Mississippi Department of Education
Office of Special Education

INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT GUIDANCE

Creating a Program to Benefit Children with Disabilities

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright *future* for every child

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Using this Document

This document is intended to assist the IEP Committee in the completion of the State-required IEP Form. It contains images of the required IEP Form with directions for the completion of the specific components, as well as examples and guidance questions to assist the IEP Committee in the development of IEPs for children with disabilities. For additional information about IEP Committee composition, IEP meetings, and other requirements refer to *Procedures for State Board Policy 7219 Volume II: Free Appropriate Public Education, Individualized Education Program, Least Restrictive Environment, and Extended School Year Services.*

This symbol identifies guided questions that can be used during IEP development.

CHAPTER 1:
OVERVIEW OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The Individuals with Disabilities Education Act (IDEA) and State Board of Education (SBE) Policy 7219 have established the Individualized Education Program (IEP) as the structure for planning and implementing goals and objectives for children with disabilities. It is a collaboratively written plan created by the parent(s), the child with a disability (if appropriate), district personnel, and other IEP Committee members to describe the unique needs of the child and to develop a program that meets those needs. The IEP is a legally-binding document that describes specially designed instruction, related services, and accommodations and modifications needed to provide children with disabilities a Free Appropriate Public Education (FAPE).

The IEP must be designed to:
- Indicate what the child is expected to be able to achieve within one (1) year;
- Provide high expectations and educational benefit for children with disabilities;
- Ensure access to the general education curriculum and standards in the general classroom, to the maximum extent possible; and
- Provide effective transition services to promote successful postsecondary experiences including college and career to prepare children with disabilities to lead productive and independent adult lives.

IEP Implementation Requirements

In order to provide FAPE to all children with disabilities, public agencies are required to have an IEP in effect for each child ages three (3) through twenty (20) years with a disability:
- Immediately upon the development of the IEP for the initial provision of services;
- Immediately upon the adoption of an IEP for a child who transfers into the school;
- At the beginning of each school year; and
- By the child's third birthday for children transitioning from Part C (First Steps) services.

See SBE Policy 7219 §§ 300.320-300.328 for regulatory IEP requirements. See Procedures Volume II: Free Appropriate Public Education, Individualized Education Program, Least Restrictive Environment, and Extended School Year Services for guidance in the development of an IEP, determining IEP Committee members, and conducting IEP meetings.

IEP Form: Timeline Information, Child Demographic Data, and Parent Information

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Public Agency/School District: ___ 1 _____ Child's Name: ___ 2 _____

IEP Committee Meeting Date: _____/_____/ 20 ___ 3
                              Month   Day   Year

IEP Implementation Date (Projected Date when Services and Programs Will Begin): ____/____/ 20 ___ 4
                                                                                  Month Day Year

Projected End Date: ____/____/ 20 ___ 5   Projected Date of Annual Review: ____/____/ 20 ___ 6
                    Month Day Year   Month Day Year

Child's Name: ___ 7 _____ Date of Birth: ___ 8 ___/_____ Age: ___ 9
                                                      Month Day Year

Eligibility Category: ___ 10 ___ Ethnicity: ___ 11 ___ Gender: ☐ Female ☐ Male 12

Current Eligibility Date: ____/____/ 20 ___ 13   Projected Reevaluation Date: ____/____/ 20 ___ 14
                         Month Day Year   Month Day Year

MSIS Number: ___ 15 ___ Grade: ___ 16 ___ School: ___ 17 _____

Parent/Guardian Name: ___ 18a ___ Parent/Guardian Name: ___ 18b _____

Address: ___ 19 _____

Phone Number: ___ 20 _____ Email: ___ 21 _____

Heading (*appears on every page of the IEP Form*)
1. **Public Agency/School District**: Record the public agency or school district responsible for completing the IEP.
2. **Child's Name**: Record the child's legal name: first, middle, and last. Do not use nicknames.

Timeline Information, Child Demographic Data, and Parent Information
3. **IEP Committee Meeting Date**: Record the date of the initial or annual IEP meeting.
4. **IEP Implementation Date**: Record the date on which the IEP will be implemented.
5. **Projected End Date**: Record the projected date on which IEP will no longer be active.
6. **Projected Date of Annual Review**: Record the projected date on or before which the IEP must be reviewed. *This date is one year or less from the date of the IEP Committee Meeting.*
7. **Child's Name**: Record the child's legal name: first, middle, and last. Do not use nicknames.
8. **Date of Birth**: Record the child's date of birth.
9. **Age**: Record the child's current age.
10. **Eligibility Category**: Record the child's eligibility category.
11. **Ethnicity**: Record the child's ethnicity as identified by the child's family and district policy.
12. **Gender**: Record the child's gender.
13. **Current Eligibility Date**: Record the date of the child's most recent eligibility determination.
14. **Projected Reevaluation Date**: Record the projected date of the next evaluation. *This date must be no more than three years from the date of the last evaluation or, for a child who is Developmentally Delayed (DD), before the child's tenth birthday.*

15. **MSIS Number**: Record the child's Mississippi Student Information System Identification (MSIS ID) number.
16. **Grade**: Record the child's current grade.
17. **School**: Record the school.
18. **Parent/Guardian Name**: Record the legal name of the parent(s)/guardian(s): first and last. Do not use nicknames. *NOTE: Space is provided to record two names.*
19. **Address**: Record the parent's current address (or the child's current residence).
20. **Phone Number**: Record the parent's current phone number.
21. **Email**: Record the parent's current email address.

IEP Committee

The IEP Committee is a team of individuals who work collaboratively to develop, review, or revise the educational program to meet the needs of a child with a disability in his/her Least Restrictive Environment (LRE). The IEP Committee must include the parent, the child (whenever appropriate), at least one general educator of the child, at least one special educator or service provider of the child, and a representative of the public agency. At the discretion of the parent and/or the public agency, other individuals with knowledge or special expertise regarding the child may serve as IEP Committee members. Representatives of other public or private agencies may be invited to participate on the IEP Committee as appropriate. At least one member of the IEP Committee must be able to interpret the instructional implications of evaluation results. This person may be a member of the child's Multidisciplinary Evaluation Team (MET) or one of the other members of the IEP Committee.

NOTE: For preschool-age students, the general education teacher must be an individual qualified to teach children of that age in a regular education program, including Head Start, public or private preschool classes, public or private Kindergarten, pre-K in the public school, and child development/child care centers.

IEP Form: IEP Committee Participants for the Initial/Annual Meeting

The IEP Committee Participants section on the first page is completed during an initial IEP meeting or an annual review.

In considering who to include on the IEP Committee, ask:
- Is the child in the general education setting?
- Does the child have any special concerns that require experts?
- Is there another agency or facility that should be represented?

IEP COMMITTEE PARTICIPANTS *(Signatures are not required.)*			
☐ Initial [*Written Parental Permission For Initial Placement* **must be signed before implementation**]			☐ Annual
Name	**Position**	**Name**	**Position**
	Agency Representative		Other: _____
	General Educator		Other: _____
	Special Educator		Other: _____
	Parent/Guardian		Other: _____
	Parent/Guardian		Other: _____
	Child		Other: _____

Names and Position of Excused IEP Committee Members

An IEP Committee member may be excused in whole or in part if the parent and/or adult student and public agency agree in writing prior to the IEP meeting. If the meeting deals with the excused member's areas, he or she will provide written input to the IEP Committee prior to the meeting. **Attach all written documentation to the IEP.**

The IEP meeting was conducted via alternate means of technology:	☐ N/A
☐ Video Conferencing ☐ Conference Call ☐ Other (specify): _____	
This IEP meeting was recorded: ☐ Yes ☐ No	

PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the Procedural Safeguards Notice, and my rights and those of my child have been fully explained. The public agency has informed me of whom I may contact if I need additional information.

Parent/Guardian Signature: _____ **Date:** _____

1. **Purpose of the IEP meeting**: Select either "Initial" or "Annual" IEP meeting. *Please note that if this meeting is the child's initial IEP meeting, the parent must sign the Written Parental Permission for Initial Placement (see p. 69) before implementing the IEP.*

2. **Names and Positions of IEP Committee Members**: Record the names and positions of participants attending the IEP meeting. Signatures are not required. *The agency representative, general educator, special educator, parent(s), and child (if appropriate) are all required members of the IEP Committee.*

3. **Names and Positions of Excused IEP Committee Members**: Record the name and position of any IEP Committee member who has been excused from the IEP meeting, in whole or in part. Attach any written documentation required: (a) a written agreement signed by the parent and/or adult student and the school district excusing the IEP Committee member from attending the meeting *(see Procedures Appendix IEP.B: Excusal for Required IEP members)* and (b) if applicable, any written input provided by the excused IEP Committee member prior to the meeting. *Written input must include substantive data (e.g., based on assessment, providing meaningful guidance to the team, regarding the purpose of the meeting, reflecting on general education curriculum).*

4. **IEP meeting conducted via alternate means of technology**: Select any alternate means of technology used by IEP Committee members, including the parent, to participate in the meeting or N/A for not applicable.

5. **IEP meeting recorded**: Indicate if the meeting was recorded. *Either the school district or parent(s) have the ability to record IEP meetings provided that the other party is notified twenty-four (24) hours prior to the meeting. (MS Code 37-23-137)*

6. **Procedural Safeguards Notice**: Provide the parent a copy of the Procedural Safeguards Notice and fully explain the parent's and child's rights. Have the parent sign and date below the statement indicating receipt of the Procedural Safeguards Notice. *Parents should be provided a copy of the Procedural Safeguards at least once a year or as required.*

IEP Form: Additional IEP Meetings to Review, Revise, or Amend the IEP

The IEP Committee Participants section on the second page is completed for reviews, revisions, amendments, or ESY determinations made during the year the IEP is in effect. This page should <u>only</u> be completed for IEP meetings not considered an initial or annual review meeting.

IEP COMMITTEE PARTICIPANTS *(Signatures are not required.)*			
IEP Action: ☐ Review ☐ Revise ☐ Amend ☐ ESY **Date:** ____ / ____ / 20 ____			
Name	**Position**	**Name**	**Position**
	Agency Representative		Other: _____
	General Educator		Other: _____
	Special Educator		Other: _____
	Parent/Guardian		Other: _____
	Parent/Guardian		Other: _____
	Child		Other: _____

Names and Position of Excused IEP Committee Members

An IEP Committee member may be excused in whole or in part if the parent and/or adult student and public agency agree <u>in writing prior to the IEP meeting</u>. If the meeting deals with the excused member's areas, he or she will provide <u>written</u> input to the IEP Committee prior to the meeting. **Attach all written documentation to the IEP.**

The IEP meeting was conducted via alternate means of technology:	☐ N/A
☐ Video Conferencing ☐ Conference Call ☐ Other (specify): _____	
This IEP meeting was recorded: ☐ Yes ☐ No	

PROCEDURAL SAFEGUARDS NOTICE

☐ I have received a copy of the Procedural Safeguards Notice, and my rights and those of my child have been fully explained. The public agency has informed me of whom I may contact if I need additional information.

☐ I do not wish to receive a copy the Procedural Safeguards Notice. The public agency has informed me of whom I may contact if I need additional information.

Parent/Guardian Signature: _____ Date: _____

1. **IEP Action**: Select the purpose of the IEP meeting. *Indicate "Revise" to make significant changes to the IEP which requires an IEP Committee meeting. Indicate "Amend" to make more limited changes (additions, deletions, and modifications) that do not require an IEP Committee meeting by agreement of the parent and school district.*
2. **Date**: Record the date of the IEP meeting or the date the IEP was reviewed or amended.
3. **Names and Positions of IEP Committee Members**: Record the names and positions of IEP Committee participants who attended the IEP meeting, participated in the review, or were informed of the amendments to the IEP. Signatures are not required.
4. **Names and Positions of Excused IEP Committee Members**: Record the name and position of any IEP Committee member who has been excused from the IEP meeting, in whole or in

part, if a meeting was conducted. Attach any written documentation required: (a) a written agreement signed by the parent and/or adult student and the school district excusing the IEP Committee member from attending the meeting *(see Procedures Appendix IEP.B: Excusal for Required IEP members)* and, if applicable, (b) any written input provided by the excused IEP Committee member prior to the meeting. *Written input must include substantive data (e.g., based on assessment, providing meaningful guidance to the team, regarding the purpose of the meeting, reflecting on general education curriculum).*

5. **IEP meeting conducted via alternate means of technology**: Select any alternate means used by any IEP Committee members, including the parent, to participate in the meeting or N/A for not applicable.

6. **IEP meeting recorded**: Indicate if the meeting, if held, was recorded.

7. **Procedural Safeguards Notice**: If a meeting is held, have the parent check the box of one of the statements: (a) the statement of receipt of the Procedural Safeguards Notice or (b) the statement indicating the wish not to receive another copy of the Procedural Safeguards Notice. Then, have the parent sign and date below the selected statement.

IEP Form: Summary of Revision

SUMMARY OF REVISION
Describe any changes in services and supports in the IEP (e.g., addition or deletion of services provided, increase or decrease in frequency of services provided).
☐ Check to verify that all changes were made in the IEP

Summary of Revisions: Write a summary of any revisions including additions, deletions, and modifications made to the IEP Form. Any change to the IEP summarized on this page must be included in the body of the IEP in its appropriate space. Check the box at the bottom after verifying these changes were made in the appropriate location of the IEP Form.

CHAPTER 2:
CREATING A STANDARDS-BASED IEP[1]

The National Association of State Directors of Special Education's (NASDSE) Project Forum defined Standards-Based IEPs[2] as a process and a document that is framed by the State standards and that contains goals aligned with, and chosen to facilitate, the child's achievement of State grade-level academic standards. The Standards-Based IEP process is used to develop an educational program that links annual goals and instruction to the State general or modified standards. A Standards-Based IEP document is created to support the curriculum; it is NOT the curriculum. The annual goals resulting from this process do not restate the grade-level academic standards but rather address the knowledge and skills the child must learn to demonstrate mastery of the standards. The goal of a Standards-Based IEP is to develop an IEP that—when implemented—provides children access to the general curriculum and enables them to demonstrate academic achievement linked to grade-level content. This process is rooted in the Individuals with Disabilities Education Act (IDEA) which emphasizes access to the general education curriculum for children with disabilities.

The Mississippi Department of Education recommends a Standards-Based IEP process based on Project Forum's Seven-Step Process to Creating a Standards-Based IEP[3]:

Step 1: **Consider the grade-level content standards for the grade in which the child is enrolled or would be enrolled based on age.**

Step 2: **Examine classroom and child data to determine where the child is functioning in relation to the grade-level standards.**

Step 3: **Develop the present level of academic achievement and functional performance.**

Step 4: **Develop measurable annual goals aligned with grade-level academic content standards.**

Step 5: **Assess and report the child's progress throughout the year.**

Step 6: **Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.**

Step 7: **Determine the most appropriate assessment option.**

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[1] Ahearn, E. (June 2010). *Standards-Based IEPs: Implementation update*. Retrieved from http://www.nasdse.org/Projects/ProjectForum/tabid/415/Default.aspx.

[2] Ahearn, E. (May 2006). *Standards-Based IEPs: Implementation in selected states*. Retrieved from http://www.nasdse.org/Projects/ProjectForum/tabid/415/Default.aspx.

[3] Holbrook, M. D. (August 2007). *Standards-Based Individualized Education Program examples*. Retrieved from http://www.nasdse.org/Projects/ProjectForum/tabid/415/Default.aspx.

Present Levels of Academic Achievement and Functional Performance
(Steps 1-3)

IDEA and SBE Policy 7219 require the IEP to have a statement of the child's present levels of academic achievement and functional performance (PLAAFP). The PLAAFP must include how the child's disability affects his/her involvement and progress in the general education curriculum or, for preschool aged children, how the disability affects his/her participation in developmentally appropriate activities.

The US Department of Education defines[4]:
- **Academic achievement** as academic subjects a child studies in school and the skills the child is expected to master in each subject area.
- **Functional performance** as skills or activities that are not considered academic or related to the child's academic achievement but are generally considered routine everyday activities. This includes, but is not limited to:
  - *Daily living skills*; e.g., dressing, eating, going to the bathroom;
  - *Social skills*, e.g., making friends and communicating with others;
  - *Behavior skills*, e.g., knowing how to behave in various settings; and
  - *Mobility skills*, e.g., walking, navigating the community.

The PLAAFP is a clear description of (a) the child's academic achievement and functional performance strengths, preferences, and interests; (b) how the child's disability impacts his/her involvement in the general education curriculum (or developmentally appropriate activities) and identification of areas of concern; (c) a summary of input from parents and the child; and (d) a synthesis of a variety of assessment data including the child's instructional levels in identified areas of concern and the child's status on the prior IEP goals (if applicable). This information forms the foundation for all subsequent decisions for the IEP (e.g., setting annual goals, selecting appropriate accommodations, and determining the type and frequency of special education and related services).

To start the process, begin with the end in mind. Ask:
- What does the child expect to be doing or what do you expect the child to be doing in the next five (5) years? ten (10) years? fifteen (15) years?
- What skills and behaviors does the child need to move toward this vision?

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[4] National Dissemination Center for Children with Disabilities (n.d.) *Present levels*. Retrieved from http://nichcy.org/schoolage/iep/iepcontents/present-levels [http://www.parentcenterhub.org/repository/present-levels/]

Rev. 7/2/14

Answering these questions first should help guide the Standards-Based IEP development process such that the IEP, when implemented, will ensure that the child can access and progress in the general education curriculum (or developmentally appropriate activities) in a manner that will allow him/her to achieve her/his appropriate desired postsecondary outcome(s).

Consider Grade-Level Standards

To write a child's PLAAFP for a Standards-Based IEP, the first step is to ***consider the grade-level content standards for the grade in which the child is enrolled or would be enrolled for his/her age***. The content standards[5] describe the specific knowledge and skills children should attain, i.e., the *what* of *what children should know and be able to do*. These standards indicate the ways of thinking, working, communicating, reasoning, and investigating the important and enduring ideas, concepts, issues, dilemmas, and knowledge essential to a discipline.

> **In considering the grade-level content standard, ask:**
> - What is the intent of the content standard?
> - What does the content standard say the child must know and be able to do?

Examination of Classroom and Child Data

The second step in developing a Standards-Based IEP is to ***examine classroom and child data to determine how the child is functioning in relation to grade-level standards and school/classroom expectations***. Gather all of the necessary information and data about the classroom and child using a variety of data collection sources. *NOTE: Multiple sources of data must be used to make decisions for children with disabilities.*

Sample Data Sources	
Formal and Informal Observations	Curriculum-Based Assessments
Universal Screeners	Functional Behavioral Assessment
Work Samples	Behavior Intervention Plan
Classwork	State- and District-Wide Assessments
Criterion-Referenced Tests	Transition Assessments
Progress Monitoring	Interviews
Interventions	Child and Parent Surveys

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[5] Ohio Department of Education. (n.d.). *Academic content standards terminology definitions*. Retrieved from http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Ohios-New-Learning-Standards/Ohio-s-New-Learning-Standards-Resources/Ohio-s-New-Learning-Standards-Terminology

In considering the classroom and child data, ask:
- In what ways does the child's academic performance differ from grade-level standards?
- In what ways does the child's behavior differ from school/classroom expectations?
- How has the child responded to evidence-based instruction and interventions designed to improve academic achievement and functional performance?

Writing the PLAAFP

The third step is to *develop the present levels of academic achievement and functional performance* using the information gathered in Steps 1 and 2. The PLAAFP includes data about the child's strengths, preferences, interests, deficits, and disability as well as other parent input.

IEP Form: PLAAFP Child's Strengths, Preferences, and Interests

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
Child's Strengths, Preferences, and Interests
Identify the child's educational and/or developmental strengths, interest areas, significant personal attributes and personal accomplishments as indicated by formal or informal assessment. Identify the skills or behaviors the child has mastered. Be sure to include specific feedback from the child. If 14 years of age or older, describe the child's strengths, preference and interests related to their postsecondary expectations (education, employment/training and daily living if appropriate).
1
List data sources relative to describing the child's strengths, preferences and interests (e.g. interviews, formal assessments, informal assessments etc.).
2

1. **Child's Strengths, Preferences, and Interests**: Write a clear description of the child's academic and functional strengths, areas of interest to inform differentiated instruction and/or behavioral intervention strategies, and preferences toward postsecondary outcomes including specific feedback from the child. Also identify significant personal attributes, personal accomplishments and skills or behaviors the child has mastered as indicated by formal or informal assessments. *The information recorded should relate to accessing and mastering the grade-level standards (or developmentally appropriate activities).*
2. **Data Sources**: List the sources of data cited to describe the child's strengths, preferences, and interests (e.g. interviews, formal assessments, informal assessments etc.).

In considering the child's strengths, preferences, and interests, ask:
- In what ways does the child meet or exceed expectations in academic areas, non-academic, or extracurricular areas?
- What grade-level standards has the child mastered?
- In what activities or hobbies does the child consistently show an interest?
- In what subject areas or topics does the child consistently show an interest?
- In what careers has the child expressed an interest?
- What significant personal attributes does the child have that contribute positively to his/her learning (e.g., persistence, curiosity, or creativity)?
- What academic or functional knowledge or skills, including those listed on previous IEP goals, has the child mastered?

IEP Form: PLAAFP Impact of Disability and Child Needs

Impact of Disability and Child Needs (Critical Skills and Behaviors or Developmentally Appropriate Activities)
Describe the effects of the child's disability on involvement and progress in the general education curriculum, including the impact on the child's current level of functioning in reading and math and the functional implications of the child's skills. For a preschool child, describe the effect of this child's disability on involvement in developmentally appropriate activities. If 14 years of age or older, describe the effect of this child's disability on the pursuit of postsecondary expectations (education, employment/training and daily living if appropriate).
1
List data sources relative to describing the child's needs and impact of his/her disability (e.g. progress monitoring, observations, assessments, etc.).
2

1. **Impact of Disability and Child Needs**: Write a clear description of the impact of the child's disability on his/her involvement in and progress in the general education curriculum (or developmentally appropriate activities) including the impact on the child's current level of achievement in reading and math and the functional implications of the child's skills. If the child is 14 years or older, describe the effect of the child's disability on her/his pursuit of postsecondary expectations (e.g., education/training, employment, and daily living). Clearly identify areas of concern to be addressed if the child is to meet State standards and expectations.
2. **Data Sources**: List the sources of data cited to describe the impact of the child's disability and areas of need (e.g. interviews, formal assessments, informal assessments etc.).

In considering the impact of the child's disability, ask:
- What is the child's disability?
- What characteristics of the disability affect the child? How does the disability:
    - Affect the child's academic performance?
    - Affect the child's functional performance?
    - Affect the child's participation in developmentally appropriate activities?
- What are the critical skills and behaviors required for the child to participate and make progress in the general curriculum (or developmentally appropriate activities)?
- What programs, classroom or testing accommodations, and/or interventions have been successful with the child?
- What support does the child need to learn the knowledge and attain the skills to progress in the general curriculum?

IEP Form: PLAAFP Parent/Child Input

Parent/Child Input
Include any concerns of the parent and, as appropriate, the child for enhancing the education of the child.

Parent/Child Input: Write a summary of the concerns of the parent and/or child, including their ideas for supporting and/or enriching the education of the child that will be addressed in the IEP. Also record how the parent reports the family will assist the child.

In considering the input of the parent and/or child, ask:
- What academic (e.g., reading and math) concerns do parents have about their child's education?
- What concerns do the parents have about their child's life skills, social skills, emotional development and/or behavior?
- What concerns do the parents have about their child's future life after school?
- What strategies do the parents use at home to help their child learn?

PLAAFP Performance Summary

To complete the PLAAFP, you must first review all of the identified areas of concern:

- **For children three (3) to five (5) years of age**: The identified areas of concern must relate to one or more early childhood outcomes [Indicator 7]: (1) positive social-emotional skills and social relationships, (2) acquisition and use of knowledge and skills including early communication and early literacy/numeracy, and (3) use of appropriate behavior to meet needs including use of motor and adaptive skills for increasing independence in the world.
- **For children six (6) to twenty (20) years of age**: The identified areas of concern must relate to either the child's (1) academic achievement in reading or math or his/her (2) functional performance in communication, social skills, emotional development, behavior, gross/fine motor abilities, career and technical education or employment skills, adaptive/daily living skills or other areas specific to the child.

For each area of concern, review the data examined in Step 2, including the results of the initial or most recent evaluation and, if available, the results of any interventions, progress monitoring, and gap analyses, as well as information about the child's ability to generalize his/her learning, as they relate to this specific area of concern. This information will be used to develop the performance summary statement which creates a baseline of performance (i.e., the child's current starting point).

The performance summary statement (i.e., baseline[6]) should include (a) a clear description of the observable "target" skill or behavior, (b) the condition under which the target skill can be observed, and (c) the <u>current</u> rate of performance. Examples include:

- *Given a 3rd grade reading probe, Jami can read aloud 50 words per minute correctly with 75% accuracy.*
- *When given independent seatwork, Tom can work for 6 minutes before taking a break.*
- *When given verbal prompts, Chandra can select the appropriate symbol on her communication device 3 out of 5 times.*

When summarizing the child's performance, ask:
- What data do you have that describe the child's performance in this area?
- What patterns can you identify in the data?
- What conditions are required for the child to perform the behavior?
- What is the child's current rate for performance?
  See Guided Question for Areas of Academic Achievement and Functional Performance
  for additional questions for the PLAAFP (p.16-24)

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[6] Kosnitsky, C. (March 2012). *Writing IEPs that align to Common Core Standards*. Presentation for Alabama CASE Spring Conference, Birmingham, AL.

IEP Form: PLAAFP Performance Summary

NOTE: A separate PLAAFP/Annual Goal page will be created for every area of concern.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

1a

Present Levels of <u>Social Emotional Skills and Relationships</u> Performance Summary: ☐ Social ☐ Emotional
☐ Behavioral ☐ Other: _____

Present Levels of <u>Knowledge and Skills</u> Performance Summary: ☐ Communication ☐ Pre-Academic
☐ Cognitive ☐ Other: _____

Present Levels of <u>Appropriate Behavior to Meet Needs</u> Performance Summary: ☐ Gross/Fine Motor Skills
☐ Adaptive/Daily Living Skills ☐ Other: _____

Include results of the initial or most recent evaluation as well as the child's ability to generalize his/her learning to participate in developmentally appropriate activities.

2

For Ages 3-5

3a

Does this area impact the child's social emotional skills and relationships performance?	☐ Yes	☐ No
Does this area impact the child's knowledge and skills performance?	☐ Yes	☐ No
Does this area impact the child's appropriate behavior to meet needs performance?	☐ Yes	☐ No

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PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

1b

Present Levels of <u>Academic</u> Performance Summary: ☐ Reading ☐ Math

Present Levels of <u>Functional</u> Performance Summary: ☐ Communication ☐ Social ☐ Emotional ☐ Behavioral
☐ Gross/Fine Motor Skills ☐ Career and Technical Education and Employment ☐ Adaptive/Daily Living Skills
☐ Other: _____

Include results of the initial or most recent evaluation, including, if appropriate, the results of any interventions, progress monitoring and gap analyses, as well as the child's ability to generalize his/her learning.

2

For Ages 6-20

3b

Does this area impact the child's academic achievement?	☐ Yes	☐ No
Does this area impact the child's functional performance?	☐ Yes	☐ No

---

1. **Performance Summary**: Identify the specific area of concern that will be addressed on this individual page:
   a. **Ages 3-5**: Select from the social emotional skills and relationships, knowledge and skills, or taking action to meet needs performance summary areas.
   b. **Ages 6-20**: Select from either the academic or functional performance summary area.
2. **Narrative**: Write a summary of the data results related to the specific area of concern indicated in the performance summary to set the baseline of the child's performance.
3. **Impact**: Indicate the area described in the narrative:
   a. **Ages 3-5**: Indicate if the area described in the narrative impacts the child's social emotional skills and relationships, knowledge and skills, and/or taking action to meet needs performance summary areas.
   b. **Ages 6-20**: Indicate if the area described in the narrative impacts the child's academic achievement, functional performance, or both.

Prioritizing the Areas of Concern Included in the PLAAFP

While most children will have a few areas of concern, some children can have a multitude of deficits in many areas. In this situation, the IEP Committee will need to prioritize the areas of concern that are most significantly impacting the child's ability to access and/or progress in the general curriculum (or developmentally appropriate activities) and that can reasonably be addressed within one year.

When prioritizing the child's areas of concern, ask:
- How big is the gap between the child's current skill level and grade-level expectations (or developmental expectations)?
- Is the need related to a "life-long" skill (e.g., communicating needs, self-care, reading, managing money)?
- Of all the critical needs identified, what are the most significant needs the child has in each subject area related to the grade-level standards?
- Will addressing this need make a significant difference for the child in the coming year?

Guided Questions for Areas of Academic Achievement and Functional Performance

HEALTH, VISION, HEARING, AND MOTOR ABILITIES

Health, Vision, Hearing, and Motor Abilities include information regarding the child's relevant health or physical needs, sensory abilities, and environmental access/mobility skills. This information is provided through screening information and by health care providers, including physical and occupational therapists.

Health or Medical Issues
- Does the child have a health or medical condition? If yes, describe.
- Based on available documentation, what is the child's medical diagnosis?
- Does the child currently take medications? If so, list.
  - What is the purpose of each medication?
  - Does the medication cause side effects or adverse reactions?
  - What are the effects of the medication on the child's educational performance?

Vision Conditions
- Does the child have a vision/eye condition? If so, describe the child's eye condition.
- What is the child's near and distance best corrected acuity?
- Does the child have a color vision deficiency?
- Does the child have a visual field defect or loss?

Hearing Issues
- Does the child have a hearing defect or loss? If so, describe the nature/degree of the impairment.
- If appropriate, describe the speech awareness thresholds (SATs), speech reception thresholds (SRTs), or speech discrimination scores (if applicable).
- Does the child have personal amplification (e.g., cochlear implant or hearing aids)? If so, describe.
  - Is the child a consistent wearer of their personal amplification system?
  - Does the child report dysfunction of their personal amplification system, when appropriate?
- Describe how the child's hearing loss impacts auditory functioning in the educational setting.

Motor Issues
- Does the child require assistance with activities of daily living (e.g. dressing, toileting, feeding)?
- Does the child have motor issues that impact educational performance including the ability to sit, stand, and move within the classroom, in the building, or in outdoor settings?
- Describe the child's ability to make transfers (e.g., to and from the wheelchair, to desk chair, to toilet).
- Does the child have sensory motor challenges? If so, describe.
- Does the child have fine motor deficits? If so, describe.
- Do mobility issues require safety precautions (e.g., bus, playground, gym)?

Other
- Does the child's medical condition limit productivity due to limited strength, vitality, or alertness?
- Does the child's medical condition restrict activity at school or other settings?

Guided Questions for Areas of Academic Achievement and Functional Performance

COMMUNICATION STATUS

Communication Status includes performance in the areas of voice, fluency, receptive and expressive language (includes pragmatics), and speech sound production and use. This includes any means (e.g., speech, sign language, augmentative communication) by which a child relates experiences, ideas, knowledge, and feelings to others.

Speech Sound Production and Use
- Is the child's speech intelligible to adults and same-aged peers?
- Does the child participate effectively in a range of conversations with diverse partners?
- Does the child pronounce phonemes in all positions of simple words/phrases?

Receptive and Expressive Language
- How does the child communicate his basic wants and needs?
- What is the child's primary mode of communication (e.g. signs, pictures, AAC device)?
- Does the child seem to understand what is said to him (follow directions, etc.)?
- Does the child participate in conversational turn taking?
- Does the child's conversation seem socially appropriate for the context?
- Does the child have purposeful verbalizations (e.g., the child makes a sound to gain attention, express displeasure)?

Voice (requires medical diagnosis)
- Does the child have a hoarse or breathy vocal quality?
- Does the child have a hyper/hyponasal vocal quality?
- Does the child have an appropriate vocal pitch for his/her age and gender?
- Does the child exhibit vocal abuse behaviors (e.g., yelling, screaming, or speaking loudly)?

Fluency
- Does the child's conversational speech have a normal rate and rhythm, absent of frequent dysfluencies, prolongations, blocks, etc.?
- Does the child exhibit any secondary characteristics when speaking (e.g., eye blinks, articulatory posturing, or squeezing fists)?
- Does the child seem aware of his/her dysfluencies?

Other
- Are there concerns related to feeding and swallowing?
- Does the child currently require or use assistive technology or special equipment (e.g., augmentative device or picture exchange communication system)?

Guided Questions for Areas of Academic Achievement and Functional Performance

ACADEMIC PERFORMANCE

Academic Performance describes the level of development or achievement and how the child applies his/her learning in one or more of the following areas: oral expression, listening comprehension, basic reading skills, reading fluency, reading comprehension, written expression, math calculation, and math reasoning. The description may include strategies applied in learning and preferred learning styles.

Foundational Skills Phonological Awareness
- How well does the child:
  - Recognize rhyming words?
  - Apply phonemic awareness skills: phoneme manipulation; blending; and segmenting?
  - Chunk longer words into syllables?
  - Use syllable patterns?

Foundational Skills Phonics and Word Recognition
- How well does the child:
  - Make words by writing letters for phoneme?
  - Convert letters or letter combinations (grapheme type) to spoken sounds (spelling)?
  - Blend sounds to form recognizable words (synthetic phonics)?
  - Use parts of word families to identify words that have similar parts to identify unfamiliar words?
  - Recognize high frequency words?
- How does the child apply phonics and word analysis skills to decode unfamiliar words?
- How well does the child decode words with multiple syllables?

Vocabulary Acquisition and Use
- How well does the child determine meaning of vocabulary including figurative and technical language?
- How well does the child:
  - Use context clues to clarify the meaning of unknown words, multiple meaning words and phrases?
  - Recognize word relationships?
  - Use common inflections and affixes?
- How well does the child acquire and use:
  - Academic words in informational and literary texts?
  - Domain-specific words?

Guided Questions for Areas of Academic Achievement and Functional Performance

ACADEMIC PERFORMANCE

Academic Performance describes the level of development or achievement and how the child applies his/her learning in one or more of the following areas: oral expression, listening comprehension, basic reading skills, reading fluency, reading comprehension, written expression, math calculation, and math reasoning. The description may include strategies applied in learning and preferred learning styles.

Comprehension – Text Complexity
- How well does the child demonstrate understanding of multiple levels of meaning of literary texts?
- How well does the child demonstrate understanding of informational text where the purpose is explicitly stated or implicitly stated?
- How well does the child comprehend when the text is structured through ranges from low complexity to high complexity?
- How well does the child access and engage in grade-level texts?
- How well does the child acquire and use words from grade-appropriate texts?

Comprehension – Informational Text
- How well does the child determine the general meaning of academic and domain-specific words within grade-level texts?
- How does the child effectively engage in collaborative classroom discussions on grade-level topics?
- Given a grade-level text, how does the child gain information from the text to knowledgably participate in classroom discussions about the subject?

Comprehension – Literary Text
- How well does the child determine the meaning of words and phrases in a text; such as metaphors and similes?
- How well does the child compare and contrast specific details within a text?
- Does the child consistently provide textual evidence to support inferences from the text by quoting text, citing sources, and others?

Foundational Skills - Fluency
- Given a reading passage at the child's instructional level, what is the child's fluency rate during a timed reading assessment?
- What is the child's independent level of reading?
- What is the child's instructional level of reading?
- What is the child's frustration level of reading?

Other
- What does the data indicate about the child's performance when using assistive technology (e.g., adapted passages, text readers, visual supports)?

Guided Questions for Areas of Academic Achievement and Functional Performance

ACADEMIC PERFORMANCE

Academic Performance describes the level of development or achievement and how the child applies his/her learning in one or more of the following areas: oral expression, listening comprehension, basic reading skills, reading fluency, reading comprehension, written expression, math calculation, and math reasoning. The description may include strategies applied in learning and preferred learning styles.

Math Calculation and Math Reasoning
- How well does the child demonstrate understanding of mathematical progressions compared to his same-aged peers in:
  - Counting and Cardinality (sequencing, one to one correspondence, extend the counting)?
  - Operations and Algebraic Thinking – ratios and proportional relationships, expressions, and inequalities?
  - Number Operations in Base Ten – basic operations (addition, subtraction, multiplication, division), decimals?
  - Number Operations in Fractions – basic operations (addition, subtraction, multiplication, division), conversion to decimals and percentages?
  - Measurement and Data – charts, graphs, tables?
  - Geometry – graphing on coordinate plane, properties of figures (two and three dimensional), congruence, and similarity?
  - Statistics and Probability – categorical and quantitative data?
  - Ratios and Proportional Relationships?
  - Number Systems?
  - Expressions and Equations?
  - Functions?
- How well is the child able to:
  - Make sense of problems and persevere in solving them?
  - Reason abstractly and quantitatively?
  - Construct viable arguments and critique the reasoning of others?
  - Model with mathematics?
  - Use appropriate tools strategically?
  - Attend to precision?
  - Look for and make use of structure?
  - Look for and express regularity in repeated reasoning?

Guided Questions for Areas of Academic Achievement and Functional Performance

SOCIAL, EMOTIONAL, AND BEHAVIORAL STATUS

Social and Emotional Status includes functional performance information about the child's social skills, interpersonal behavior, personal skills, self-related behaviors, sensory self-regulation, emotional behavior, and organizational and executive skills.

Interpersonal Relationships
- How does the child interact with age peers (e.g., social conversation, group activities)?
- How does the child build and maintain friendships?
- How does the child display interpersonal behaviors such as accepting authority, coping with conflict, gaining attention, making conversation, playing in organized and informal activities, engaging others, respecting property (own or others)?

Self-Regulation
- How does the child demonstrate self-related behaviors such as accepting consequences, ethical behavior, expressing feelings, positive attitude toward self?
- Does the child employ sensory or self-regulation skills (e.g., using a stress ball, using a bouncer or swing, taking quiet time, or walking away from a stressful situation)?
- How does the child respond to challenges such as using appropriate voice tones, tolerating frustration, employing anger management strategies, curbing aggression, acting-out, withdrawing from others, using stress management strategies, and adjusting to social, school, and community environments?

Organizational and Executive Functioning
- How does the child apply organizational and executive skills such as attending to task, sustaining attention, ignoring distractions, managing impulsive behaviors, bringing materials to class, completing homework, managing multi-step assignments or projects, employing self-advocacy/determination skills, following a schedule, asking and answering questions, participating in class discussion, following directions, completing independent work, performing before others, and following class rules and routines?

Making Transitions
- How well does the child make transitions within the classroom, school building, and school campus including transitions from one activity to another, from one classroom to another, movement to and from the cafeteria/gym/office/playground, and traveling on a school bus?

Other
- What supports promote successful child behavior?

Guided Questions for Areas of Academic Achievement and Functional Performance

SECONDARY TRANSITION NEEDS

When the child is fourteen (14) years of age or earlier, if appropriate, the Secondary Transition Needs area focuses on the child's needs related to his/her planned course of study and exit options. By sixteen (16) years of age, the focus is also on the transition services which assist the child in reaching her/his postsecondary goals. Secondary Transition Needs must include one or more of the following areas: instruction, related service, community experience, development of employment, provision of a functional vocational evaluation, acquisition of daily living skills (if appropriate), and other post-school adult living objectives.

Transition Needs
- What transition needs must be addressed to prepare the child for living, learning, and working in the community as an adult?

Instructional Needs
- What instructional services or skills/strategies instruction does the child need to meet the postsecondary goals? *Instructional services means formal or informal imparting of knowledge or skills that a child needs to receive in specific areas to complete needed courses, succeed in the general curriculum, and gain needed skills.*
- Does the child need training in a vocational school or community college?
- Does the child plan to attend a two-year or four-year institution of higher learning?

Related Services Beyond High School
- What services (to be accessed after high school) does the child need to support his/her postsecondary goals?
- Who or what agency might provide the services?
- What is the process for identifying and connecting the child and parent to the service provider prior to the child's graduation or release due to aging out?

Community Experiences
- What community experiences will enhance the child's learning and postsecondary goals? *Community experiences means activities/strategies that are generally provided outside the school building that prepare the child for participation in community life.*

Guided Questions for Areas of Academic Achievement and Functional Performance

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SECONDARY TRANSITION NEEDS

When the child is fourteen (14) years of age or earlier, if appropriate, the Secondary Transition Needs area focuses on the child's needs related to his/her planned course of study and exit options. By sixteen (16) years of age, the focus is also on the transition services which assist the child in reaching her/his postsecondary goals. Secondary Transition Needs must include one or more of the following areas: instruction, related service, community experience, development of employment, provision of a functional vocational evaluation, acquisition of daily living skills (if appropriate), and other post-school adult living objectives.

Functional Vocational Evaluation
- Does the child need a functional vocational evaluation? *Functional vocational evaluation means an assessment process that provides information about job or career interests, aptitudes, and skills; information may be gathered through formal or informal assessments or through situational assessments in the setting where a job is performed.*

Employment
- What employment skills does the child need to meet the postsecondary goals? *Employment skills means activities/strategies that focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, on-the-job training, and actual employment.*

Daily Living Skills
- What daily living skills does the child need to meet the postsecondary goals? *Daily living skills means activities that adults do most every day, such as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming.*

Post-School Adult Living Objectives
- Does the child have or need post-school adult living objectives? *Post-school living objectives means activities/strategies that focus on adult living skills such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, and accessing community services.*

Guided Questions for Areas of Academic Achievement and Functional Performance

FUNCTIONAL VISION AND LEARNING MEDIA ASSESSMENT

For a child who is Blind or Visually Impaired, evaluate the child's reading and writing skills; needs related to learning; and appropriate reading and writing media including consideration of the future need for instruction in Braille and use of Braille. The present levels summarize the findings of the Functional Vision Assessment and Learning and Media Assessment.

Eye Condition
- Describe the child's eye condition.
- What is the child's best corrected near and distance acuity?
- Does the child have a color vision deficiency?
- Does the child have a visual field defect or loss?

Functional Vision
- For children who are totally blind or function as blind, a discussion of Functional Vision may not be relevant to the child's needs.
- How does the child use their vision to access the environment around them (classroom, hallway, cafeteria, outside, and home)?
- Describe observations of near, intermediate, and distant visual tasks.
- Describe the physical appearance of eyes and note abnormalities.

Learning Media
- What is the child's primary reading medium (regular print, print with magnification, large print, or Braille)?
- What is the child's current words-per-minute when reading texts?
- What assistive technology devices does the child use and in what capacity?
- Is the child's handwriting legible to self and others?
- For children who are Blind, can the child sign his/her name using a signature guide?
- For Braille Readers, does the child use Grade 1 or Grade 2 Braille?
- For Braille Readers, does the child use Nemeth Braille Code for Math?

Other
- What does the data indicate about the child's performance when using assistive technology?

Developing Measurable Annual Goals
(Step 4)

Measurable annual goals are expectations of behaviors and skills the child must develop to be involved in and progress in the general education curriculum (or developmentally appropriate activities) and grade-level content, as appropriate. The measurable annual goals must be meaningful, understandable, and able to be accomplished within one year. Academic and functional annual goals are connected to the PLAAFP which describes the child's strengths, the impact of the disability, parent and child input, the specific areas of concern and the baseline of performance. From this information, the measurable annual goals build on the child's strengths, are related to the specific areas of concerns that are impacted by the child's disability, and use the baseline performance as the starting point for the measurable annual goal.

Step four of developing a Standards-Based IEP is to *develop measurable annual goals aligned with grade-level academic content standards*. Using the deficits identified and academic needs prioritized in the PLAAFP, identify all grade-level academic content standards (i.e., Common Core State Standards or Common Core Essential Elements) that are impacted by the child's deficits. From these standards, the IEP Committee must choose[7] the most powerful standard, i.e., the standard that if the child were to master would provide the most benefit. Selected standards may be foundational skills (i.e., basic language, literacy and numeracy skills that are used broadly in many areas of academics), high-leverage skills (i.e., skills that provide access to additional skill sets), and/or skills necessary for achieving his/her long-term outcomes (i.e., skills required for specific secondary transition goals).

Writing Measurable Annual Goals

Measurable annual goals have four components: (a) condition, (b) behavior, (c) criteria and (d) timeframe.

a. **Condition**: Specifies under what conditions the behavior will occur. The condition will answer the question: *In what setting, using what materials, and/or with how much support will the behavior occur?* For example:
   - *Given a 2nd grade reading text…*
   - *During transition time…*
   - *During small group activities…*
   - *With no more than 3 prompts…*
b. **Behavior**: Identifies the observable and measurable performance expected. Answers the question: *What will you see the child perform/do?* For example:
   - *[the child will] read…*

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[7] Kosnitsky, C. (March 2012). *Writing IEPs that align to Common Core Standards*. Presentation for Alabama CASE Spring Conference, Birmingham, AL.

- *[the child will] solve…*
- *[the child will] initiate interactions…*
- *[the child will] remain on-task…*

c. **Criteria**: Identifies how much of the behavior the child is expected to perform for the goal to be met. Answers the question: *To what level does the child need to perform the behavior?* The criteria can be addressed as a level of accuracy, level of independence, and/or rate of performance. For example:

- *With 95% accuracy –or– with 15 of 20 items correct (level of accuracy)*
- *With prompting –or– independently (level of independence)*
- *50 words per minute –or– 4 out of 5 occasions (rate)*

d. **Timeframe**: The amount of time it will take to attain the goal. Answers the question: *How long will it take the child to perform the behavior to that level?* Typically the timeframe is one year, but can be less if a child is expected to achieve the necessary level of skill in less than one year (e.g., *within 12 weeks*).

Examples of measurable annual goals include:

When given a 3rd grade reading text, John will retell stories, including the main character(s), the problem, and the resolution of the problem, independently in 8 out of 10 occasions by December.

Condition	Behavior	Criteria	Timeframe
When given a 3rd grade reading text	John will retell stories, including the main character(s), the problem, and the resolution of the problem	independently in 8 out of 10 occasions	by December

During small group instruction and class discussions, John will take turns while others speak without any prompting, on 4 out of 5 occasions within 36 weeks.

Condition	Behavior	Criteria	Timeframe
During small group instruction and class discussions	John will take turns while others speak	without any prompting, on 4 out of 5 occasions	within 36 weeks

Writing Short-Term Instructional Objectives and Benchmarks (STIO/Bs)

Short-term instructional objectives and benchmarks are expectations of behaviors and skills the child must develop to master the measurable annual goal. *Short-term instructional objectives* are subskills developed in a sequence to achieve mastery of the behaviors or skills required in the annual goal. *Short-term instructional benchmarks* are major milestones that the child will demonstrate in marking their progress toward achieving the annual goal**.** STIO/Bs are written with the same components as goals: (a) condition, (b) behavior, (c) criteria, and (d) timeframe.

When setting an appropriate goal for the child, ask:

- What is the rate of learning of typical children the same age as the child?
- What is a realistic rate of learning or change in behavior for the child?
- What rate of learning or change in behavior would the child need to make in order to meet grade-level expectations?

Academic Measurable Annual Goals and STIO/Bs

Academic measurable annual goals and short-term instructional objectives must be aligned with either the Common Core State Standards or Common Core Essential Elements.

Common Core State Standards **CCSS.ELA-RF.4.3A**: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Annual Goal**: *In 36 weeks, given a 4th grade reading text, Dorian will use decoding skills to read unfamiliar words with prefixes and suffixes with 90% accuracy.*
	STIO 1: *In 9 weeks, given a 4th grade word list, Dorian will use decoding skills to read unfamiliar words with prefixes with 90% accuracy.*
	STIO 2: *In 18 weeks, given a 4th grade word list, Dorian will use decoding skills to read unfamiliar words with suffixes with 90% accuracy.*
	STIO 3: *In 27 weeks, given a 4th grade reading text, Dorian will use decoding skills to read unfamiliar words with prefixes and suffixes with 60% accuracy.*

Common Core Essential Elements **CCEE.ELA-EERF.4.3A**: Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.	**Annual Goal**: *In 36 weeks, when reading a picture book, Dorian will use context clues (e.g., the picture, other words in the sentence) to identify an unfamiliar word with 75% accuracy.*
	STIO 1: *In 6 weeks, given letter flash cards, Dorian will identify the sounds for each letter with 90% accuracy.*
	STIO 2: *In 10 weeks, given a familiar word, Dorian will apply letter-sound knowledge to identify the beginning sound of the word with 90% accuracy.*
	STIO 3: *In 14 weeks, given a sentence with one unfamiliar word, Dorian will apply letter-sound knowledge to identify the beginning sound of the word with 90% accuracy.*
	STIO 4: *In 24 weeks, given a sentence with one unfamiliar word and a picture, Dorian will apply letter-sound knowledge and use the picture to identify the word with 50% accuracy.*
	STIO 5: *In 30 weeks, given a sentence with one unfamiliar word and a picture, Dorian will apply letter-sound knowledge and use the picture or other words in the sentence to identify the word with 50% accuracy.*

Functional Measurable Annual Goals and STIO/Bs

Other measurable annual goals and short-term instructional objectives may focus on functional skills that will not be drawn directly from grade-level academic content standards but are skills necessary to enable the child to function in an academic environment.

Measurable annual goals and short-term instructional objectives focusing on functional skills may focus on communication, social, emotional, behavioral, gross/fine motor, and adaptive/daily living needs as well as career and technical education and employment skills. Examples include:

Behavior	**Annual Goal**: *In 36 weeks, when given independent assignments, Suzie will complete her assignments, solicit assistance appropriately, when needed, and remain on task 95% of observed intervals with no more than one prompt.*
	STIO 1: *In 9 weeks, when given independent assignments, Suzie will solicit assistance appropriately, when needed by raising her hand and waiting quietly for assistance 95% of instances observed with two or fewer prompts.*
	STIO 2: *In 20 weeks, when given independent assignments, Suzie will remain on task 70% of observed intervals with two or fewer prompts.*
	STIO 3: *In 30 weeks, when given independent assignments, Suzie will complete assignments 95% of the time with two or fewer prompts.*

Daily Living Skills	**Annual Goal**: *In 36 weeks, given a list of twenty (20) bank transactions and a calculator, Jane will enter all transactions and balance her check register with 100% accuracy in 4 out of 5 trials.*
	STIO 1: *In 4 weeks, given a sample check register, Jane will correctly identify the information to be listed under each heading.*
	STIO 2: *In 10 weeks, given a list of twenty (20) bank transactions (including checks, deposits, ATM withdrawals, and debit transactions), Jane will determine where the transaction should be recorded in the check register (i.e., under withdrawal or deposit).*
	STIO 3: *In 20 weeks, given a list of twenty (20) bank transactions (including checks, deposits, ATM withdrawals, and debit transactions), Jane will fill-out a check register listing information under the correct heading with 100% accuracy in 9 out of 10 trials.*
	STIO 4: *In 22 weeks, given the terms withdrawal and deposit Jane will identify what operation (subtraction or addition) will be used to calculate the balance with 100% accuracy.*
	STIO 5: *In 30 weeks, given a list of twenty (20) bank transactions (including checks, deposits, ATM withdrawals, and debit transactions) and a calculator, Jane will calculate the balance of her check register with 80% accuracy.*

IEP Form: Measurable Annual Goals and STIO/Bs

MEASURABLE ANNUAL GOAL				
Goal #	**Measurable Annual Goal**		**TA***	**MOM**
1	2	3		4
Obj. #	**Short-Term Instructional Objectives/Benchmarks (STIO/B)**			
1				
2				
3	5			
4				
5				

1. **Goal Number (#)**: Assign a number to each goal.
2. **Measurable Annual Goal**: Write the measurable annual goal specifying the (a) condition, (b) behavior, (c) criteria, and (d) timeframe.
3. **Transition Activity (TA)**: For a child with a secondary transition plan, record a "Y" for yes or "N" for no to indicate if the measurable annual goal is a transition activity. For any child where a secondary transition plan is not appropriate, record "NA" for not applicable. *A secondary transition plan is required for every child over fourteen (14) years of age and may be appropriate for younger children as determined by their IEP Committee.*
   [NOTE: This box is omitted on the goal page for children ages three (3) to five (5).]
4. **Method of Measurement (MOM)**: Identify the method to be used to measure progress using the key provided. *See guidance on measuring progress below.*
5. **Short-term Instructional Objectives/Benchmarks (STIO/Bs)**: Write STIO/Bs necessary for achieving the

Methods of Measurement (MOM)
OBS = Observation
CRT = Criterion Referenced Test
CBM = Curriculum-Based Measure
WS = Work Samples
D/P = Demonstration/Performance
Other: _____

measurable annual goal with each STIO/B specifying the (a) condition, (b) behavior, (c) criteria, and (d) timeframe.

See Procedures Volume II: FAPE, IEP, LRE, and ESY for additional information in writing measurable annual goals and STIO/Bs.

Assessing and Reporting Child Progress
(Step 5)

Step 5 is to **assess and report the child's progress.** The IEP Committee must determine the most appropriate method for assessing and reporting on a child's Current Level of Progress (CLP) toward his/her measurable annual goal. There are several assessment strategies that may be used to measure progress toward a measurable annual goal. Examples include:

- **Observation (OBS)**: The child's behavior is recorded in a natural setting using an unstructured or a structured format.

- **Unstructured Observation**: An unstructured observation is conducted by making a qualitative narrative description of the environment and the child's behavior during the observation period. The child's behavior is typically reported as either occurring or not.
- **Structured Observation**: A structured observation is conducted using specific rules about recording behavior for a specific setting and duration (e.g., ABC observation, event recording, time sampling, etc.). The child's behavior is reported as a frequency count, an amount of time, a rate of occurrence, etc.
- **Criterion Referenced Test (CRT)**: The child's knowledge and/or skills are measured using a written test consisting of items the child is expected to know or be able to perform. The child's performance is typically reported as a percentage of the items completed correctly.
- **Curriculum-Based Measure (CBM)**: The child's performance of a skill or sub-skill is measured using probes administered using standardized procedures. For example, a child reads aloud from a reading probe/sample for one minute while the teacher scores the number of words read correctly. The child's performance is typically reported as a rate of items performed correctly (e.g., words read correctly, digits written correctly, correct word sequences, correct letter sequences).
- **Work Samples (WS)**: Samples of the child's work including written assignments and other permanent products (e.g., drawings, charts/graphs, posters, models, etc.) are collected and/or assembled into a portfolio to make qualitative determinations if the child has met the criteria of expected standards. The child's performance is typically rated using a rubric to determine the quality of the work completed against expected standards.
- **Demonstration/Performance (D/P)**: The child's performance is measured by giving the child a specific task to complete and making a qualitative determination if the child's observed performance meets the expected criteria. The child's performance is typically rated as either meeting or not meeting the criteria.
- **Other**: Additional forms of assessment may be used. *A clear description of other methods of measurement to be used should be provided to parents and attached to the IEP.*

When considering how the child's progress will be assessed, ask:

- Can the child demonstrate the knowledge/skill on a test or curriculum-based probe or does demonstration of the knowledge/skill create a work sample?
- Can the child's behavior be observed during natural classroom/school activities or demonstrated/performed when provided a specific prompt or placed in a specific situation?
- Can you measure the frequency, duration, latency, or intensity of the behavior and, if so, which metric is the most meaningful to measure (e.g., frequency for out-of-seat behavior and duration for on-task behavior)?
- Can a variety of assessments or assessment strategies be used to measure progress on the specific knowledge, skill, or behavior?

Determining Current Level of Performance and Sufficient vs. Insufficient Progress

Once the method of measurement has been determined for each measurable annual goal and STIO/B, the expected Rate of Improvement (ROI) should be calculated to enable the child's IEP Committee to determine how much improvement will be needed for the child to make sufficient progress to achieve the goal in a timely manner. To calculate the sufficient ROI, use the following formula:

$$\text{Sufficient Rate of Improvement (ROI)} = \frac{\text{(Outcome Behavior Rate - Baseline Behavior Rate)}}{\text{Timeframe from introduction to mastery of STIO/B}}$$

For example, the sufficient ROI for the following:

Baseline	**PLAAFP**: *Given a 4th grade word list, Dorian can use decoding skills to read unfamiliar words with prefixes with 36% accuracy.*
Outcome & Timeframe	**STIO 1**: *In 9 weeks, given a 4th grade word list, Dorian will use decoding skills to read unfamiliar words with prefixes with 90% accuracy.*

$$\text{Sufficient ROI} = \frac{\text{(90\% accuracy - 36\% accuracy)}}{\text{9 weeks}}$$
$$= \textbf{54 percentage points of improvement / 9 weeks}$$
$$= \textbf{6 percentage points of improvement per week}$$

Once the sufficient ROI is known, ongoing progress monitoring data can be collected and examined to determine if the child has made sufficient progress or if changes in instruction, supports, and/or services are needed. To assist in interpretation, <u>graphing of progress monitoring data is strongly recommended</u>.

At the frequency specified in the *Notification of Progress Provided to Parents/Guardians*, the child's performance on all of the STIO/Bs must be assessed. The statement of the child's Current Level of Performance (CLP) toward his/her measurable annual goal should identify (a) any STIO/Bs that have been mastered, (b) any STIO/Bs that have not been introduced, and (c) the child's current level of performance on any STIO/Bs that have been introduced but not yet mastered. For example:

- *Terry has mastered STIO #1 and currently identifies 2 of 4 steps of the strategy for solving equations correctly 80% of the time. STIOs #3, #4, and #5 have not been introduced.*
- *Suzie has mastered STIO #1 and currently remains on task 47% of observed intervals and completes 72% assignments with two or fewer prompts when given independent assignments.*
- *Conner has mastered STIB #1 and #2 and currently reads 54 words correctly per minute with 5 or fewer errors on a 3rd grade-level reading passage probe.*

After the child's CLP has been developed, the IEP Committee must determine the child's progress toward meeting the annual goal by determining if the child has made sufficient progress on <u>each</u> of the STIO/Bs. If the child is making insufficient progress on one or more of the STIO/Bs, the child is making insufficient progress to meet the annual goal.

For example, the following progress monitoring data was collected for two children, Tamara and Judith, who both have a baseline of 36% accuracy and a sufficient ROI of 6 percentage points of improvement per week when measuring each child's accuracy rate on a weekly criterion-referenced progress monitoring assessment:

Week	Tamara
Baseline	36%
1	40%
2	49%
3	54%
4	57%
5	63%
6	72%
Total ROI	36 percentage points over 6 weeks
AVG ROI	6 percentage points per week

Tamara: Percent Accurate on Weekly Test

Week	Judith
Baseline	36%
1	40%
2	44%
3	47%
4	50%
5	47%
6	51%
Total ROI	15 percentage points over 6 weeks
AVG ROI	2.5 percentage points per week

Judith: Percent Accurate on Weekly Test

Tamara is making **sufficient** progress to achieve the STIO and the annual goal; however, Judith is making **insufficient** progress to achieve the STIO and is unlikely to meet the annual goal without changes in instruction, supports, and/or services.

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IEP Form: Report of Progress

Report of Progress		
Methods of Measurement (MOM)	**Progress on Annual Goal (PAG)**	
OBS = Observation CRT = Criterion Referenced Test CBM = Curriculum-Based Measure WS = Work Samples D/P = Demonstration/Performance Other: _____ **2b**	A. The child is making **sufficient** progress to meet the annual goal. B. The child is making **insufficient** progress to meet the annual goal. **(An IEP meeting must be held to discuss revisions.)** C. The annual goal has been met or exceeded. D. This annual goal has not been introduced yet.	**3b**
Date of Report	**Current Level of Performance (CLP) for Report of Progress** *Describe the child's current performance on the annual goal based on progress on STIO/Bs using the identified method of measurement (OBS, CRT, CBM, WS, D/P, etc.).*	**PAG**
1	**2a**	**3a**

Notification of Progress Provided to Parents/Guardians				
4 Type	☐ Progress Notes	☐ Report Cards	☐ Goals Sheets	☐ Other: _____
Frequency	☐ Every 4 ½ weeks	☐ Every 6 weeks	☐ Every 9 Weeks	☐ Other: _____

1. **Date of Report**: Record the date for each reporting period.
2. **Current Level of Performance**: Write a statement [2a] describing the child's current level of performance on the annual goal based on progress on the STIO/Bs using the identified method of measurement [2b].
3. **Progress on Annual Goal (PAG)**: In the column [3a], record the letter corresponding to the statement [3b] that best describes the child's progress on the annual goal. *If the child is making insufficient progress on the annual goal, the IEP Committee must hold a meeting to consider revisions to the annual goal and/or to the supports and services provided to the child. If the child has met or exceeded the annual goal, the IEP Committee may hold a meeting to consider adding a new goal and/or revising the services provided to the child.*
4. **Notification of Progress Provided to Parents/Guardians**: Check the boxes to identify both the type of progress report and frequency for reporting progress to the parent.

Special Considerations[8]

State Board Policy 7219 identifies five (5) circumstances the IEP Committee must take under special considerations when developing, reviewing, and/or revising an IEP. The IEP Committee must address any communication and assistive technology needs for all children with disabilities. Also, the IEP Committee must address the special needs of children who are Blind, Deaf, or

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[8] Guided questions for special considerations were adapted and modified from National Dissemination Center for Children with Disabilities (NICHCY) http://nichcy.org/schoolage/iep/meetings/special-factors.

Visually and/or Hearing Impaired, who need behavior intervention, and/or who have limited proficiency with English.

IEP Form: Special Considerations for Communication

The IEP Committee must consider the communication needs of all children receiving an IEP**.**

When considering the child's communication needs, ask:
- What communicative demands and opportunities does the child have?
- Does the child have the skills and strategies necessary to meet those communicative demands and take advantage of communicative opportunities?
- Can the child fulfill his or her need to communicate in different settings?
- Does the child communicate appropriately and effectively? If not, why not?
- How would the communication be described?

SPECIAL CONSIDERATIONS*
Communication *(Required)*
1 Does the child have special communication needs? ☐ Yes ☐ No
If yes, describe the specific needs and document the basis for the decision:
2

1. **Question**: Indicate if the child has any special communication needs.
2. **Description of Need and Basis for the Decision**: If the child has special communication needs, write a description of the child's needs including methods of communication, the settings and/or situations in which the child will need support, etc. Record the sources of data used to determine the child's special communication needs.

IEP Form: Special Considerations for Assistive Technology

The IEP Committee must consider the need for assistive technology devices and/or services for all children receiving an IEP.
- An *assistive technology device* is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.
- An *assistive technology service* is any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:
  - The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;

- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- Coordinating and using other therapies, interventions, or services with assistive technology devices such as those associated with existing education or rehabilitation plans and programs;
- Training and/or technical assistance for a child with a disability or his/her family, if appropriate; and
- Training and/or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are substantially involved in the major life functions of that child.

When considering the child's assistive technology needs, ask:
- Does the child require an assistive technology assessment to see if he/she would benefit from assistive technology?
- What type of assistive technology might increase the child's participation in the general education curriculum (or developmentally appropriate activities)?
- Is the child currently using any assistive technology device or services? If so, does the child's assistive technology device work?

Assistive Technology *(Required)*

1 | Does the child need assistive technology services or devices to maintain or improve functional capabilities? ☐ Yes ☐ No
Does the child need assistive technology assessment? ☐ Yes ☐ No
If yes, describe the specific needs and document the basis for the decision:

2

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1. **Questions**: Indicate if the child needs assistive technology services or devices –AND– if the child needs an assistive technology assessment.
2. **Description of Need and Basis for the Decision**: If the child has or needs an assistive technology device, service, or assessment, write a description of the device, service, or assessment needs including the settings and/or situations in which the child needs support, etc. Record the sources of data used to determine the child's assistive technology needs.

IEP Form: Services for Children who are Blind or Visually Impaired

The IEP Committee must describe any services for children who are Blind or Visually Impaired**.**

When considering services for a child who is Blind or Visually Impaired, ask:
- Has the child received a functional vision evaluation, learning media assessment, or clinical low vision assessment? If so, what are the results?
- Does the child require instruction in the use of a new reading and writing medium because the child can no longer effectively use the current medium?
- What are the current supports and instruction used to address the child's needs as they relate to the child's blindness or visual impairment?
- Which medium is most appropriate for the current visual limitations? Is the child receiving instruction in that medium?

Service for Children who are Blind or Visually Impaired	☐ **N/A** 〔1〕

In the case of a child who is blind or visually impaired, provide for instruction in and the use of Braille unless the IEP Committee determines, after an evaluation of the child's reading and writing media, Braille instruction is not appropriate.

〔2〕 Instruction in Braille considered? ☐ Yes ☐ No Evaluation Date: _____ 〔3〕
Is instruction in Braille appropriate? ☐ Yes ☐ No

Document the basis for the decision:

〔4〕

〔5〕 Were the parents provided information about the Mississippi School for the Blind? ☐ Yes ☐ No

1. **Not Applicable**: If the child is not Blind or Visually Impaired, check "N/A" for not applicable and go to the next section.
2. **Questions**: Indicate if the IEP Committee has considered providing instruction in Braille – AND– if Braille instruction was determined appropriate based on the evaluation.
3. **Evaluation Date**: Record the date of the evaluation of the child's reading and writing skills, needs, and media to determine if Braille instruction is appropriate, if conducted.
4. **Basis of the Decision**: Record the sources of data used to determine services for the child including if Braille instruction is (not) appropriate.
5. **Question**: Check if parents were provided information about the MS School for the Blind.

IEP Form: Services for Children who are Deaf or Hearing Impaired

The IEP Committee must describe any services for children who are Deaf or Hearing Impaired. If applicable, the IEP Committee must consider the child's (a) language and communication needs, (b) opportunities of direct communications with peers and professional personnel in the child's language and communication mode, (c) academic level, and (d) full range of needs, including opportunities for direct instruction in the child's language and communication mode.

When considering services for a child who is Deaf or Hearing Impaired, ask:

- What is the child's first or preferred language and mode of communication?
- Can the child use multiple modes to communicate (e.g., oral and manual methods, etc.)? Does the child need to learn a new mode of communication?
- What type of instruction has been provided or is needed to enhance the child's ability to use his/her language and mode of communication?
- What are the current supports and instruction used to address the child's needs as they relate to the child's deafness or hearing impairment?
- What are the opportunities of direct communications with peers and professional personnel in the child's language and communication mode?

Service for Children who are Deaf or Hearing Impaired	☐ N/A	1

In the case of the child who is deaf or hearing impaired, consider language and communication needs, opportunities for direct communication needs, academic level, and full range of needs, including direct instruction in the child's language and communication mode.

2 | Child's language and communication mode: _____

Is direct instruction in the child's language and communication mode needed? ☐ Yes ☐ No | 3 |

Document the basis for the decision:

4

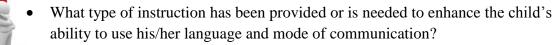5 | Were the parents provided information regarding the Mississippi School for the Deaf? ☐ Yes ☐ No

1. **Not Applicable**: If the child is not Deaf or does not have a Hearing Impairment, check "N/A" for not applicable and go to the next section.
2. **Language and Communication Mode**: Record the child's language and mode(s) of communication.
3. **Question**: Indicate if instruction in the child's language/mode of communication is needed.
4. **Basis of the Decision**: Record the sources of data used to determine services for the child including if instruction is (not) needed in the child's language and mode of communication.
5. **Question**: Check if parents were provided information about the MS School for the Deaf.

IEP Form: Special Considerations for Behavior Intervention

The IEP Committee must complete this section for a child who requires behavioral interventions. If any concerns about the child's behavior have been noted (i.e., the child exhibits behavior(s) that impede his/her learning or the learning of others), the IEP Committee should consider the use of positive behavior interventions and supports to address the behavior(s) including conducting a Functional Behavioral Assessment (FBA) and/or developing a Behavioral Intervention Plan (BIP). In addition, the IEP Committee must conduct an FBA and implement a BIP if these are required as a result of the discipline provision of SBE Policy 7219.

When considering the child's needs for behavior interventions, ask:
- Does the child's behavior interfere with her/his or peers' learning?
- Has a formal Functional Behavioral Assessment (FBA) been completed? If so, what is the function of the child's behavior?
- What supports (e.g., accommodations, modifications, support for personnel) are currently used to address the child's behavior(s)? Do these supports reduce problematic behavior and/or increase appropriate behavior?
- What other interventions are being used to address the behavior(s)? Do these strategies reduce problematic behavior and/or increase appropriate behavior?
- Has a formal Behavior Intervention Plan been created? Is the BIP being implemented with fidelity? Have the BIP strategies reduced problematic behavior and/or increased appropriate behavior?

Behavior Intervention   ☐ **N/A**   **1**

In the case of a child whose behavior impedes the child's learning or the learning of other children, consideration is given to the use of positive behavior interventions, supports, and other strategies to address that behavior.

2

Does the child have/need a functional behavioral assessment (FBA)? ☐ Yes ☐ No   Assessment Date: _____

Does the child have/need a behavior intervention plan (BIP)?** ☐ Yes ☐ No   Implementation Date: _____

Has the behavior intervention plan (BIP) been reviewed/revised? ☐ Yes ☐ No   Review Date: _____   **3**

Revision Date: _____

Document the basis for the decision:

4

***If a child has a BIP, s/he <u>must</u> have a corresponding annual goal(s) to address behavioral concerns.**

---

1. **Not Applicable**: If the child does not have any behavioral concerns requiring intervention, check "N/A" for not applicable and go to the next section.
2. **Questions**: Check the box to answer the questions:
   a. Indicate if the child has had or currently needs to have an FBA conducted.
   b. Indicate if the child has had or currently needs to have a BIP developed.
   c. Indicate if the BIP has been reviewed or revised since the implementation date.
3. **Dates**: Record the dates for the following:
   a. **Assessment Date**: Record the date of the most recent FBA, if conducted.
   b. **Implementation Date**: Record the date the BIP was implemented, if developed. *The child must have a corresponding annual goal(s) to address all behavioral concerns.*
   c. **Review/Revision Date**: Record the date of the review or revision of the BIP, if applicable.
4. **Basis of the Decision**: Record the sources of data used to determine behavioral intervention needs including (a) if an FBA does (not) need to be conducted, and (b) if a BIP needs to be developed.

IEP Form: Services for Children with Limited English Proficiency

The IEP Committee must describe any services for children with Limited English Proficiency (LEP)**.** If applicable, the IEP Committee must consider the child's language needs.

When considering services for children with limited English proficiency, ask:

- What languages are spoken in the child's home? What is the dominant language spoken in the child's home?
- What languages does the child know and/or use? What is the child's primary language at home and in the school setting?
- Have the cultural values and beliefs of the parents been considered in planning for the child's education?

Services for Children with Limited English Proficiency	☐ N/A	1

In the case of a child with limited English Proficiency, consideration is given to the language needs of the child as such needs relate to the child's IEP.

Describe the specific needs and document the basis for the decision:

2

1. **Not Applicable**: If the child does not have limited proficiency in English, check "N/A" for not applicable and go to the next section.
2. **Description of Need and Basis for the Decision**: If the child has special language needs due to limited proficiency in English, write a description of the child's needs including the settings and/or situations in which the child will need support, etc. Record the sources of data used to determine the child's special language needs.

Identifying Special Education and Related Services
(Step 6)

Step 6 is to *identify specially-designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum*. *Special education services* are the specially-designed instructional services provided to meet the unique needs of a child with a disability. Specially-designed instruction includes but is not limited to the provision of:

- Academic instruction;
- Speech and/or language instruction;
- Special and/or adapted physical education;
- Vocational instruction;

- Social skills instruction;
- Organizational skills/strategies;
- Training in functional living skills; and
- Special and/or adapted instruction in developmental and pre-academic skills.

When determining which special education services to provide, ask:
- What are the child's areas of concern and specific needs?
- How do the child's deficits affect her/his achievement of grade-level content standards, functional skills, and/or developmentally appropriate activities?
- What type and amount of specially-designed instruction does the child need to achieve the grade-level content standards, functional skills, and/or developmentally appropriate activities?
- In what location and when should these services be provided?

Instructional/Functional accommodations are changes to the instruction and/or environment to enable children with disabilities to be successful learners and to participate actively with other children in educational activities or settings. Accommodations reduce the effect of the child's disability—not the learning expectations. Accommodations can be grouped into four categories:

- *Timing/Scheduling accommodations* are changes to the total amount of time allowed or segmenting the task over a larger time frame.
- *Setting accommodations* are changes to the location/environment where a task is completed.
- *Presentation accommodations* are changes to the way instruction is provided including changes to instructional materials or equipment provided to the student.
- *Response accommodations* are changes to the way the child demonstrates acquisition of the skill being learned.

The IEP Committee must review any evaluation information, to identify any accommodations the child may need to include in the IEP. Some instructional/functional accommodations cannot be used in State-/district-wide assessments. Refer to the *Mississippi Testing Accommodations Manual* to determine if the accommodations can be used for State-/district-wide assessment.

When selecting instructional/functional accommodations, ask:
- How do the child's deficits affect his/her ability to participate in instruction?
- Does the child need changes to the learning environment?
- Does the child need changes to the timing or schedule of learning activities?
- Does the child need changes to how s/he receives instruction?
- Does the child need changes to how s/he demonstrates learning?
See State-Wide/District-Wide Testing Accommodations for additional guidance.

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Program modifications are changes to the environment and/or instruction that alter or change expectations for the child to enable him/her to be successful and to participate actively with other children in the general education classroom and in school-wide activities. Program modifications include but are not limited to:

- *Behavior Intervention Plans (BIP)* modify behavioral expectations.
- *Modified assignments* limit or omit assignments or requirements for assignments or lower the reading level and/or vocabulary of assignments.
- *Material modifications* lower the reading level and/or vocabulary of texts.
- *Curriculum modifications* use a specialized curriculum that presents information using simplified vocabulary, content, and/or principles or leads to modified outcomes such as the Mississippi Occupational Diploma or General Educational Development (GED).
- *Modified grading* modifies the weights of assignments, projects, and tests.

The IEP Committee is cautioned about the use of modifications as they may increase the gap between the achievement of children with disabilities and grade-level expectations. Overreliance on modifications can negatively affect a child's educational career as s/he may not progress at a rate that will enable the child to obtain a standard high school diploma.

When selecting program modifications, ask:
- How do the child's deficits affect his/her ability to participate in instruction?
- Does the child need significant changes to assignments, texts, and/or curricula to be able to participate actively with other children in the general education environment or in developmentally appropriate activities?
- Does the child need individually-designed behavioral interventions to be able to participate in the general education environment?

Related services are developmental services, corrective services, and other supported services required to ensure a child with a disability benefits from special education. Related services include but are not limited to:

- Assistive technology services;
- Audiology services;
- Early identification and assessment of disabilities;
- Interpretive services;
- Medical services for diagnosis or evaluation purposes;
- Orientation and mobility services;
- Parent counseling and training;
- Physical and/or occupational therapy services;
- Psychological and/or counseling services;

- Recreation and/or therapeutic recreation services;
- Rehabilitation counseling;
- School health services and school nurse services;
- Social work services in schools;
- Speech and/or language services; and
- Transportation services.

NOTE: This list of services is not exhaustive. Other developmental, corrective, or supportive services may be required to assist a child with a disability to benefit from special education.

When selecting related services, ask:
- What are the child's areas of concern and specific needs?
- What type and amount of developmental, corrective, and supportive services are needed to ensure the child benefits from regular and special education?
- In what location and when should these services be provided?

Supports for personnel are services provided to personnel who work directly with a child with a disability to enable the implementation of special education and related services, instructional or functional accommodations, and/or program modifications with the child. Supports for personnel include but are not limited to:

- Providing training on disability characteristics or behavior management principles;
- Providing consultation from specialists on implementing instruction and behavior strategies;
- Having a paraprofessional as an assistant in the classroom; and
- Providing instruction to use special equipment (e.g., FM System) or teaching materials.

When selecting supports for personnel, ask:
- What specialized or individualized instructional and/or behavior support practices will be used with the child and who will be implementing them?
- Does the child require specialized equipment or teaching materials?
- Does the child need continuous one-on-one support?
- Who will be responsible for monitoring the progress of the child?

See Procedures Volume II: FAPE, IEP, LRE, and ESY for additional guidance about special education and related services, accommodations, and modifications.

IEP Form: Special Education and Related Services

SPECIAL EDUCATION AND RELATED SERVICES

Special Education

Service	Area	Location	Start Date	Duration/Frequency	End Date
1	A	B	C	D	E

Document basis for the decision: F

Instructional/Functional Accommodations

Service	Ar...
2	

Document basis for the decision:

Program Modifications

Service	Ar...
3	

Document basis for the decision:

Related Services

Service	Area	Location	Start Date	Duration/Frequency	End Date
4					

Document basis for the decision:

Supports for Personnel

Service	Area	Location	Start Date	Duration/Frequency	End Date
5					

Document basis for the decision:

Area G

a.	Reading	f.	Science	k.	Music		Title I	u.	Other: _____
b.	Spelling	g.	Health	l.	Art	q.	Tech Prep	v.	Other: _____
c.	English	h.	Lunch	m.	Computer Science	r.	Vocational	w.	Other: _____
d.	Math	i.	PE	n.	Clubs	s.	Library	x.	Other: _____
e.	Social Studies	j.	Guidance/Counseling	o.	Recreation Activities	t.	All Subjects	y.	Other: _____

1. **Special Education Services**: List all of the special education services to be provided.
   A. **Area**: Record the area where the child will receive the services using the letter codes listed at the bottom of the page [G].
   B. **Location**: Record if the service will be located in special education or in general education classes. *Any class with 50% or more children receiving special education service is considered a special education classroom.*
   C. **Start Date**: Record the date on which the services will begin.
   D. **Duration/Frequency:** Record the amount of time per day and the number of days per week the services will be provided (e.g., 30 minutes/3 times a week).
   E. **End Date**: Record the date on which the services will end.
   F. **Basis for the Decision**: Record the sources of information used by the IEP Committee to determine the appropriateness of the services to be provided including the area, location, duration/frequency, and dates of their provision.
2. **Instructional/Functional Accommodations**: List all of the instructional or functional accommodations to be provided. Record the area, location, start date, duration/frequency, and end date for each accommodation. Record the sources of information used by the IEP Committee to determine the appropriateness of the accommodations to be provided.
3. **Program Modifications**: List all of the program modifications to be provided. Record the area, location, start date, duration/frequency, and end date for each modification. Record the sources of information used by the IEP Committee to determine the appropriateness of the modifications to be provided.
4. **Related Services**: List all of the related services to be provided. Record the area, location, start date, duration/frequency, and end date for each service. Record the sources of

information used by the IEP Committee to determine the appropriateness of the services to be provided.

5. **Supports for Personnel:** List all of the supports for personnel to be provided. Record the area, location, start date, duration/frequency, and end date for each support. Record the sources of information used by the IEP Committee to determine the appropriateness of the supports to be provided.

Determining Appropriate Participation in State-Wide Assessments
(Step 7)

State Board Policy 7219 requires the inclusion of children with disabilities in State-wide assessments to the extent that non-disabled children are included. In Mississippi, the following children with and without disabilities are expected to participate in State-wide assessments:

- Children enrolled in Kindergarten (K) or third (3rd) through eighth (8th) grade;
- Children ages eight (8) to thirteen (13) years of age on September 1st of the current school year who are enrolled in a non-graded setting;
- Children enrolled in high school courses or secondary vocational programs, if included; and
- Children enrolled in twelfth (12th) grade or who are eighteen (18) years of age on September 1st of the current school year enrolled in a non-graded setting and who have not enrolled in and/or been assessed on Algebra I, Biology I, English II and U.S. History.

Step seven, the final step, of developing a Standards-Based IEP is to *determine the most appropriate assessment option* for the child. Children with disabilities must participate in one or more of the following assessments of the Mississippi Statewide Assessment System as determined by their IEP Committee:

Grade-Level/Subject Area Assessments
Mississippi K-3 Assessment Support System (MKAS^2)
Mississippi Curriculum Test, Third Edition (MCT3)
Mississippi Science Test 2 (MST2)
Subject Area Testing Program, Second Edition (SATP2) or Third Edition (SATP3)
Subject Area Alternative Assessments (Portfolio Assessment)
Subject Area Testing Program, Second Edition Alternative Assessment (SATP2AA) or Third Edition (SATP3AA)
Grade-Level/Subject Area Alternate Assessments
Dynamic Learning Maps (DLM)
Mississippi Alternate Assessment of Extended Science Frameworks (MAAESF)

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The IEP Committee must ensure children with disabilities have maximum access to the general curriculum, as appropriate, and must determine the most appropriate assessments for them. The standards used to determine appropriate learning goals (i.e., Common Core State Standards or Common Core Essential Elements) should also be used to determine the most appropriate assessments for children with disabilities.

- The Grade-Level/Subject Area Assessments are designed to measure performance and growth based on the grade-level content standards.
- The Subject Area Alternative Assessments are designed to measure performance and growth based on the grade-level content standards using an alternative format (i.e., a portfolio assessment).
- The Grade-Level/Subject Area Alternate Assessments are designed to measure performance and growth based on the alternate content standards using collections of work samples, observations, pictures, and/or videos. The only students who should be assessed using alternate assessments are children who fall under the State's definition of Significantly Cognitively Disabled (SCD). All other children should be assessed on grade-level standards using the general or alternative State-wide assessments with any necessary allowable accommodations.

It is important for the IEP Committee to be fully informed about the State standards and the State-wide assessments. The IEP Committee needs to know about the demands, administration conditions, and response requirements of the general assessments, alternative assessments, and alternate assessments. The IEP Committee should consider any instructional accommodations and modifications the child has received and their implications for the administration of State-wide assessments. All accommodations used for State-wide testing must have been used during the child's routine classroom instruction and assessments. Refer to *Testing Students with Disabilities Regulations* for additional guidance in determining appropriate assessments and to the current *Mississippi Testing Accommodations Manual* and/or the *PARCC Accessibility Features and Accommodations Manual* for information regarding testing accommodations.

When selecting appropriate State-wide assessments, ask:
- To what extent does the child access the general State-wide curriculum?
- Has the child been enrolled in the subject areas assessed for secondary students: Algebra I, Biology I, English II and U.S. History?
- Has the child mastered the course content but failed an administration of a subject area test?
- Can the child participate in the grade-level/subject area assessments if provided accommodations?

IEP Form: Exemption for Participating in State-Wide Assessments

Children with disabilities are expected to participate in State-wide assessments, beginning with the Kindergarten Readiness Assessment through the Subject Area Assessments. However, the Mississippi K-3 Assessment Support System, including the Kindergarten Readiness Assessment and the 3rd Grade Summative Assessment, may not be appropriate for children who meet the criteria for significant cognitive disability.

In addition, children over eighteen (18) years of age may not need to participate in State-wide assessments. For example a nineteen (19) year old student who intends to exit with a certificate of completion and a nineteen (19) year old student who intends to exit with a Mississippi Occupational Diploma (MOD) who has already taken all of the subject area assessments do not need to participate in State-wide assessments. However, a nineteen (19) year old student intending to exit with a standard high school diploma who is enrolled in U.S. History and has not yet passed the U.S. History exam may participate in this subject area assessment.

> **When determining if a 19-21 year old child needs to participate in the State-wide assessments, ask**:
> - Is the child seeking a standard high school diploma? If so, has s/he already successfully completed each of the subject area courses and tests?
> - Does the child intend to exit with a MOD? If so, has s/he already participated in each of the subject area courses and tests?
> - Does the child meet the criteria for SCD and intend to exit with a Certificate?

PARTICIPATION IN STATE-WIDE ASSESSMENT PROGRAM
☐   This child is not required to participate in State-wide assessments as she or he is over 18 years of age.
☐   This child meets the criteria for SCD and is under 8 years of age.

Nonparticipation Statement: Check the box if either statement applies and the child will not participate in State-wide assessments.

IEP Form: Significant Cognitive Disabilities (SCD) Determination

To determine the most appropriate assessment option for a child with a disability, the IEP Committee must first determine if the child meets the criteria for a significant cognitive disability (SCD). The SCD designation is reserved for the few children who demonstrate significant cognitive deficits and poor adaptive skill levels that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications, for reasons other than excessive or extended absences,

visual disabilities, auditory disabilities, physical disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, or economic differences. These children will also require extensive direct instruction in both academic and functional skills in multiple settings to accomplish the application and transfer of learned skills.

The IEP Committee must next determine the standards in which the child is instructed. The vast majority of children designated as having an SCD will receive all instruction using alternate standards (i.e., linked to the Common Core Essential Elements). However, a few children may display splinter skills such that, despite generally meeting the criteria for SCD when considering performance in most areas, the child can perform at or above grade level in an area. For example a student with Autism with significant impairments in cognitive, language, social, and adaptive skills may perform at grade level in math and receives instruction using grade-level content standards. *NOTE: This is not a common occurrence.*

Significant Cognitive Disability (SCD) Determination	
1 *To be classified as a child having a significant cognitive disability, ALL of the criteria below must be true.*	
☐ Yes ☐ No	The child demonstrates significant cognitive deficits and poor adaptive skill levels (as determined by that child's comprehensive evaluation) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.
☐ Yes ☐ No	The child requires extensive direct instruction in both academic and functional skills in multiple settings to accomplish the application and transfer of those skills.
☐ Yes ☐ No	The child's inability to complete the standard academic curriculum is neither the result of excessive or extended absences nor is primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities or social, cultural, or economic differences.
2 ☐ The child **MEETS** the criteria for having a significant cognitive disability. ☐ The child **DOES NOT MEET** the criteria for having a significant cognitive disability.	
For children classified as having an SCD, indicate the standards in which the child is instructed.	
3 ☐ This child meets the criteria for SCD and receives all instruction on <u>alternate standards</u>. ☐ This child meets the criteria for SCD and receives instruction on <u>grade-level standards</u> in the following content area(s): _____	

1. **Criteria Statements**: Check the box for "Yes" or "No" to indicate the IEP Committee's determination for each of the three criteria statements.
2. **SCD Determination Statement**: Select the appropriate statement:
   a. **MEETS**: Check if <u>all</u> three criteria statements are marked "Yes."
   b. **DOES NOT MEET**: Check if <u>one or more</u> of the criteria statements are marked "No."
3. **Instructional Standards**: If the child meets the criteria for SCD, check the box to indicate the instructional standards for the child. If the child receives any instruction using grade-level standards, write the content areas the instruction provided to the child.

Based on the SCD determination and the instructional standards for the child, the IEP Committee must determine which State- and district-wide assessments are appropriate for the child. The SCD designation or instruction using alternate standards does not prevent participation in the

Mississippi Statewide Assessment System program. Rather, the IEP Committee must identify *how*—not *if*—the child will participate in State-wide assessments for the child's grade or age.

IEP Form: State and District Assessments for Children with an SCD

If a child has been determined to meet the criteria for SCD and receives instruction using alternate standards, the child should be assessed using the Grade-Level/Subject Area Alternate Assessments. State-wide alternate assessments include the Dynamic Learning Maps (DLM) in Mathematics and Language Arts which assess progress on the Common Core Essential Elements and the Mississippi Alternate Assessment of Extended Science Frameworks (MAAESF) which assesses progress on the Mississippi alternate science standards. In addition, children who meet the criteria for SCD, receive instruction using alternate standards, and are English Language Learners may be assessed using the Alternate Assessing Comprehension and Communication in English State-to-State for English Language Learners (Alternate ACCESS for ELL) to determine if they continue to need ELL services. The IEP Committee may determine the need for additional assessments, including any appropriate district-wide assessments.

State- or District-Wide Assessments for Children with an SCD											
Assessments for children who meet the criteria for significant cognitive disabilities and receive instruction on alternate standards include the **Dynamic Learning Maps (DLM)**, **Mississippi Alternate Assessment of Extended Science Frameworks (MAAESF)**, **Alternate Assessing Comprehension and Communication in English State-to-State for English Language Learners (Alternate ACCESS for ELL),** and/or additional tests.											
Indicate any assessments the child will complete during the current year:	Grade Level (Age for non-graded students) For non-graded students (coded 56, 58, or 78), peer grades are based on the child's age as of September 1st of the applicable school year										
	K-2 (5-7 yrs)	3 (8 yrs)	4 (9 yrs)	5 (10 yrs)	6 (11 yrs)	7 (12 yrs)	8 (13 yrs)	9 (14 yrs)	10 (15 yrs)	11 (16 yrs)	12 (17/18 yrs)
DLM Mathematics											
DLM Language Arts											
MAAESF Science											
Alternate ACCESS for ELL											
Other: _____											

Assessments: Place an "X" in the box corresponding to the assessment in which the child will participate during the school year and the child's grade level or, for non-graded students, the grade that matches the child's age as of September 1st of the applicable school year. If any additional assessments are to be completed, record the name of the assessment and indicate the age/grade level. *Areas darkly shaded indicate grades/ages for which the associated assessment is not available (e.g., the MAAESF is not available in 3rd, 4th, 6th, or 7th grade). Areas lightly shaded indicate grades/ages for which the associated assessment is not typically administered but is still available depending upon the needs of the individual student (e.g., the DLM Mathematics is typically used in 3rd through 9th grades but may be used in 10th, 11th, or 12th grade in place of the 9th grade assessment).*

IEP Form: Acknowledgment of Requirements for Participation in Subject Area Tests

Parents must be informed of the requirements for participation in the Mississippi Statewide Assessment System and for earning a standard high school diploma including the successful completion of subject-area courses and end-of-course tests. Parents must also be notified of approved alternate measures that fulfill the subject-area end-of-course testing requirements.

ACKNOWLEDGEMENT OF REQUIREMENTS FOR PARTICIPATION IN HIGH SCHOOL SUBJECT AREA TESTS
I have had the Mississippi Statewide Assessment System fully explained to me. I understand that all children will be assessed in some way but only those children who pass every tested subject area course and end-of-course test (or approved alternate measures) will be eligible to receive a standard high school diploma.
Parent/Guardian Signature: _____ Date: _____

Signature and Date: Have the parent sign and date the statement. <u>A signature is required</u>.

IEP Form: State and District Assessments for Children without an SCD

All children without an SCD should be assessed on grade-level standards using the general or alternative State-wide assessments. State-wide assessments include grade-level assessments in primary grades and subject-area assessments in secondary grades. The grade-level assessments include the Mississippi K-3 Assessment Support System (MKAS2) consisting of a Kindergarten Readiness Assessment and the 3rd Grade Summative Assessment which assess reading and literacy development, the Mississippi Curriculum Tests, 3rd Edition (MCT3) in English Language Arts/Literacy and Mathematics which assess progress on the Common Core State Standards, and the Mississippi Science Test 2 (MST2) which assesses progress on the Mississippi science standards. The subject-area assessments for children who receive instruction on grade-level standards include the Subject Area Testing Program, 2nd and 3rd Editions (SATP2/SATP3) in Algebra I and English II which assess progress on the Mississippi Curriculum Frameworks (2nd Edition) and Common Core State Standards (3rd Edition) and the Subject Area Testing Program, 2nd (SATP2) in Biology I and U.S. History which assess progress on the Mississippi Curriculum Frameworks. Although no longer required for new students, the Mississippi Writing Assessment Program, 3rd Edition (MWAP3) remains available for children for whom it was required but have not yet passed this assessment.

Additional assessments are used in the secondary grades to determine college and career readiness. The Mississippi Career Planning and Assessment System, 2nd Edition (MS-CPAS2) is used for children who participate in career and technical education. The American College Test (ACT) will be administered to all students classified as juniors starting in the 2014-2015 school year to assesses the child's academic readiness for college. *See the MS-CPAS2 Frequently Asked Questions for more information about the assessment and children with disabilities (located online at https://www.rcu.msstate.edu/Assessment/FAQs.aspx).*

Additional assessments may be used in any grades depending upon the needs of the child or the district policy. Children with disabilities who are English Language Learners may be assessed using the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELL) to determine if they continue to need ELL services. The IEP Committee may determine the need for additional assessments, including any appropriate district-wide assessments. *Contact the Mississippi Department of Education's Office of Student Assessment for additional information on State-wide assessments and children with disabilities.*

State- or District-Wide Assessments for Children without an SCD
Assessments for children who receive instruction on grade-level standards include the **Mississippi K-3 Assessment Support System (MKAS²)**, **Mississippi Curriculum Test, 3rd Edition (MCT3)**, **Mississippi Science Test 2 (MST2)**, **Subject Area Testing Program, 2nd and 3rd Editions (SATP2/SATP3)**, **Mississippi Writing Assessment Program, 3rd Edition (MWAP3)**, **Mississippi Career Planning and Assessment System, 2nd Edition (MS-CPAS2)**, **American College Test (ACT)**, **Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELL)**, and/or additional tests.

Indicate any assessments the child will complete during the current year, specifying the edition, if applicable. If the child has previously taken the assessment, record the most recent administration date and check the box if the child passed the test.	K-2	3	4	5	6	7	8	9	10	11	12
MKAS²: Kindergarten Readiness Assessment											
MKAS²: 3rd Grade Summative Assessment											
MCT3 English Language Arts/Literacy											
MCT3 Mathematics											
MST2											
SATP2/3 Algebra I [Admin. date _/_/_ Passed □]											
SATP2 Biology I [Admin. date _/_/_ Passed □]											
SATP2/3 English II [Admin. date _/_/_ Passed □]											
SATP2 US History [Admin. date _/_/_ Passed □]											
MWAP3 [Admin. date _/_/_ Passed □]											
MS-CPAS2 [Admin. date _/_/_ Passed □]											
ACT											
ACCESS for ELL											
Other: _____											

1. **Assessments**: Place an "X" in the box corresponding to the assessment in which the child will participate during the school year and the child's grade level. If any additional assessments are to be completed, record the name of the assessment and indicate the child's grade level. *Areas darkly shaded indicate grades for which the associated assessment is not available (e.g., MST2 is not available in K-4th, 6th-7th or 9th-12th grades). Areas lightly shaded indicate grades for which the associated assessment is not typically administered but is still available depending upon the needs of the individual student (e.g., SATP2 Biology I is typically used in 9th grade, but may be used in 10th, 11th, or 12th grade as necessary). All children must be enrolled in the subject area course before taking the end-of-course assessment (i.e., SATP) or enrolled in career and technical education courses before taking the end-of-year or end-of-course assessment (i.e., MS-CPAS).*

2. **Administration Date**: If the child has already taken a subject-area or career and technical education assessment, record the most recent administration date. *This information is intended to assist the IEP Committee in planning for a child who is participating in assessments that may need to be administered multiple times over multiple years depending upon the child's performance.*

3. **Passed**: Check the box if the child has scored at or above the minimum score for passing the assessments. *All subject-area or career and technical education assessments passed should be listed in the child's PLAAFP: Child's Strengths, Preferences, and Interests.*

IEP Form: Subject-Area Alternative Assessment Programs

The Mississippi Statewide Assessment System requires the successful completion of subject-area courses and end-of-course assessments (or approved alternate measures) for earning a standard high school diploma. An alternative portfolio assessment format is provided for children with disabilities who have mastered the content of required subject area courses (i.e., Algebra I, Biology I, English II, and/or U.S. History), have taken but failed one or more of these subject-area end-of-course assessments, and for whom their IEP Committee has determined that participation in the alternative portfolio assessment process is an appropriate method of assessment. Although the format of this assessment is different than the SATP2/3, the alternative assessment measures performance on the same grade-level standards as the SATP2/3.

All children who participate in the subject-area alternative assessment program must receive remediation in the subject-area content after failing the standard subject-area end-of-course assessment but before the submission of the portfolio assessment.

Subject Area Testing Program, 2nd Edition Alternative Assessment (SATP2AA) / 3rd Edition (SATP3AA) *If (a) a child has successfully mastered the subject area course objectives, (b) the child failed the end-of-course test, and (3) the IEP Committee has determined that the alternative assessment is <u>appropriate</u>, complete the following:*		
For any assessments the child will complete during the current year, specify the edition, if applicable:	*Explanation why the child's disability requires the administration of an alternative assessment instead of a standard administration with accommodations for this subject area:*	*Remediation provided/to be provided in the subject area to be assessed (Additional documentation may be required for the application):*
1 SATP2AA/3AA Algebra I	**2**	**3**
SATP2AA Biology I		
SATP2AA/3AA English II		
SATP2AA US History		
SATP2AA MWAP3		

1. **Assessments**: If applicable, indicate the version (i.e., SATP2AA or SATP3AA) of the Algebra I and English II assessments to be administered. *The child must have successfully*

completed the course and failed the end-of-course assessment prior to the IEP Committee's determination that the alternative assessment is an appropriate method of assessment.

2. **Justification**: Write a statement describing the IEP Committee's rationale for determining the alternative assessment is more appropriate for assessing the child's knowledge than the standard administration of the subject-area assessment with accommodations. *The rationale should be based on the child's individual disability. For example, one child with Autism may have extreme difficulty coping with the schedule changes required for assessment while another child with Autism can participate in the standard assessment with accommodations.*

3. **Remediation**: List any remediation [to be] provided to the child before the assessment.

State-Wide Testing Accommodations[9]

Testing accommodations enable children with disabilities to demonstrate their learning on State-wide assessments by reducing the effect of the child's disability—not the learning expectations. Each State-wide assessment will have a list of allowable testing accommodations. The IEP Committee must list the accommodations necessary for the child to participate in the State-wide assessment program. All accommodations used for State-wide assessments must also be used during the child's routine classroom instruction and assessments. Testing accommodations can be grouped into four categories (a) setting accommodations, (b) timing/scheduling accommodations, (c) presentation accommodations, and (d) response accommodations.

Setting accommodations are changes to the location or environment where the assessment will be administered. Setting accommodations are intended to ensure the test taker is comfortable and focused. Children who need familiar settings or staff, special lighting, smaller groups, special equipment, and/or limited visual distractions may benefit from setting accommodations.

When selecting setting accommodations for assessments, ask:
- Is the child easily distracted in large groups?
- Is the child easily distracted or made uneasy by new surroundings?
- Does the child have trouble staying on task?
- Does the child need special lighting or equipment?

Timing/Scheduling accommodations are changes to the total amount of time allowed or segmenting the assessment over multiple sessions or days. Timing/Scheduling accommodations are intended to ensure the test taker is focused and not fatigued. Children who need frequent breaks, fatigue easily, cannot concentrate for extended periods of time or certain times of day,

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[9] Cortiella, C. (2005). *No Child Left Behind: Determining appropriate assessment accommodations for students with disabilities*. National Center for Learning Disabilities.
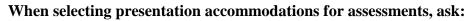
and/or require special diets or medications necessitating regular breaks may benefit from timing/scheduling accommodations.

When selecting timing/scheduling accommodations for assessments, ask:
- Does the child tire easily because of health impairments?
- Can the child work continuously during the entire time allocated for test administration or does the child need frequent breaks?
- Does the child perform better at a specific time of day (e.g., morning)?

Presentation accommodations are changes to the test materials or directions provided to the child. Presentation accommodations are intended to ensure the child can access the test materials and can understand the purpose of the test items and the expected response. Children who have difficulties with printed materials (e.g., texts, graphics, or symbols), difficulties or an inability to read, and/or who have sensory or cognitive disabilities (including difficulties with memory, sequencing, directionality, and organization) may benefit from presentation accommodations.

When selecting presentation accommodations for assessments, ask:
- Does the child have a sensory disability that requires special medium for reading (e.g., Braille or large print)?
- Does the child need hearing aids to be able to understand spoken directions?
- Does the child need memory aids, resource sheets, or problem-solving tools?
- Can the child read independently and understand directions?
- Does the child need directions repeated or explained?

Response accommodations are changes to the way the child demonstrates learning for the assessment. Response accommodations are intended to ensure the child can demonstrate his/her knowledge of the test content. Children who have difficulties with written or verbal communication, difficulties transcribing responses, and/or who have physical disabilities may benefit from response accommodations.

When selecting response accommodations for assessments, ask:
- Does the child need special equipment for written or verbal communication (e.g., communication board, speech generating device, Braille printer)?
- Can the child use a pencil or other writing instrument?
- Can the child dictate a response to a scribe or into a tape recorder?
- Does the child need an English language or spelling dictionary?
- Does the child have trouble with tracking from one page to another?

Refer to the current *Mississippi Testing Accommodations Manual* and the *PARCC Accessibility Features and Accommodations Manual* for information regarding allowable testing accommodations for each assessment included in the Mississippi Statewide Assessment System.

IEP Form: State-Wide/District-Wide Test Accessibility/Accommodations

STATE-WIDE / DISTRICT-WIDE TEST ACCESSIBILITY / ACCOMMODATIONS		
*Refer to the current **Mississippi Testing Accommodations Manual, Partnership for Assessment of Readiness for College and Careers (PARCC) Accessibility Features and Accommodations Manual**, and/or **American College Test (ACT) Accommodations for Students with Disabilities** for information regarding testing accommodations. All accommodations used for State-wide testing must also be used during the child's classroom instruction and assessments.*		

Presentation Accommodations	Code	Test(s)
1		
Document the basis for the decision:		

Timing and Scheduling Accommodations	Code	Test(s)
3	**A**	**B**
Document the basis for the decision: **C**		

Response Accommodations		
2		
Document the basis for the decision:		

Setting Accommodations	Code	Test(s)
4		
Document the basis for the decision:		

Test			
a. MKAS²	f. SATP2/3 or SATP2AA/3AA Algebra I	k. ACT	**D**
b. MCT3 ELA/Literacy	g. SATP2/SATP2AA Biology I	l. MS-CPAS2	
c. MCT3 Math	h. SATP2/3 or SATP2AA/3AA English II	m. Other: _____	
d. MST2 (Science)	i. SATP2/SATP2AA US History	n. Other: _____	
e. Alternate/ACCESS for ELL	j. MWAP3	o. Other: _____	

1. **Presentation accommodations**: List all of the presentation accommodations to be provided.
   A. **Code**: Record the codes for the accommodation as listed in the current version of the *Mississippi Testing Accommodations Manual*.
   B. **Test(s)**: Record the letter for the test(s) for which the accommodation will be used found in the key at the bottom of the page.
   C. **Basis for the Decision**: Record the sources of information used to determine the appropriateness of these accommodations.
2. **Response accommodations** List all of the response accommodations to be provided. Record the code, the letter for the test(s), and the basis for the decision.
3. **Timing/Scheduling accommodations**: List all of the timing/scheduling accommodations to be provided. Record the code, the letter for the test(s), and the basis for the decision.
4. **Setting accommodations**: List all of the setting accommodations to be provided. Record the code, the letter for the test(s), and the basis for the decision.

CHAPTER 3:
ADDITIONAL PLANNING FOR CHILDREN WITH DISABILITIES

The IDEA and SBE Policy 7219 require the inclusion of additional information in the IEP including the planning and programming for postsecondary outcomes, the determination of the child's Least Restrictive Environment (LRE), and/or the determination of need for and, if necessary, the programming for Extended School Year (ESY) services.

Secondary Transition

For children over fourteen (14) years of age (or younger if determined appropriate by the IEP Committee), SBE Policy 7219 requires school districts to determine each child's postsecondary goals in the areas of employment, education or training, and, where appropriate, independent living based on age-appropriate assessments. The IEP Committee is further required to develop a coordinated set of activities to promote the movement of a child from school to postsecondary adult living in the areas of instruction (including courses of study), related services, community experiences, development of employment and other post-school adult living objectives, and acquisition of daily living skills and functional vocational evaluation.

INDIVIDUAL TRANSITION PLAN
Beginning at age 14, or younger if appropriate, a Transition Plan must be completed with consideration of the child's needs, preferences, and interests. This plan must be updated annually.

Postsecondary Goals

Postsecondary goals are the desired outcomes for a child after s/he leaves high school in the areas of employment, education/training, and, where appropriate, independent living skills. These goals must be appropriate, measurable, and related to his/her strength, preferences, and interests. Appropriate measurable postsecondary goals must be developed based on information gained through age-appropriate assessments and related to the child's measurable annual goals.

The goal statement addresses what the child will be doing in following areas:
a. **Education/Training**: Specifies postsecondary goals that involve any instructional or skill development programs such as institutions of higher learning, trade schools, and certification programs in which the child intends to enroll. For example:

- *The child will attend a community college...*
- *The child will enroll in a university...*
- *The child will enroll in Job Corps…*
- *The child will attend Technical School…*
- *The child will receive on-the-job training with Vocational Rehabilitation…*

b. **Employment**: Specifies postsecondary goals that involve the practice of a vocation or trade, paid or unpaid, that the child intends to pursue. For example:
- *The child will work full-time…*
- *The child will work part-time…*
- *The child will volunteer…*

c. **Independent Living**: Specifies postsecondary goals that involve any additional personal and community adult skills or activities in which the child intends to engage. For example:
- *The child will use public transportation to…*
- *The child will live with a roommate…*
- *The child will join a community recreation team…*
- *The child will attend sporting events…*

When setting a postsecondary goal for the child, ask:
- What career does the child wish to pursue?
- What degree, certification, or training is required for the child's desired career?
- What other knowledge and skills does the child need to have quality of life in his/her personal life or community?

IEP Form: Postsecondary Goals

Postsecondary Goals		Related IEP Goal(s) #
Specify appropriate measurable postsecondary goals as identified by the child, parent(s) and IEP Committee. Postsecondary goals are based upon **age-appropriate transition assessments** related to employment, education and/or training, and, where appropriate, independent living skills.		
Education/Training *(Required)*		
Employment *(Required)*	1	2
Independent Living *(If Appropriate)*		

1. **Postsecondary Goals**: Write the child's measurable postsecondary goals. The child must have goals for education/training and employment; in addition, the child may have additional goals for independent living. *The IEP Committee must review postsecondary goals annually*

and, if needed, revise them based on the child's strengths, preferences, and interests. In addition, at least one transition service must be identified for each measurable post-secondary goal.

2. **Related IEP Goal(s)**: Record the number that corresponds to the child's measurable annual goals that, if achieved, would help the child achieve the desired postsecondary outcome.

IEP Form: Age-Appropriate Transition Assessment

SBE Policy 7219 requires the use of age-appropriate assessments to develop appropriate measurable postsecondary goals in education/training, employment, and where appropriate, independent living skills. The Council for Exceptional Children's Division on Career Development and Transition defines transition assessment as an ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Formal and/or informal age-appropriate assessments must be used to identify a child's needs, preferences, and interests as they relate to the demands of current and future working, education, living, and personal and social environments. Examples of age-appropriate assessments that are useful for transition planning include: assessments of adaptive behavior/daily living skills, aptitude tests, achievement tests, interest inventories, temperament inventories, self-determination assessments, transition planning inventories, and career maturity and employability tests. *See Procedures Volume V: Secondary Transition for examples of formal and informal assessments*.

Results of the age-appropriate assessments used for transition planning should be included in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) and assist the IEP Committee in prioritizing among possible postsecondary goals.

Age-Appropriate Transition Assessments					
Transition Assessment *(including child and family survey or interview)*	**Assessment Type**	**Responsible Agency/Person**	**Date Conducted**	**Report Attached**	**Needed**
Education/Training *(Required)*					
Employment *(Required)*	1	2	3	4	5
Independent Living *(If Appropriate)*					

1. **Assessment Type**: Record the assessment used to develop the child's postsecondary goals.
2. **Responsible Agency/Person**: Record the agency/person responsible for assessing the child.
3. **Date Conducted**: Identify the date(s) of any assessment conducted. *Assessments must be conducted before the development of appropriate measurable postsecondary goals.*
4. **Report Attached**: Place a "Y" for yes or "N" for no to indicate if a report summarizing the results of the assessment(s) is attached to the IEP. *The report of the assessment should include the date(s) of the assessment(s); name, title, and qualifications of the examiner(s),*

informants, and observers; results of the assessment(s); and a summary of the interpretations of the assessments and implications for the child's education/training, employment, and, where appropriate, living skills.

5. **Needed**: Place a "Y" for yes or "N" for no to indicate if additional assessment is needed in the area. *If any assessment is needed, record this as a transition service to be provided.*

Secondary Transition Services

Secondary transition services for a child with a disability consist of a coordinated set of activities that are focused on improving the academic and functional achievement of the child to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation. Secondary transition services must be designed to support the child's achievement of their individual postsecondary goals based on the child's individual needs, strengths, preferences, and interests. Secondary transition services are grouped into five categories: (a) instruction, (b) related services, (c) community experiences, (d) development of employment and other post-school adult living objectives, and (e) acquisition of daily living skills and functional vocational evaluation, where appropriate.

a. **Instruction**: Specifies instruction the child needs to complete needed courses and to be successful in the general education curriculum. For example:
   - *Tutoring*
   - *Self-advocacy training*
   - *Instruction related to word processing*
   - *Self-management instruction related to behavior*

b. **Related services:** Specifies related services the child needs to continue post-high school. For example:
   - *Visiting community mental health agencies in the area*
   - *Identify potential post-school providers for recreation therapy, occupational therapy, speech therapy, or physical therapy*
   - *Exploring transportation options*
   - *Applying for Supplemental Security Income (SSI)*

c. **Community experiences:** Specifies experiences the child needs to be provided outside the school campus. For example:
   - *Supported employment*
   - *Job shadowing*
   - *Tours of postsecondary institutions*
   - *Investigate opportunities for socialization training in the community*
   - *Investigate participation in community civic organizations or sports teams*

d. **Development of employment and other post-school adult living objectives**: Specifies additional knowledge, skills, and experiences the child needs to achieve his/her post-secondary goals. For example:

- *Participate in career planning*
- *Register to vote*
- *Participate in community-based career exploration program*
- *Meet with Supported Employment agencies to evaluate their services*
- *Learning about legislation identifying the rights of adults with disabilities (i.e., the Americans with Disabilities Act and Section 504 of the Rehabilitation Act) to appropriately self-advocate*
- *Meet with DVRS counselor to develop an Individualized Plan for Employment (IPE) that will determine services to be provided after graduation*

e. **Acquisition of daily living skills (when appropriate):** Specifies daily living skills the child needs to function independently as an adult. For example:

- *Learn about money management and banking*
- *Explore insurance issues/concerns*
- *Learn about managing/maintaining/performing simple repairs on a home*
- *Learn about ways to purchase/lease a car and maintain a vehicle*
- *Learn about expectations for eating in restaurants*

f. **Functional vocational evaluation (when appropriate):** Specifies any assessments needed to provide information about career interests, aptitudes, and skills.

When identifying appropriate transition services for the child, ask:
- What information and skills does/will the child need to learn to achieve her/his desired postsecondary outcomes?
  - What type and amount of educational supports does/will the child need?
  - What type and amount of developmental, corrective, and other supported services does/will the child need?
  - What type and amount of community experiences does the child need?
- What additional information or skills does/will the child need to learn to function independently as an adult?
- What additional assessments are needed to determine the child's career interests, aptitudes, and skills?
- Who is currently providing transition services to the child? Are additional transition service providers needed?
- Will the child be linked to the needed postsecondary services, supports, or programs before s/he leaves the school setting?

Transition services must be linked to the child's postsecondary goals and his/her PLAAFP. At least one transition service must be identified for each measurable postsecondary goal. See *Procedures Volume V: Secondary Transition* for additional information about transition.

IEP Form: Transition Services

Transition Services
*Transition services may include **instruction**, **related services**, **community experiences**, **development of employment and other post-school adult living objectives**, and **acquisition of daily living skills** to be provided before graduation to support the child in achieving his/her postsecondary goals.*

Instruction *(e.g. accommodations, tutoring, skills training, prep for college exam)*
List the activities the <u>school</u>, <u>child</u>, <u>parent</u> and any <u>outside agency(ies)</u> will do to help the child reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.

1

Related Services *(e.g., parent(s), technology, transportation, medical services, supported services)*
List the activities the <u>school</u>, <u>child</u>, <u>parent</u> and any <u>outside agency(ies)</u> will do to help the child reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.

2

Development Of Employment Objectives and Functional Vocational Evaluation *(e.g., career planning, guidance counseling, job and career interests, aptitudes and skills)*
List the activities the <u>school</u>, <u>child</u>, <u>parent</u> and any <u>outside agency(ies)</u> will do to help the child reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.

Community Experiences *(e.g., jo... institutions)*
List the activities the <u>school</u>, <u>child</u>, secondary goal(s). Specify any ou...

4

3

Acquisition Of Daily Living Skills and Other Post-School Adult Living Objectives *(e.g., self-care, home repair, health and safety, money management, registering to vote, adult benefits planning, independent living)*
List the activities the <u>school</u>, <u>child</u>, <u>parent</u> and any <u>outside agency(ies)</u> will do to help the child reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.

5

1. **Instruction**: List any instruction provided as a transition service by the school, child, parent, and/or outside agencies.
2. **Related services:** List any related services provided as a transition service by the school, child, parent, and/or outside agencies.
3. **Community experiences:** List any community experiences provided as a transition service by the school, child, parent, and/or outside agencies.
4. **Development of employment and other post-school adult living objectives and functional vocational evaluation (when appropriate)**: List any additional instruction, services, experiences, or assessments provided as a transition service by the school, child, parent, and/or outside agencies to assist the child in achieving his/her postsecondary goals or determining career interests, aptitudes, and skills.
5. **Acquisition of daily living skills (when appropriate):** List any instruction or experiences provided as a transition service by the school, child, parent, and/or outside agencies to assist the child in functioning independently as an adult.

IEP Form: Exit Options

One of the most important decisions the IEP Committee will make for a child with a disability is identifying his/her exit option. The range of postsecondary education, training, and employment opportunities to which the child will be able to gain access will be greatly impacted by the exit option selected. This decision will have lifelong implications for the child as well as her/his family and community.

Mississippi currently offers the following exit options:

- **Standard High School Diploma**: The standard high school diploma is the only option leading to *graduation*. There are three pathways: Traditional, District, and Career Pathways. See the *Mississippi Public Schools Accountability Standards* for more information.
- **General Educational Development (GED)**: The GED is a high school equivalency credential earned through successful completion of a group of subject area assessments that measure high school level college- and career-readiness skills. Some school districts offer GED preparatory programs.
- **Mississippi Occupational Diploma (MOD)**: The MOD is not a standard high school diploma nor is it considered a high school equivalency credential for most postsecondary education and training programs or Federal financial aid programs. Rather the focus of this option is to teach employability skills and prepare children with disabilities for competitive employment. The MOD requires (a) an occupational diploma portfolio, (b) the successful completion of a two-year Career/Technical/Vocational Program or documentation of at least five hundred forty (540) hours of successful, paid employment, and (c) twenty-one (21) credits earned by successfully completing selected courses from the general education curriculum, vocational education programs, and/or MOD portfolio objectives. See the *Mississippi Public Schools Accountability Standards* for more information.
- **Certificate**: A Certificate of Completion is not a high school equivalency credential but rather an acknowledgement of the child's participation in and completion of his/her IEP.

When selecting the exit option for a child, the IEP Committee must consider the child's post-secondary goals and the progress in the educational environment. For example, for a child who can meet high school college and career readiness standards but lacks sufficient credits, will soon age out of eligibility, and is at-risk of dropping out of school, a district GED option may be a viable option. For a child with an SCD, a Certificate of Completion is a viable option.

Exit Options				
Exit options must be reviewed with the parent and the child, as appropriate, before completing this section.	The exit option determined appropriate for the child is:			
	☐ Standard High School Diploma	☐ Mississippi Occupational Diploma	☐ District GED Option Program	☐ Certificate of Completion

Exit Option: Check the box to indicate the exit option selected.

When selecting the child's exit option, ask:
- What is the child's postsecondary goal(s) for education and what exit option is required for the child to gain entry into that type of educational program?
- What is the child's postsecondary goal(s) for employment and what preparation and/or certification is required to gain entry into the career field?
  - Is a particular exit option required to gain entry into the career field?
  - Is completion of a degree, certification, or training program required for the child's desired career or employment option?
- How many requirements for each exit option has the child currently met?
- How much time does the child have to meet the remaining requirements before turning twenty-one (21) years of age and aging out of eligibility for special education services?
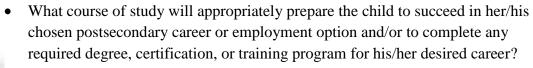
IEP Form: Course of Study

A course of study is the list of courses the child requires to achieve his/her desired exit option. The child's course of study contains the sequence of courses the child needs to achieve her/his postsecondary goals. The child's general education teacher and guidance counselor must be involved in the collaborative decision-making process for determining the child's course of study. Like the child's desired postsecondary goals, the child's course of study must be determined on the basis of the child's strengths, interests, and preferences.

When selecting the course of study for the child, the IEP Committee must consider the specific requirements for each exit option and the specific entry requirements for the postsecondary college or career selected. For example if a child's postsecondary goal is to attend a college or university immediately after high school, s/he must have a course of study leading to a standard high school diploma and/or complete a GED program as a diploma or GED is required for entry to a college or university. If a child's postsecondary goal is to enlist in the military, s/he should have a course of study leading to a standard high school diploma as the military rarely accepts applicants with a GED without additional college coursework and/or a high Armed Services Vocational Aptitude Battery (ASVAB) score. If a child's postsecondary goal is to become a commercial driver, the child's course of study will depend upon both the specific exit option selected and the postsecondary training program pursued. As some commercial driver training programs require a standard high school diploma or GED while others do not, the child may be able to exit with a standard high school diploma, GED, MOD, or Certificate of Completion and still pursue his/her postsecondary goal depending upon the entry requirements of the commercial driver training program selected.

When selecting the child's course of study, ask:

- What is the child's postsecondary goal(s) in education and what course of study will appropriately prepare the child to succeed in his/her chosen postsecondary educational or training program?
- What is the child's postsecondary goal(s) in employment and in what career cluster is the child's desired employment?
- What course of study will appropriately prepare the child to succeed in her/his chosen postsecondary career or employment option and/or to complete any required degree, certification, or training program for his/her desired career?
- What classes support the child in obtaining her/his desired exit option?
- What classes are available that support the child's efforts to achieve his/her desired postsecondary goals in education, employment, and, if applicable, independent living?
- Do the child's projected classes for the course of study have prerequisite classes that will need to be sequenced?

Course Of Study   1

Select the course of study that supports the child's postsecondary goal(s):

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Media, and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution, and Logistics

2 *Additional options (SCD only):*   □ Supported Employment   □ Daily Living Activities   □ Customized Employment

List the general and special education class(es) in the child's course of study for the previous, current, and projected year selected on the basis of the child's strengths, interests, preferences and desired postsecondary goals.

Previous Year's Class(es)	Current Year's Class(es)	Projected Year's Class(es)
3a	3b	3c

1. **Course of Study**: Check the box of the career cluster for the child's course of study.
2. **Additional Options (SCD only)**: For a child who meets the criteria for SCD and who is not pursuing a course of study aligned with one of the career clusters in [1], check the box that identifies the child's course of study (i.e., supported employment, daily living activities, or customized employment). If the child does not meet the criteria for an SCD, leave this section blank.
3. **Enrolled Classes**: List the specific general or special education class(es) in the child's course of study for which s/he:
   a. Has already completed during previous school years.

b. Will enroll for the current school year. *The list of current year's classes is not a guarantee that the child will successfully complete these courses.*

c. Intends to enroll in future school years. *The projected year list of classes is not a guarantee that the child will be able to enroll in or successfully complete these courses. The intention of listing these classes is to enable the IEP Committee to plan the child's course of study accounting for appropriate sequencing of prerequisite classes and balancing class loads over the child's high school years.*

IEP Form: Child's Invitation to the IEP Committee Meeting

The secondary transition plan should be developed based on the child's strengths, preferences, and interests. Children with disabilities, whenever appropriate and at the discretion of their parents, should be invited to attend the IEP Committee meeting, especially when the child's transition goals, services, exit options, and course of study are to be discussed.

Child's Invitation to the IEP Committee Meeting		
The child was invited to the IEP meeting.	☐ Yes	☐ No

Child's Invitation: Check the box to indicate if the child was invited to attend the IEP Committee meeting when secondary transition plans were discussed.

IEP Form: Interagency Linkages

Interagency linkages are developed with agencies and/or their representative(s) who are currently involved with the child or family or are likely to become involved in providing support or services once the child exits high school and transitions into postsecondary education/training, employment, and the community. Representatives of these agencies may be able to provide critical information to assist the IEP Committee in planning for secondary transition and/or to provide transition services. Written parental consent must be obtained prior to inviting an agency representative to attend an IEP Committee meeting or to become an IEP Committee member.

In Mississippi, agencies commonly involved in transition planning or services include:

- **Vocational Rehabilitation Agency (VR)**: Funded by Federal and State monies, VR agencies typically operate regional and local offices and provide assistance to people with cognitive, sensory, physical, or emotional disabilities to attain employment and increased independence. VR services are available for a limited period of time based on an individual's rehabilitation plan.
- **Mental Health Agencies**: Funded by Federal, State, and (primarily) local monies, mental health agencies, operated out of regional offices, provide a comprehensive system of services responsive to the needs of individuals with mental illness or Intellectual Disabilities on a sliding payment scale.

- **Independent Living Centers (ILC)**: Operated locally, ILCs help people with disabilities achieve and maintain self-sufficient lives within the community. Some services, such as classes, may require fees; however, other services, such as advocacy services, are typically available at no cost.
- **Social Security Administration (SSA)**: Funded by Federal monies, the SSA operates several programs that provide benefits for people of any age who are unable to do substantial work and have severe mental or physical disabilities, including Social Security Disability Insurance (SSDI), Supplemental Security Income (SSI), Plans to Achieve Self-Support (PASS), Medicaid, and Medicare.
- **Department of Health**: Funded by Federal and State monies, health departments assist individuals with physical or mental disabilities obtain employment and live more independently through the provision of counseling, medical and psychological services, job training, and other individualized services.
- **The Mississippi Council on Developmental Disabilities**: Funded by the Federal Administration on Developmental Disabilities, the MSCDD supports nine area programs for children and parents of children with disabilities: Child Care, Community Supports, Education and Early Intervention, Employment, Health, Housing, Transportation, Quality Assurance, and Recreation.

Interagency Linkages (Participating Agencies)		
*List any agencies/person(s) (a) currently involved with the child or family, (b) who can provide needed information to the IEP Committee and/or (c) likely to become involved in providing support or services after the child exits high school and transitions to the community, employment and/or postsecondary education/training. **Written parental consent must be obtained before inviting any agency/person(s) likely to be responsible for providing/paying for transition services.***		
☐ **Education/Training**: 1	☐ **Employment**: 2	☐ **Independent Living**: 3

1. **Education/Training**: List any agencies currently involved or that are likely to become involved with the child/family who can provide information or services related to education or training. Check the box if written parental consent has been obtained to invite an agency representative to the IEP Committee meeting.
2. **Employment**: List any agencies currently involved or that are likely to become involved with the child/family who can provide information or services related to employment. Check the box if written parental consent has been obtained to invite an agency representative to the IEP Committee meeting.
3. **Independent Living**: List any agencies currently involved or that are likely to become involved with the child/family who can provide information or services related to independent living, if applicable. Check the box if written parental consent has been obtained to invite an agency representative to the IEP Committee meeting.

IEP Form: Transfer of Rights

Beginning at least one year before the child reaches the age of majority under State law at twenty-one (21) years of age, the child's IEP must include a statement that the child has been informed that his/her rights under IDEA will transfer to the child on reaching the age of majority.

TRANSFER OF RIGHTS
I have been informed of my rights under Part B of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, as amended, that will transfer to me when I reach the age of majority (21 years of age).
Child's Signature: _____ Date: _____

> **Signature and Date**: Have the child sign and date the statement at least one year before the child reaches the age of majority under State law. <u>A signature is required</u>. *If the public agency receives notice of the child's legal incompetency, no transfer of rights will occur and this section of the IEP may be left blank.*

Least Restrictive Environment (LRE)

Districts are required to provide a continuum of services with different placement options depending upon the needs of the children they serve. A child's Least Restrictive Environment (LRE) is the one that allows the child to the maximum extent appropriate to be educated with children who are not disabled. Special classes, separate schooling, or other removals of children with disabilities from the regular educational environment may occur only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. LRE requirements apply to all children eligible for special education services, including preschool children.

At least once each year, the IEP Committee must consider the placement of the child based on:
- **The child's IEP**: All of the decisions made during the development of the IEP (e.g., selection of standards, goals, services, accommodations, modifications, other supports, and, if applicable, transition plans) are used to help determine the child's LRE.
- **The location of the school the child would attend if s/he were not disabled**: The child's placement must be as close as possible to the child's home and, unless the child requires other arrangements, in the school that s/he would attend if nondisabled.
- **Any potential current or long-term harmful effects on the child**: Harmful effects can include, but are not limited to lack of opportunity for appropriate role models, stigmatization, isolation from peers, diminished access to full range of the curriculum, decreased self-esteem, and decreased access to the instructional opportunities available in an integrated setting. For example, for a child who has been on a modified curriculum in all subject areas since 3rd grade, the IEP Committee determined that it is most appropriate for her to continue

with the modified curriculum, even though she will be unable meet the requirements for a standard high school diploma at her current rate of progress.

- **Access to age-appropriate nondisabled peers**: Children with disabilities must be educated with age-appropriate peers to the maximum extent appropriate. For every placement considered, the IEP Committee should look for ways to include children with disabilities to provide access to age-appropriate nondisabled peers throughout the school day and across the school week. For example, a child may be placed in a self-contained class for all academic courses but participate with his nondisabled peers in related arts classes including physical education, music, and art.
- **The provision of supplementary aids and services**: Children with disabilities cannot be removed from general education settings solely because they require accommodations and/or modifications. Public agencies must demonstrate their efforts to provide supplementary aides and services to enable children with disabilities to participate in the regular education setting to the maximum extent appropriate. In addition, the IEP Committee must determine if the special transportation is a related service for the child. For example, a child may require special transportation and personnel to ensure that she remains seated while on the bus and is provided support if she becomes over stimulated in that environment.

An example of the determination of placement for an 8th grade child with Autism follows:

- *The IEP Committee first placed the child in an inclusive setting, with accommodations, curriculum modifications, and personnel. However, the child was unsuccessful in this placement and exhibited significant behavioral disruptions that impeded his learning due to his inability to acclimate to the sights and sounds of the environment, the large number of peers, and the frequent transitions even when supported with an intensive behavior intervention plan.*
- *The IEP Committee next placed the child in resource classes with accommodations, curriculum modifications, and personnel. However, the child was unsuccessful in this placement as he continued to exhibit significant behavioral disruptions that impeded his learning. Although his behavior and learning had improved when he was in his resource classes with reduced environmental stimulation and a smaller class size, he had increased behavioral disruptions when transitioning to and during his regular classes.*
- *Finally, the IEP Committee considered placement in a self-contained class with accommodations, curriculum modifications, and personnel. Since this placement, the child had shown marked improvement in his development of academic and functional skills and required less intensive behavioral interventions. The IEP Committee determined this was the child's current LRE.*

See *Procedures Volume II: FAPE, IEP, LRE, and ESY* for more information on making placement decisions.

When considering the child's Least Restrictive Environment (LRE), ask:

- What school would the child attend if s/he were not disabled?
- Has the child had significant difficulties (e.g., increasing academic or behavioral difficulties) in the current placement?
  - If so, can the environment be changed without changing placement?
  - If not, can additional supports be provided to help the child cope with the environment and be more successful?
- Has the child demonstrated significant improvement in current placement such that s/he may be placed in a less restrictive environment with supports?

IEP Form: Placement Considerations and LRE Determinations

PLACEMENT CONSIDERATIONS AND LEAST RESTRICTIVE ENVIRONMENT (LRE) DETERMINATIONS
Placement Option(s) Considered
Describe the placement option(s) the IEP Committee considered including any potentially harmful effects each option may have on the child or the quality of services to be provided. Include the level of support required for each placement option. **Document the basis for decision:** 1
Non-Participation with Non-Disabled Peers
Describe the extent to which the child does not participate with his/her non-disabled peers. **Document the basis for decision:** 2
Special Transportation
Is special transportation needed in the selected LRE? ☐ Yes ☐ No *If yes, describe the specific needs and document the basis for the decision:* 3

1. **Placement Options**: Write a statement describing all of the placement options considered beginning with the least restrictive placement. Describe any potentially harmful effects on the child or quality of services needed in the selected placement. Record the sources of information used to support this decision. *If a child's placement changes within the year, this section should document the record of the child's movement from one placement to another.*

2. **Non-Participation with Nondisabled Peers**: Write a statement describing the extent to which the child does not participate with his/her nondisabled peers. Record the sources of information used to support this decision.
3. **Special Transportation**: Check the box to indicate if special transportation is required for the selected placement. Record the sources of information used to support this decision. *If special transportation is required in the LRE selected, add this related service to the Special Education and Related Services page of the IEP.*

IEP Form: Percentage of Time Outside of the General Education Classroom

After determining a child's Least Restrictive Environment (LRE), the IEP Committee must indicate the category of this placement. This information is used to assist the school and the MDE in reporting to the Office of Special Education Programs (OSEP) for Indicator 5 *LRE for 6-21 year olds* and Indicator 6 *LRE for 3-5 year olds* of the Annual Performance Report (APR).

Percentage of Time Child Receives Special Education Outside of the General Education Classroom	
Preschool LRE Classification (*Check one below for children ages 3-5*)	
☐ **PC**/Home ☐ **PE**/Residential Facility ☐ **PF**/Separate School ☐ **PG**/Separate Class ☐ **PH**/Service Provider Location	☐ **PI**/Regular program ten (10) or more hours per week and served in the regular program ☐ **PJ**/Regular program ten (10) or more hours per week and served in another location ☐ **PK**/Regular program less than ten (10) hours per week and served in the regular program ☐ **PL**/Regular program less than ten (10) hours per week and served in another location
School Age LRE Classification (*Check one below for children ages 6-21*)	
☐ **SA**/Inside general education class 80% or more of the day ☐ **SB**/Inside general education class 40 to 79% of the day ☐ **SC**/Inside general education class less than 40% of the day ☐ **SD**/Separate School	☐ **SF**/Residential Facility ☐ **SH**/Home-Hospital ☐ **SI**/Correctional Facilities ☐ **SJ**/Parentally Placed in Private Schools

1. **Preschool LRE Classification (ages 3-5)**: Check the box that indicates the appropriate placement of the child. *See the Indicator 6 Decision Tree for more information (online at http://www.mde.k12.ms.us/docs/sped-ecse/Web-Indicator-6-Decision-Tree.pdf?sfvrsn=2).*
2. **School Age LRE Classification (ages 6-20)**: Check the box that indicates the appropriate placement of the child.

IEP Form: Written Parental Permission for Initial Placement

The parent/guardian must provide written consent for special education services for the child before any <u>initial</u> services may be provided. The other members of the IEP Committee should assist the parent in understanding their child's rights under IDEA as well as his/her disability status and category for eligibility. The IEP Committee, of which the parent is a member, must develop the child's IEP collaboratively. In addition, the other members of the IEP Committee should assist the parent in understanding the services, supports, and other provisions in the IEP <u>before</u> obtaining permission for initial placement.

WRITTEN PARENTAL PERMISSION FOR INITIAL PLACEMENT
My rights and those of my child as outlined in the Procedural Safeguards Notice have been fully explained to me. I understand that my child has a disability, and I know my child's eligibility category. I hereby give consent for my child to receive special education services as recorded on this Individualized Education Program (IEP).
Parent/Guardian Signature: _____ Date: _____

Signature and Date: If this is the child's initial IEP, have the parent sign and date the statement indicating consent for the initial provision of special education services. <u>A signature is required</u>. *This section may be left blank for all future IEPs.*

Extended School Year (ESY)

Extended School Year (ESY) services are special education and related services provided to the child beyond the normal school year, in accordance with the child's IEP in order to provide a FAPE, and at no cost to the parent.

IEP Form: Exemption for Considering ESY Services

The IEP Committee does not need to address ESY Services for children who are in 12-month programs that continue to provide services over the summer break.

EXTENDED SCHOOL YEAR (ESY)
☐   This child attends a twelve (12) month program.

Question: Check the box if the child attends a twelve-month program.

IEP Form: Determination of Need for ESY Services

The IEP Committee must determine on an individual basis each child's need for ESY services considering all qualifying criteria:

- **Regression-Recoupment**: Refers to a child's loss of skills addressed on the child's IEP after at least two (2) breaks in instruction without regaining the documented level of skills within a period of time equal to the amount of time of the breaks up to a maximum of four (4) weeks.
- **Critical Point of Instruction 1**: Refers to a need to maintain a child's skills to prevent a loss of general education class time or an increase in special education service time.
- **Critical Point of Instruction 2**: Refers to a point in the acquisition or maintenance of a critical skill during which a lengthy break in instruction would lead to a significant loss of progress.
- **Extenuating Circumstances**: Refers to special situations that jeopardize the child's receipt of a FAPE unless ESY services are provided.

When considering the child's need for Extended School Year (ESY) services, ask:

- Has the child had two or more breaks in instruction?
  - If so, did the child have a loss of skills when s/he returned to school?
  - How long did it take the child to regain the lost skills?
- Is a break in instruction likely to cause the child to lose skills required across a number of environments, settings, or situations?
- Is a break in instruction likely to cause the child's development to slow?
- Would ensuring the child maintained his/her skills enable him/her to function more independently and/or spend more time in integrated environments?

Determination of ESY Decision	Determination Date: _____ 1
*All of the following criteria used in determining eligibility **must** be considered:* ☐ **Regression-Recoupment**: Refers to a child's loss of a skill on IEP objective(s) after at least two (2) breaks in instruction without regaining the documented level of skill(s) prior to the break within the specified period. 2 ☐ **Critical Point of Instruction 1**: Refers to the need to maintain a child's critical skill to prevent a loss of general education class time or an increase in special education service time. ☐ **Critical Point of Instruction 2**: Refers to a point in the acquisition or maintenance of a critical skill during which a length break in instruction would lead to a significant loss of progress. ☐ **Extenuating Circumstances**: Refers to special situations that jeopardize the child's receipt of FAPE unless ESY services are provided *NOTE: Although ESY services typically focus on existing annual goals or STIO/Bs, the IEP Committee may determine the child needs to master a new goal or objective to be able to master or maintain the critical skill identified as the basis for ESY services. Only in this situation may the IEP Committee write a new goal and/or objective to address this critical skill.*	
3 ***The type or severity of the child's disability must cause the skills learned by the child during the regular school year to be significantly jeopardized if he/she does not receive ESY.*** ☐ **This child's situation MEETS criteria for ESY Services.** ☐ **This child's situation DOES NOT MEET the criteria for ESY Services** ***Document the basis for the decision. Documentation of how the decision was made MUST be in the child's file.*** 4	

1. **Determination Date**: Record the date the IEP Committee made the ESY determination.
2. **Criteria for ESY Services**: Check the box indicating the criteria determined by the IEP Committee to be the basis for the need for ESY Services, if applicable. *The IEP Committee must consider each of the criteria in its determination of a child's need for ESY services.*
3. **ESY Determination Statement**: Check the box indicating the IEP Committee's decision.
4. **Basis of the Decision**: Document the sources of data used by the IEP Committee.

IEP Form: ESY Goals, STIO/Bs, and Report of Progress

Typically existing goals or STIO/Bs will be the focus of ESY services; however, the IEP Committee may determine the child needs to master a new goal or objective to be able to master

or maintain the critical skill identified as the basis for the ESY determination. Only in these instances may the IEP Committee write a new goal and/or objective to address this skill. See the *Procedures Volume II: Chapter 6: Extended School Year Services* for more information.

Measurable Annual Goals or Short-Term Instructional Objectives/Benchmarks (STIO/B) *These must be existing measurable annual goals or STIO/Bs except for situations as described in the note above.*	TA	MOM	Report of Progress	
			CLP	PAG
1	2	3a	4	5

TA = Transition Activity	Methods of Measurement (MOM)			Report of Progress
	OBS = Observation **CRT** = Criterion Reference Test **CBM** = Curriculum Based Measure	**WS** = Work Samples **D/P** = Demonstration/Performance **Other**: _____	3b	**CLP** = Current Level of Performance **PAG** = Progress on Annual Goal *See Annual Goal page for codes*

1. **Measurable Annual Goals or Short-Term Instructional Objectives/Benchmarks (STIO/Bs)**: Write the existing measurable annual goal(s) or STIO/Bs for which the child needs ESY services and/or write a new measurable annual goal or STIO/Bs for the child to be able to master or maintain the critical skill for which the child needs ESY services. *Each goal or objective must be linked to a specific service to be provided.*
2. **Transition Activity (TA)**: For a child with a secondary transition plan, record a "Y" for yes of "N" for no to indicate if the measurable annual goal is a transition activity. For any child where a secondary transition plan is not appropriate, record "NA" for not applicable. *A secondary transition plan is required for every child over fourteen (14) years of age and may be appropriate for younger children as determined by their IEP Committee.*
3. **Method of Measurement (MOM)**: Write the code in [3a] for the method to be used to measure the child's progress using the key provided in [3b].
4. **Current Level of Performance (CLP)**: Write a statement describing the child's current level of performance on the annual goal based on progress on the STIO/Bs using the identified method of measurement.
5. **Progress on Annual Goal (PAG)**: Record the letter corresponding to the statement listed on the *Measurable Annual Goal* page that best describes the child's progress on the annual goal.

A **Progress Report** will be given to parents every _____ week(s) or at the end of the child's ESY services on _____	Date(s) progress report given to parent _____

Progress Report: Record the frequency or the date after which a progress report for the child will be provided to the parent/guardian. After the progress report(s) has been provided to the parent/guardian, record the date(s).

IEP Form: ESY Services

Complete the rest of the documentation as you would the IEP. Refer to sections on *Assessing and Reporting Child Progress* and *Special Education and Related Services*

	Types of Service	# of Weeks	Duration/ Frequency	Area *(See Special Education and Related Service page for code)*	Location	Start Date	End Date
1-3	Educational Services						
	Related Services**	A	B	C	D	E	F
	Transportation						
4	Other: _____						
	Other: _____						
** Any related services provided (except transportation) **must** have a corresponding measurable annual goal or STIO/B.							

1. **Educational Services**: List the special education services to be provided.
   A. **Number (#) of Weeks**: Record the total number of weeks the service will be provided.
   B. **Duration/Frequency**: Record the amount of time per day and the number of days per week the services will be provided (e.g., 30 minutes/3 times a week).
   C. **Area**: Record the area where the child will receive the services using the letter codes listed at the bottom of the *Special Education and Related Services* page of the IEP.
   D. **Location**: Record if the service will be located in special education or in general education classes. *Any class with 50% or more children receiving special education service is considered a special education classroom.*
   E. **Start Date**: Record the date on which the services will begin.
   F. **End Date**: Record the date on which the services will end.
2. **Related Services**: List any related services to be provided. Record the number of weeks, duration/frequency, start date and end date for the services as well as the area and location in which they will be provided. *Any related services provided (except transportation) must have a corresponding measurable annual goal or STIO/B.*
3. **Transportation**: List any transportation services to be provided. Record the number of weeks, duration/frequency, start date and end date for the services as well as the location in which they will be provided.
4. **Other**: List any additional services to be provided. Record the number of weeks, duration/frequency, start date and end date for the services as well as the area and location in which they will be provide.

NOTES