Rajesh to participate in activities of interest to him. Even though Ansari and Mangai are fluent in their native Tamil, they speak English at home to promote Rajesh's English fluency.

School Experience

This is Rajesh's second year at Grendell. He is considered a native English speaker and is acquiring academic English at a normal rate. At the end of his kindergarten year, his teacher, Ms. Castro, noted Rajesh's minimal progress recognizing and writing letters and simple words. She checked the school screening records and found that Rajesh's vision and hearing were in the normal range. She followed up at the beginning of the next school year and alerted Ms. Li, the first-grade teacher, about her concerns. Ms. Li monitored Rajesh's progress during the first two months of school while providing individual assistance with reading sounds and simple words. Rajesh's penmanship for letters and simple words seems to be progressing, but lack of improvement with reading convinced Ms. Li to confer with the special education team and to formally refer Rajesh for evaluation.

Ansari and Mangai were unfamiliar with special education and asked many questions about the law, the services available, and the process. Having their questions answered, they granted written permission to conduct the evaluation. The special education team leader assigned team members to conduct the assessments. Cognitive assessment indicated intellectual aptitude in the high average range. Achievement testing revealed significant deficits in segmenting and blending words orally and reading one-syllable words. Rajesh struggles to recognize letters and letter combinations and read them as sounds. The team met with his parents to explain the assessment results indicating Rajesh has specific learning disabilities, and after asking more clarifying questions the parents gave permission to hold an IEP meeting.

Individualized Education Program

1. Student Information

Student: <u>Rajesh Ansari</u>	3-yr Re-evaluation <u>10/21/</u>	Date of Birth <u>8/05/</u>
School <u>Grendell Elementary</u>	IEP Meeting <u>10/21/</u>	Classification <u>Specific learning disabilities</u>
IEP Due <u>10/20/</u>	Grade <u>2</u>	Initial Eligibility <u>10/21/</u>

2. Present Levels of Academic Achievement and Functional Performance

Reading

Woodcock-Johnson IV Tests of Cognitive Abilities[®] given 1/21/___ indicate Rajesh functions in the normal range of cognitive abilities. Woodcock-Johnson IV Tests of Achievement[®] (1/22/___) show that Rajesh can say the alphabet by rote. He cannot count, pronounce, blend, or segment syllables in spoken words. He does not associate long and short vowel sounds with common spellings or read common high frequency words by sight at the first-grade level. To progress in the Grade 2 curriculum, Rajesh needs to know and apply grade-level phonics and word analysis skills in decoding words (CCSS.ELA-Literacy.RF.2.3) and read with sufficient accuracy and fluency to support comprehension (CCSS.ELA-Literacy.RF.2.4).

3. Measurable Annual Goals

Reading

1. Given second-grade one- and two-syllable regularly and irregularly spelled words and weekly opportunities to practice, Rajesh will read the words correctly with at least 95% accuracy, as measured by teacher observation records (CCSS.ELA-LITERACY.RF.2.3).
2. Given passages at first-grade level from literature and weekly opportunities to practice, Rajesh will read at least 72 words correct per minute and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text (CCSS.ELA-LITERACY.RL.2.1) with 90% accuracy as measured by progress monitoring.
3. Given passages at second-grade level from literature and weekly opportunities to practice, Rajesh will use information gained from words in a print or digital text to tell the characters, setting, or plot (CCSS.ELA-LITERACY.RL.2.7) with 90% accuracy as measured by teacher observation records.

4. The IEP Team considered the following special factors

Behavior	Not needed.
Language	Not needed.
Braille	Not needed.
Communication	Not needed.
Assistive Technology	Not needed.

5. Special Education and Related Services needed to progress in the general curriculum

Special Education Service	Location	Time/Frequency	Related Service
Specially designed instruction for reading	Special education class	45 min 5x weekly	None

Program modifications, supports for school personnel, and/or supplementary aids in the regular education program

None

6. Participation in State & District Assessment

Participation Codes

S	Standard administration	No accommodations or modifications
A	Participate with accommodations	Does not invalidate, alter, or lower standard
M	Participate with modifications	Invalidates, alters, or lowers standard
AA	Participate using alternate assessment: <input type="checkbox"/> Out-of-level CRT <input type="checkbox"/> State alternate assessment	Aligned more closely with alternate curriculum than regular curriculum

		Criterion Referenced Tests (CRT)				State High School Competency Test			
	Accommodations	Lang Arts	Math	Science	Directed Writing Assessment	Reading	Writing	Math	Iowa Test of Basic Skills
Presentation	1. Direction read aloud in English	A	A	A					
	2. Questions read aloud in English		A	A		No			
	3. Directions signed								
	4. Questions signed					No			
	5. Screen reader					No			No
	6. Directions—oral translation								No
	7. Questions—oral translation	No			No	No	No		No
	8. Large print								
	9. Magnification devices								
	10. Braille								
	11. Tactile graphics								
	12. Audio amplification devices								
	13. Visual cues								
	14. Talking materials								
	15. Bilingual word lists	—	—	—	—				No
	16. Translated formulas	—		—	—	—	—		No
Response	17. Word processor—no spell check		—	—				—	—
	18. Calculation devices	—			—	—	—		No
	19. Write in test booklet								
	20. Scribe								
	21. Visual organizers								
	22. Graphic organizers								
	23. Speech-to-text conversion								No
	24. Brailier								
	25. Recording device								

		Criterion Referenced Tests (CRT)				State High School Competency Test			
	Accommodations	Lang Arts	Math	Science	Directed Writing Assessment	Reading	Writing	Math	Iowa Test of Basic Skills
Setting	26. Reduce distractions to student								
	27. Reduce distractions to others								
	28. Physical access—ADA								
Timing	29. Extended time								
	30. Multiple breaks								
	31. Schedule change								
Other	32. Other: Temporary (504 only)								

No: Accommodations not allowed —: Not applicable

7. Regular Curriculum, Extracurricular, and Non-Academic Activities

The student will participate in the regular class, extracurricular, and other nonacademic activities except as noted in special education and related services or listed here:

8. Schedule for Written IEP Progress Reports to Parents

	Weekly	Biweekly	Monthly	Quarterly	Semiannually
Home note					
Progress report				X	
Parent conference					X
Report card				X	
Other					

9. Transition Plan (IEP beginning the year the student turns 16, or before if applicable)

Not applicable

10. Special Requirements for Graduation

Not applicable

11. Notices

Extended School Year: Extended school year (ESY) services are provided when the team determines the student requires special education and related services beyond the normal school year.

☐ Student is eligible for ESY

☒ Student is not eligible for ESY

Placement Review

☒ Initial placement

☐ Continue placement

☐ Change placement

IEP Team Participants

Position	Signature	Date
Parent	<i>Ansari Nagaraj</i>	10-21-_____
LEA Representative	<i>Melba Stovall</i>	10/21/_____
Special Education Teacher	<i>Jackson Cave</i>	Oct. 21, _____
General Education Teacher	<i>Jenny Li</i>	10/21/_____

Cadence Green

Cadence Green is a nine-year-old African American girl educationally classified as having an intellectual disability.

Family and Cultural Background

Cadence lives at home with her 13-year-old twin sisters, mom and dad, and maternal grandmother. Mr. Green works as a social media marketing director, and Mrs. Green works part-time as a private tennis coach. Their heritage is African American and the family has strong family and religious traditions. Cadence has been readily accepted by her neighbors and church congregation, who are actively engaged in integrating Cadence into the community. During one of Mrs. Green's prenatal screenings, her blood test suggested markers for an increased likelihood of her fetus having Down syndrome. Later tests confirmed this diagnosis and the parents were referred to the local Down syndrome association, who provided resources and referrals to the Greens. The family began attending support groups and trainings and the twins enrolled in the early intervention center's sibling workshops. Cadence received home-based services from the center until she was two years old; she then also began receiving center-based interventions. After a year of recurrent middle ear infections, at age 4 Cadence had tubes surgically placed into her eardrum, which significantly reduced the fluid in her ears and reduced the risk of future ear infections and hearing loss.

Prior School Experience

When Cadence turned three years old, her parents enrolled her in their neighborhood school, Brighton Heights Academy, a publicly funded charter school. She attended preschool alongside 10 other students, six of whom did not have disabilities. Cadence thrived in this environment and particularly enjoyed music and art. She learned to communicate using sign language, speech, and an augmentative communication device, and she received speech, physical, and occupational therapy along with specialized instruction. The multidisciplinary team classified her as having developmental delays.

At age 5, Cadence transitioned to a kindergarten class within Brighton Heights and received services according to her IEP. When she turned seven years old, the multidisciplinary team conducted a re-evaluation and determined that she has moderate intellectual disabilities. She spent her time during first to third grades in both general and special education classrooms. Her twin sisters regularly served as cross-age peer tutors in Cadence's classroom.

Current Schooling

Cadence is beginning the fourth grade at Brighton Heights Academy, which has 545 students with one principal and 25 teachers. The current fourth grade at Brighton consists of 76 students. Of these students, 63% (48) are white; 18% (14) are African American; 13% (10) are Asian/Pacific Islander; 5% (4) are Hispanic; 4% (3) have limited English proficiency; and 13% (10) have disabilities. Almost one-tenth (9%) of the students in the school are eligible for free/reduced lunch.

Cadence's fourth-grade teacher, Ms. Bower, is a veteran educator of 20 years and has a class of 25 students, three of whom have IEPs and receive special education services, including Cadence. Parents of children with special needs often request to have their children placed in Ms. Bower's class due to her reputation as a nurturing teacher who promotes inclusion and sets high expectations. Ms. Bower works closely with Mr. Keister, the special educator, to provide the special education services specified on Cadence's IEP. Ms. Bower is assisted by one part-time paraeducator to help all students in the class who need additional assistance, and the paraeducator provides frequent individual support to Cadence during math, English/Language Arts, P.E, and specialty classes (e.g., music, art). Cadence receives speech services from the licensed speech language pathologist at the school, who coordinates the integration of services into her school day and provides direct services to Cadence. Preferring speech to other modes of communication, Cadence receives therapy to enhance her speech production rather than sign language or using an electronic communication device.

Ms. Bower reports that Cadence is expected to engage in the same curricular activities as the other fourth-grade students, but she needs additional instruction and support in reading text materials, understanding abstract concepts, and staying on task. Cadence learns best when she is given additional time to complete tasks, tangible and pictorial materials, and short breaks.

Individualized Education Program

Student: Cadence Green Birth date: Sept. 12 Grade: 4th
IEP Date: Sept. 19 School: Brighton Heights Academy Classification: Intellectual Disability

Present Levels of Academic Achievement and Functional Performance

MATH: According to results from the Woodcock-Johnson Tests of Achievement (Sept. 7–10), Cadence's math skills are at a first-grade level (e.g., she can accurately identify numbers 1–100, count objects to 10, identify four basic shapes). She cannot perform many of the prerequisite skills necessary to achieve the second-grade standards. To progress in the general education curriculum, Cadence needs to tell and write time from analog and digital clocks to the nearest five minutes (CCSS.Math.Content.2.MD.C.7), use addition/subtraction within 20 (CCSS.Math.Content.2.OA.B.2), and solve word problems involving bills and coins (CCSS.Math.Content.2.MD.C.8).

ENGLISH LANGUAGE ARTS: According to the Woodcock-Johnson Tests of Achievement (Sept. 7–10), Cadence's reading skills are at a first-grade level and she has strengths in visual processing, particularly with reading whole words. She has a basic command of the conventions of standard English grammar and usage when speaking and writing (e.g., writes brief narratives about sequenced events, uses verbs to convey a sense of past, present, and future; uses

conjunctions). However, she is not currently performing the prerequisite skills required to meet second-grade standards. To progress in the general curriculum, she needs to use phonics and word recognition skills fluently at a second-grade level (CCSS.ELA-Literacy-RF.2.3 & CCSS.ELA-Literacy-RF.2.4); use print and digital dictionaries to determine meaning of words (CCSS.ELA-Literacy.L.2.2.E); and write elaborate narratives to describe actions, thoughts, and feelings (CCSS.ELA-Literacy.W.2.3).

COMMUNICATION: According to recent testing by the school audiologist (May 22), Cadence's hearing is within normal limits. Testing by the school speech-language pathologist (Sept. 4–6) indicates her receptive language is stronger than her expressive language; she has particular challenges with phonology, vocabulary, and syntax. Cadence can communicate using approximately 500 spoken words, which she uses in 3–5 word phrases/sentences, and is intelligible approximately 50% of the time. She struggles to participate in collaborative conversations with diverse partners (CCSS.ELA-Literacy-SL.2.1) because she interrupts others, and changes topics prematurely because she is not focusing on the conversation. To progress in the general curriculum Cadence needs to increase her skills in articulation, receptive/expressive vocabulary, syntax, and conversing with others.

FUNCTIONAL LIFE SKILLS: According to end-of-year data from her special educator and her parents, Cadence can moisturize her hair independently; she wants to brush her hair independently to remove tangles, but currently needs physical and verbal prompting for each step of this task.

Measurable Annual Goals

1. MATH: When assessed on the State Alternate Assessment at the end of the school year, Cadence will increase her math skills to a 1.6 grade level in at least 80% of the tested sub-domains (EE.2.MD.7; EE.1.OAA.1; EE.2.MD.8)

Benchmarks/Short-Term Objectives

- a. When given a clock, Cadence will tell and write the time to the nearest five minutes, including a.m. and p.m., with at least 80% accuracy, with at least two different types of clocks (digital and analog), and maintain the skill when probed weekly for two weeks.
- b. When given addition and subtraction problems within 20, Cadence will solve the problems with at least 80% accuracy, in two different settings (general and special education classrooms) and maintain this skill when probed weekly for two weeks.
- c. When given simple word problems involving dollar bills, quarters, dimes, nickels, and pennies, Cadence will use \$ and ¢ symbols with at least 80% accuracy, with various types of word problems, and she will maintain this skill when probed weekly for two weeks.

Student's progress toward goal measured by:

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> formal assessment | <input type="checkbox"/> criterion-referenced | <input checked="" type="checkbox"/> curriculum-based | <input checked="" type="checkbox"/> checklists |
| <input type="checkbox"/> work samples | <input type="checkbox"/> self-monitor | | |

2. **ENGLISH LANGUAGE ARTS:** *When assessed on the State Alternate Assessment at the end of the school year, Cadence will increase her reading and writing skills to a 1.6 grade level in at least 80% of the tested sub-domains (EE.RF.2.3; EE.R1.2.4; EE.W.2.6).*

Benchmarks/Short-Term Objectives

- When given various second-grade reading passages, Cadence will read each passage fluently with at least 90% accuracy and maintain this skill when probed weekly for four weeks.*
- When reading a second-grade reading passage that contains words she does not understand, Cadence will use a digital dictionary (or ask Siri/Google/Alexa) to find each word, read (or listen to) the definition, and explain to a peer or adult the meaning of each word, with at least 80% accuracy, and she will maintain this skill when probed weekly for two weeks.*
- After having been read/told a story, or having watched a video, Cadence will write a narrative that recounts the events, including details that describe actions, thoughts, and feelings, with at least 80% accuracy, and she will maintain this skill when probed weekly for at two weeks.*

Student's progress toward goal measured by:

- ☐ formal assessment ☒ criterion-referenced ☒ curriculum-based ☐ checklists
☒ work samples ☐ self-monitor

3. **COMMUNICATION:** *Cadence will increase her speech intelligibility, to at least 80% of observed occurrences, with at least three different people in at least three different settings, while using appropriate vocabulary, syntax, and turn-taking. She will maintain these skills when probed weekly for two weeks (EE.SL.2.1).*

Benchmarks/Short-Term Objectives

- When Cadence is engaged in a conversation with a peer, her speech will be intelligible at least 80% of observed occurrences, and she will use appropriate vocabulary, syntax, vocabulary, and turn-taking with at least three different people in three different settings, and she will maintain this skill when probed weekly for two weeks.*
- When Cadence is engaged in a conversation with a peer, her speech will be intelligible at least 70% of observed occurrences, and she will use appropriate vocabulary, syntax, and turn-taking with at least three different people in three different settings, and she will maintain this skill when probed weekly for two weeks.*
- When Cadence is engaged in a conversation with a peer, her speech will be intelligible at least 60% of observed occurrences, and she will use appropriate vocabulary, syntax, and turn-taking with at least three different people in three different settings, and she will maintain this skill when probed weekly for two weeks.*

Student's progress toward goal measured by:

- ☐ formal assessment ☐ criterion-referenced ☐ curriculum-based ☒ checklists
☐ work samples ☐ self-monitor

4. FUNCTIONAL LIFE SKILLS: When Cadence needs to brush her hair, she will complete all tasks within the task analysis within five minutes with no prompts, using various brushes, picks, combs, 4/5 times weekly. She will maintain this skill when probed weekly for two consecutive weeks.

Benchmarks/Short-Term Objectives

- a. When Cadence is asked to brush her hair, she will correctly find her brush within one minute, 4/5 times without prompting, using various hair instruments, and she will maintain this skill when probed weekly for two consecutive weeks.
- b. When Cadence is asked to brush her hair, she will correctly find her brush, and use it to detangle the left side of her hair within two minutes, 4/5 times without prompting, using various hair instruments, and she will maintain this skill when probed weekly for two consecutive weeks.
- c. When Cadence is asked to brush her hair, she will correctly find her brush, and use it to detangle the left side of her hair and the right side within three minutes, 4/5 times without prompting, using various hair instruments, and she will maintain this skill when probed weekly for two consecutive weeks.
- d. When Cadence is asked to brush her hair, she will correctly find her brush, and use it to detangle the left and right side of her hair, and the back within four minutes, 4/5 times without prompting, using various hair instruments, and she will maintain this skill when probed weekly for two consecutive weeks.
- e. When Cadence notices her hair needs to be brushed, she will correctly find her brush and use it to detangle the left, right, and back sides of her hair within five minutes, 4/5 times without prompting, using various hair instruments, and she will maintain this skill when probed weekly for two consecutive weeks.

Student's progress toward goal measured by:

- ☐ formal assessment ☐ criterion-referenced ☐ curriculum-based ☒ checklists
☐ work samples ☐ self-monitor

Special Education Services to Achieve Annual Goals and Advance in General Curriculum

R = Regular class S = Special class O = Other D = Daily W = Weekly M = Monthly

Service	Location	Time	Frequency	Begin date	Duration
<i>Specially designed instruction</i>	<u>R</u> S O	5 hrs	<u>D</u> W M	9/20	1 yr
<i>Specially designed instruction</i>	R <u>S</u> O	1 hrs	<u>D</u> W M	9/20	1 yr

Related Services to Benefit from Special Education

Service	Location	Time	Frequency	Begin date	Duration
<i>Speech-language services</i>	<u>R</u> S <u>O</u> : Speech Therapy Room	20 min	<u>D</u> W M	9/20	1 yr

Program Modifications and/or Supplementary Aids and Services in Regular Classes

Modifications/Personnel Support	Frequency	Supplementary Aids and Services	Frequency
<i>Support training and consultation for teacher and paraeducators</i>	D W <u>M</u>	<i>Paraeducator in general classroom 4 hrs.</i>	<u>D</u> W M

Applicable Special Factors

Factor	Not Needed	In IEP
Positive behavior instruction and support when behavior impedes learning of student or others	✓	
Language needs for student with limited English proficiency	✓	
Braille instruction for student who is blind or visually impaired	✓	
Communication and/or language services for student who is deaf or hard of hearing or has other communication needs		✓
Assistive technology devices or services	✓	

Participation in Regular Class, Extracurricular, and Nonacademic Activities

The student will participate in the regular class, extracurricular, and other nonacademic activities except as noted in special education and related services or listed here: *Cadence will not participate in math and language arts in the general education classroom 1–2 times per week so she can receive 1:1 instruction from the special education teacher.*

Schedule for Written IEP Progress Reports to Parents

	Weekly	Biweekly	Monthly	Quarterly	Semiannually
Home note	X				
Progress report			X		
Parent conference					X
Report card				X	
Other					

Transition Plan

Complete and attach for students age 16 and older.

N/A

Participation in State and District Assessments

Participation Codes

S	Standard administration	No accommodations or modifications
A	Participate with accommodations	Does not invalidate, alter, or lower standard
M	Participate with modifications	Invalidates, alters, or lowers standard
AA	Participate using alternate assessment: <input type="checkbox"/> Out-of-level CRT <input checked="" type="checkbox"/> State alternate assessment	Aligned more closely with alternate curriculum than general education curriculum

State and District Assessment Matrix

Enter appropriate participation code for each applicable assessment.

Grade	Kindergarten Pretest	Kindergarten Posttest	State Criterion Referenced Math	State Criterion Referenced Language Arts	State Criterion Referenced Science	Iowa Test of Basic Skills	National Assessment Educational Progress
K							
1							
2							
3							
4			AA	AA	AA	AA	AA
5							
6							
7							
8							
9							
10							
11							
12							

Accommodations and Modifications

List specific accommodations and modifications for assessments.

Not applicable. Cadence's performance is evaluated using the state alternate assessment.

Alternate Assessment

State why student cannot participate in regular assessment.

Cadence's skills in math and language arts are approximately two years behind her typically developing peers; her poor communication skills and limited attention span impair her ability to successfully demonstrate achievement on standardized tests.

State why selected alternate assessment is appropriate.

Cadence was administered the State Alternate Assessment at the beginning of this year and was able to demonstrate her skills, given multiple testing breaks, prompts to stay on task, concrete examples, and multiple explanations of the tasks, in a 1:1 setting.

Special Requirements for Graduation

Not applicable

Extended School Year

Extended school year (ESY) services are provided when the team determines the student requires special education and related services beyond the normal school year.

☒ Student is eligible for ESY

☐ Student is not eligible for ESY

Placement Review

☐ Initial placement

☒ Continue placement

☐ Change placement

IEP Team Participants

Jeanna Green

Parent

Lewis Green

Parent

Shantelle Hancock

LEA Representative

MaryAnn Bower

Regular Class Teacher

Sam Kiester

Special Education Teacher

Lane Graham

School Psychologist

Jaynie Hallam

Speech-Language Pathologist

If parent signature is missing, provide a copy of the IEP and Procedural Safeguards and check below:

☐ Did not attend (document efforts to involve parent)

☐ Via telephone

☐ Other _____

Comments

Keej Moua

Keej Moua is a 19-year-old Hmong-American young man who is educationally classified as having autism.

Family and Cultural Background

Keej lives at home with his mother and two younger siblings. He has four older siblings who no longer live at home. Keej's parents divorced when he was four years old and Keej visits his father monthly. Mrs. Moua has worked full time in a candy factory for the past 20 years. Having immigrated from Laos to the United States as children, both of Keej's parents speak English, but Mrs. Moua is more comfortable speaking Hmong, Thai, or Lao. Both parents prefer to speak Hmong when with their children. Although Keej has limited communication skills, when he does speak, it is in English, and his family reports that he seems to understand many basic phrases in Hmong.

Mrs. Moua has assumed the role of the primary contact person for the school. She has been very appreciative of the education provided to Keej, and she has shown her respect to school personnel by agreeing to all of their educational recommendations. She is not concerned about Keej achieving independence, as she and her other children feel familial obligation, devotion, and loyalty for taking care of him for the rest of his life. However, Keej's siblings wonder if he will ever be able to travel independently, make friends, or enjoy leisure time outside of the home.

When Keej began having seizures at age 13, his mother was reluctant to have him treated by a medical doctor, preferring their traditional approach based on shamanism. With the assistance of a Hmong family advocate/cultural broker, Keej's seizures are now treated with an eclectic, culturally sensitive approach that has diminished his seizures to approximately one every six months.

Prior School Experience

When he was three years old, Keej's parents noticed he was not speaking as well as his older siblings had at that age. They also noticed unusual mannerisms, such as lining up his toys, being peculiar with what he would eat, and feeling irritated with certain pieces of clothing. They weren't sure how to handle his frequent tantrums but kept their concerns to themselves. When he was still not talking at age 4, a concerned neighbor/family advocate accompanied Mrs. Moua to a community preschool program that served children with developmental delays. There Keej was evaluated and determined eligible to receive special education services from the local school district under the classification of Developmental Delay. The staff referred the Mouas to a pediatric psychologist for a full evaluation that could trigger appropriate intensive services, but the family declined, somewhat leery of Western medical practices.

The school district provided Keej with behavioral, developmental, communication, and physical therapy services five days a week for 2 ½ hours a day in an integrated preschool classroom. Keej also received applied behavior analysis therapy at home twice per week. At age 5 he began attending kindergarten at his

neighborhood school in a program solely for children with developmental delays. At age 7, the school's multidisciplinary team evaluated and classified Keej as having autism. Later that year, the family advocate accompanied the Mouas to visit a pediatric psychologist, and Keej was subsequently diagnosed with autism spectrum disorder. The family then qualified for insurance coverage for outside services at an autism center, but they were unable to obtain transportation to the center, and therefore, Keej received only school-based services.

Beginning in first grade and throughout his grade school education, Keej was taught alongside his typically developing peers and was provided in-class support by special educators, behavior specialists, speech language pathologists with expertise in augmentative and alternative communication, and paraeducators, in accordance with his IEP. Because of his regular meltdowns and lack of progress in the general curriculum during his first-grade year, he began receiving pull-out services for reading, math, behavioral/social-emotional services, and speech-language services. In junior high school, Keej continued to receive special education services in a classroom for students with disabilities, while still taking 1–2 general education classes each quarter. In high school he continued to take a few general education classes, but also began taking classes in the transition program, where he engaged in career exploration and learned many essential work skills.

Current Schooling

After his high school senior year, Keej enrolled in a district-sponsored college program for students with developmental disabilities, coordinated by Mr. Allred, a District 5 special educator and transition specialist. Keej is working to earn his certificate of completion from high school rather than a diploma. The curriculum in the district's Lifelong Success Transition Program housed on the campus of St. Joseph's Community College is tailored to meet 18–21 year-old students' needs according to their IEPs and Post-Secondary Transition Plans. It provides opportunities for students to take classes with their same-age peers, complete apprenticeships, participate in social and recreational activities, and hold jobs on campus or in the community. The program is housed at the St. Joseph's, and enrolls 30 students aged 18–21. Of these students, 12 (40%) are white; 7 (23%) are Asian; 5 (17%) are Hispanic; 4 (13%) are African American, and 2 (7%) are from other ethnic/racial categories. Also, 5 (17%) have limited English proficiency.

Keej is currently auditing a Veterinary Tech class and accompanying lab and a photography class on campus with other college students, including a peer mentor, who is enrolled in these classes for course credit and a grade. Keej is enrolled in math, reading, daily life skills, and employability classes with other students who have developmental disabilities. He works alongside typically developing peers for one hour a day in the library where he sorts and stacks books and is paid a competitive wage. Another library student employee is his job coach, supported by funds from Vocational Rehabilitation. Keej especially enjoys his photography class, Vet Tech lab, and his employment at the college library.

Individualized Education Program

Student: Keej Moua Birth date: February 15 IEP Date: February 20
School: St. Joseph Community College (District 5's Lifelong Success Transition Program)
Grade: 12+ Classification: Autism

Present Levels of Academic Achievement and Functional Performance

Preschool students: Describe how the disability affects the student's participation in appropriate activities.

School-age students: Describe how the disability affects the student's involvement and progress in the general curriculum.

MATH: Informal assessment (January 12–16) indicates that Keej can use Excel Spreadsheets to enter data into rows and columns, but he can use the "function" feature for addition, subtraction, multiplication, and division with only 45% accuracy, a skill that is required for a vet tech to prepare invoices and record inventory. He measures volume using standard units of measurement with 50% accuracy, a skill that is necessary for disinfecting instruments, preparing cleaning solutions, and completing other related tasks in the vet tech lab. Keej uses Venmo, PayPal, and his bank debit card to make monetary transactions; however, he misplaces the decimal point approximately 55% of the time, resulting in inaccurate, and sometimes costly, transactions.

Although he has interest and emerging proficiency in these areas, his levels of accuracy and independence in these areas of math affect his ability to reach his post-secondary goals. Keej needs to solve real-world problems involving addition and subtraction of decimals (EE.N-CN.2.b [Essential Elements alternate curriculum]), measure liquid volumes using standard units (EE.4.MD.2.b), and make monetary transactions including decimals (EE.N-CN.2.b) with at least 80% accuracy.

LANGUAGE ARTS: Based upon informal passage fluency measures (January 19–20), Keej has mastered English reading standards to a 4.5 grade level, reading 60 words correct per minute, but cannot use accuracy, fluency, or comprehension skills to read books of his choice because they are typically written at a 5.5 grade level or higher. Based upon classroom observations and skill checklists (January 20–21), Keej can transcribe handwritten notes 60% accuracy, a skill that is used daily in the vet tech lab, as he inputs the veterinarian's lab notes into the computer. He has mastered writing composition to the 3.0 grade level but cannot use a spellchecker with more than 50% accuracy to check his work (he has difficulty choosing the right spelling for each word he is checking).

In order to reach his post-secondary goals, Keej needs to read text comprised of familiar words with accuracy and understanding at the 5.5 grade level, use context to confirm or self-correct word recognition when reading (EE.RF.5.4); and write to share information supported by details and with correct spelling (EE.W.5.2).

SOCIAL/EMOTIONAL: Keej has a positive demeanor but gets anxious about 80% of the time when his environments are loud, routines are disrupted, his schedule changes, and when asked to engage in new activities. When he is bored, he often engages in self-stimulatory behavior such as rocking and hand flapping. When anxious, he tends to pace around the room and recite lines from his favorite Disney movies. Although he doesn't get angry often, when he does, he hits the left side of his head with his fist. When he is angry, he typically does not speak but makes loud noises to show his emotions.

While Keej is generally pleasant, his outbursts are upsetting to him and to others, restricting his ability to meet his post-secondary goals. He needs to learn how to control his behaviors when he is feeling anxious, angry, or otherwise upset. Keej currently has a Behavior Intervention Plan based upon the Functional Behavior Assessment conducted by the Behavior Consultant last April, which will need to be re-examined.

COMMUNICATION: Keej speaks and understands English and he understands some Hmong; however, he does not have a wide range of pragmatic language in either language. Based upon the speech-language pathologist's assessment (January 22–23), Keej articulates clearly and regularly uses approximately 400 words in simple 1–5 word phrases. He uses both immediate and delayed echolalia, primarily to talk about his favorite movies and animals, but currently he cannot initiate conversation on other topics without prompting. He uses an augmentative communication app on a smartphone to engage in brief conversations.

In order to meet his post-secondary goals to participate more fully in social relationships and his community, Keej needs to increase his pragmatic language usage in both English and Hmong, and initiate and sustain conversation on a wider range of topics with more complexity in vocabulary and sentence length, with and without a communication device.

FUNCTIONAL LIFE SKILLS: Keej is interested in using the city's rental scooter program, but he does not know how to get from his home to the college without turn-by-turn verbal prompting.

In order to reach his post-secondary goals, Keej needs to increase his independence with accessing the scooter system so he can access places of interest independently or with a peer.

CAREER/VOCATIONAL: Keej participated in a job sampling program during high school and found that he enjoys working in environments where the social and communication demands are not high, and the work is routine. In his current work in the library, Keej is competent in shelving books. His peer mentor works alongside him and helps if necessary. In his vet tech lab, however, he is unable to complete the required tasks without verbal prompting.

To reach his current post-secondary goals and to prepare for a wider range of vocational opportunities, Keej needs to independently engage in a wider range of work tasks.

Postsecondary Transition Plan

Student Keej Moua Birthdate February 15 Date February 20
School Lifelong Success Transition Program at St. Joseph Community College
Grade 12+ Classification Autism

Check one:

- ☐ Graduate with a regular diploma. Expected Graduation Date: N/A
☒ Graduate with a certificate of completion. Expected Completion Date: May 31

Student's Strengths, Preferences, Interests, and Needs

Include a brief narrative based upon interviews, career assessments, and multiple observations over time.

Results from the Brigance Transition Skills Inventory, functional vocational evaluations, interviews, and observations from September through January indicate Keej loves small animals and enjoys attending his Veterinary Tech class and lab at St. Joseph Community College. He also enjoys the photography class held at the college. A peer mentor helps him as needed in these two classes. Sometimes when it gets too loud and confusing for Keej in these environments, his mentor takes him for short walks to help him calm down.

Keej thrives in his job at the library, where the environment is quiet, and his work is predictable. He has a Vocational Rehabilitation job coach who has taught Keej how to sort and shelve books. Keej's math skills are sufficient for this job, but he has only worked in one section of the library.

Keej is interested in keeping his job at the library and taking another class in the Veterinary Tech program.

Currently, Keej's older brother drives him to the college, but this brother is moving next year and will be unable to help in the future. Keej expressed some interest in riding a scooter to campus, and when given the opportunity to use a scooter, he enjoyed it but could not ride safely on his own. He is currently afraid to ride the city bus, so this option, among others, will be explored at a later date. Keej's mother is not concerned about his skill development in household duties, money management, and community involvement at this time.

Measurable Postsecondary Goals, Activities, and Services

Based upon the assessments regarding the student's strengths, preferences, and interests, list the goals the student wants to achieve after completion of high school/post-high school programs. Refer to IEP goals or explain how postsecondary activities/services will be provided. Indicate people, resources, and agencies that can help (e.g., colleges, employment agencies, transition specialists).

Postsecondary Education/Vocational Training

Postsecondary Goal: *After graduating with a Certificate of Completion, Keej will receive training in a local small animal clinic and public library.*

Supporting IEP Goal	Transition Activities/ Services	Person/Agency Responsible
#6—Career/Vocational	<i>While Keej currently works at the college's library, he only works in one section. An evaluation of the demands of working in other sections and Keej's skills will need to be conducted.</i>	<i>Vocational Rehabilitation</i>
#6—Career/Vocational	<i>Peer Mentor</i>	<i>St. Joseph Community College's Accessibility Center</i>
#6—Career/Vocational	<i>Transition services</i>	<i>District 5, partnering with St. Joseph Community College</i>
#1—Math #2—English/Language Arts #3—Social/Emotional #6—Career/Vocational	<i>Specialized instruction</i>	<i>District 5 Special Education Team</i>
#4—Communication	<i>Bilingual speech-language services</i>	<i>District 5 Speech Language Pathologist</i>

OR indicate why service is not needed:

☐ Student functions independently in educational/vocational settings.

☐ Other: _____

Employment

Postsecondary Goal: *After graduating with a Certificate of Completion, Keej will be employed at a small animal clinic and/or public library.*

Supporting IEP Goal	Transition Activities/Services	Person/Agency Responsible
	<i>No employment transition services required until one year prior to Keej's 22nd birthday. See "Postsecondary Education/Vocational Training" for current training activities.</i>	<i>Vocational Rehabilitation</i>

OR indicate why service is not needed:

☐ Student functions independently in work settings.

☐ Other: _____

Meet Our Students

Independent Living

Postsecondary Goal: *After graduating with a Certificate of Completion, Keej will live at home and ride a scooter or the city bus (e.g., in the winter) to his place of training/employment.*

Housing <input type="checkbox"/> Skilled Care Facility <input type="checkbox"/> Group Home <input type="checkbox"/> Supervised Apartment <input type="checkbox"/> Supported Living <input checked="" type="checkbox"/> Family home <input type="checkbox"/> Apartment <input type="checkbox"/> Home of own		Transportation <input checked="" type="checkbox"/> Independent transportation (e.g., walk, bicycle, car, scooter) <input checked="" type="checkbox"/> Public transportation (e.g., bus, train) <input type="checkbox"/> Specialized transportation <input type="checkbox"/> Other:
Supporting IEP Goal	Transition Activities/ Services	Person/Agency Responsible
#1— <i>Math</i>	<i>Electric scooter access</i>	<i>District 5</i>
#5— <i>Functional Life Skills</i>	<i>card; bus card</i>	
	<i>Apply for state ID card</i>	<i>District 5</i>

OR indicate why service is not needed:

☐ Student functions independently in home/community settings.

☐ Other: _____

Age of Majority

On or before the student's 17th birthday, inform the student and parent(s) of the rights under IDEA that will transfer to the student upon reaching the age of majority.

Date informed: January 15 (Documents provided in Hmong & English language)

Nonparticipation in Transition Planning

If the student did not participate in this plan, indicate the steps taken to ensure the student's preferences were considered.

Not Applicable

If a representative of an agency responsible for providing an activity did not participate, indicate the steps that will be taken to obtain the participation of the agency.

Not Applicable