

Guidance Document

*Standards-based
Individualized Education Program
(IEP)*

*A Guide for School Divisions
Commonwealth of Virginia Department of Education
Office of Special Education Instructional Services
Division of Special Education and Student Services*

The requirements for Individualized Education Program (IEP) development can be found in the *Regulations Governing Special Education Programs in Virginia*. The Virginia Department of Education does not mandate or prescribe a particular IEP form or format. The information contained herein is provided only as a resource that educators may find helpful and should be used in guiding their special education standards-based IEP development process.

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Preface

This standards-based IEP guide intends to provide technical assistance for educators, parents, and others who participate in the development of Individualized Education Programs (IEPs) for students with disabilities. The IEP ensures that a student with a disability receives a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). This standards-based IEP guidance document will assist the IEP team in developing a meaningful individualized program that facilitates a student with a disability access to curriculum and instruction based on the Virginia Standards of Learning and grade appropriate content while continuing to address the student's individual educational needs.

The content of this guide is based on regulatory requirement for an IEP as outlined in the Individuals with Disabilities Education Act (IDEA 2004) and *Regulations Governing Special Education Programs in Virginia*. Both state and federal law identify the required components of the IEP. Additional guidance on standards-based IEP development was provided by Project Forum, a group affiliated with the National Association of State Directors of Special Education, and the U.S. Department of Education and a review of various guidance documents developed by other states and in consultation with Virginia stakeholders.

This guide provides descriptions and examples of required IEP components from the statement of present level of academic achievement and functional performance (PLOP) through the summary of educational services, as well as provides assistance to facilitate the integrating of the content standards into the IEP development process. It does not address the eligibility process, procedural safeguards or implementation of the IEP. Also, it utilizes the sample forms developed by the VDOE and located on the Web site at www.doe.virginia.gov. However, this does not imply that the sample forms must be used by the divisions.

This technical assistance guidance document was designed with supporting materials, including a Web-based training module and standards-based worksheet. These materials are available on the Virginia Department of Education Web site, www.doe.virginia.gov, and should be used in conjunction with the *Regulations Governing Special Education Programs in Virginia* and the local division policies and procedures. The Virginia Department of Education recognizes that it is impossible to address all issues or questions that may arise in the IEP development process in this document. Additional information is available through the VDOE Office of Special Education Instructional Services at (804) 225-2932, the toll free voice number (800) 422-2083, or text users dial 711 (Relay).

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Introduction

The standards-based reform movement has focused on improving the quality of instruction in the schools by establishing high standards of achievement and accountability for general education content for all students. This includes students with disabilities. In order to ensure that students with disabilities access the general curriculum and achieve at higher levels, a standards-based IEP development process called a “standards-based IEP” has been recommended. The change to using standards-based IEPs has been supported by two federal laws:

- 1) the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) that emphasizes access to the general education curriculum for students with disabilities; and
- 2) the federal assessment regulations issued in 2007 under the Elementary and Secondary Education Act (ESEA) that permit states to implement an alternate assessment based on modified academic achievement standards (AA-MAS). States could use this new assessment for students with disabilities to count up to two percent of students as “proficient” for purposes of Adequate Yearly Progress (AYP). The requirements that pertain to standards-based IEPs are contained in the following section of the ESEA regulations:

For students who are assessed based on modified academic achievement standards, the State must—

- (i) Inform IEP teams that a student may be assessed based on modified academic achievement standards in one or more subjects for which assessments are administered under §200.2;*
- (ii) Establish and monitor implementation of clear and appropriate guidelines for IEP teams to apply in developing and implementing IEPs for students who are assessed based on modified academic achievement standards. These students' IEPs must—*
 - (A) Include IEP goals that are based on the academic content standards for the grade/course in which a student is enrolled; and*
 - (B) Be designed to monitor a student's progress in achieving the student's standards-based goals;*
- (iii) Ensure that students who are assessed based on modified academic achievement standards have access to the curriculum, including instruction, for the grade in which the students are enrolled;*
- (iv) Ensure that students who take alternate assessments based on modified academic achievement standards are not precluded from attempting to complete the requirements, as defined by the State, for a regular high school diploma; and*
- (v) Ensure that each IEP team reviews annually for each subject, according to the criteria in paragraph (e)(2) of this section, its decision to assess a student based on modified academic achievement standards to ensure that those standards remain appropriate [34 CFR 200.1(f)(2)].*

As a result of this legislation, the Virginia Department of Education has introduced a standards-based IEP process as best practice for IEP development. To facilitate the development of a standards-based IEP, the guidance document, “Standards-based IEP” has been developed. This document is designed to be a resource and should be used in conjunction with the *Regulations Governing Special Education Programs in Virginia* and local IEP development guidelines.

IEP Overview

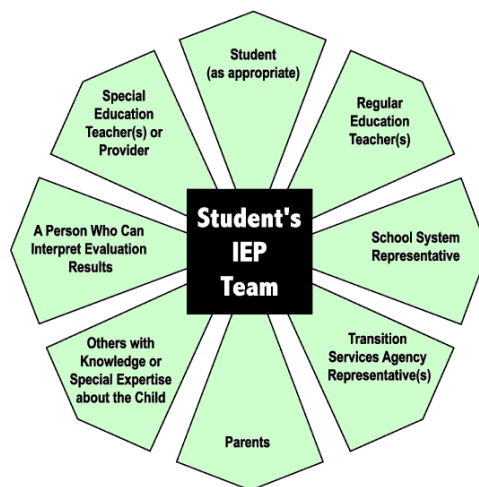
Individualized Education Program Overview:

What is an Individualized Education Program (IEP)?

According to the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, an IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a team meeting that specifies the individual educational needs of the child and what special education and related services are necessary to meet the child's educational needs. (8 VAC 20-81-10)

Who is responsible for the development of the IEP?

The federal and state regulations require that certain individuals must be involved in developing a child's IEP, including when secondary transition services are considered:



- At least one **regular education teacher**, if the student is (or might be) participating in the general education environment.
- At least one **special education teacher** or provider.
- A representative of the **local educational agency** who is knowledgeable about specially designed instruction for students with disabilities, the general curriculum, and the availability of local educational agency resources.
- The **parents**.
- The **student**, as appropriate.
- **Someone who can interpret** the instructional implications of evaluation results, who may be another team member.
- **Other people** whom the parents or the school personnel have chosen to invite.
- When secondary transition services are considered, then the school division must invite (with consent of the parent or adult age student) a **representative of any participating agency** that is likely to be responsible for providing or paying for transition services.

(Federal regulations at 34CFR 300.321; corresponding Virginia Regulations at 8 VAC 20-81-110 C).

The parent, guardian, or representative for the student should be encouraged to offer their input. Though professionals can describe assessment results and observations, it is the parent(s), guardian, or representative for the student, and student (when appropriate) who know all the subtle factors that affect the student's ability to learn, progress, and succeed. Note that an IEP team member may fill more than one of the team positions if properly qualified and designated. For additional information, "**A Guide to the Individualized Education Program**" can be also found at <http://www.ed.gov/parents/needs/speced/iepguide>.

What does legislation say about writing an IEP?

Federal and state special education regulations describe how the IEP should be developed. The IEP team shall consider:

- child's strengths; parents' concerns for enhancing their child's education;
- results of the initial evaluation or most recent evaluation of the child; and
- academic, developmental, and functional needs of the child. (20 USC §1414(d) (3) (A))

The IEP should:

- meet the child's academic, development, and functional needs that result from the disability;
- enable the child to be involved in and progress in the general curriculum; and
- meet each of the child's other educational needs that result from the child's disability. (20 USC §1414(d))

There are federal and state requirements for the IEP team and content, which are provided in the [Regulations Governing Special Education Programs for Children with Disabilities in Virginia](#) (PDF). Refer to 8VAC20-81-110.

What additional "special factors" should the IEP team consider when developing an IEP for certain students?

According to the regulation, the IEP team also shall: Refer to 8VAC20-81-110.

- ❑ In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions, strategies, and supports to address the behavior;
- ❑ In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- ❑ In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;
- ❑ Consider the communication needs of the child;
- ❑ Consider the child's needs for benchmarks or short-term objectives;
- ❑ In the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
- ❑ Consider whether the child requires assistive technology devices and services.

Introduction to Standards-based IEP¹

What is a standards-based IEP?

A standards-based IEP describes a process in which the IEP team has incorporated state content standards in its development. The IEP is directly linked to and framed by Virginia's course content Standards of Learning (SOL) for the grade in which the student is enrolled or will be enrolled. The state standards can be found at

http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml.

Specific accommodations and modifications addressing student's needs to access the general education instructional program are included in the standards-based IEP for student's present grade-level and course content requirements.

What is the difference between the traditional IEP and a standards-based IEP?

Traditionally, IEPs have focused on a student acquiring basic academic, access and/or functional skills and have had little relationship to a specific academic area or grade-level expectations. In contrast, the process used to develop a standards-based IEP is directly tied to the state's content standards. Both the student's present level of performance and some of the annual IEP goals are aligned with and based on the state's grade-level standards which creates a program that is aimed at getting the student to a proficient level on the state standards.

What are the components of a standards-based IEP?

The components are the same as the traditional IEP. Virginia requires that all IEPs contain a present level of academic achievement and functional performance, commonly referred to as the present level of performance (PLOP), goals statement, accommodations and /or modifications and service statements. The IEP also includes the student's level of nonparticipation with peers in the general education setting, how the student will participate in state assessments, and methods of assessing and reporting student progress. In addition, for students beginning with the first IEP to be in effect when the student is age 14, the IEP must address secondary transition. It should be noted that in a standards-based IEP, the PLOP and some or all of the annual goals are connected to the specific grade-level SOL. This creates a program that is aimed at getting the student to a proficient level on state standards in addition to addressing functional and/or behavioral needs of the student, as needed.

¹ Questions and answers were adapted from the USDE Non-regulatory Guidance Document on Modified Academic Achievement Standards found at

<http://www.ed.gov/policy/speced/guid/nclb/twopercent.doc>

Do the regulations require short-term objectives in the standards-based IEP?

No. Federal regulations require only the IEPs of students with significant cognitive disabilities who participate in assessments based on alternate academic achievement standards, such as the Virginia Alternate Assessment Program (VAAP), to include a description of benchmarks or short-term objectives. Virginia regulations further require that the IEP team documents its consideration of the inclusion of benchmarks or short-term objectives for all children's IEPs.

What are the benefits of a standards-based IEP?

MacQuarie (2009) describes the following positive benefits of a standards-based IEP:

- Links the IEP to the general education curriculum based on the state SOL
- Provides positive directions and goals for intervention
- Utilizes standards to identify specific content critical to a student's successful progress in the general education curriculum
- Promotes a single educational system that is inclusive through common language and curriculum for special and general education students
- Ensures greater consistency across schools and divisions
- Encourages higher expectations for students with disabilities

A properly implemented standards-based IEP will improve the student's opportunity to receive specifically designed instruction linked to the general educational curriculum for the enrolled grade and appropriate accommodations to support achievement of grade-level expectations.

Are all special education students required to have a standards-based IEP?

Best practice would suggest that a standards-based IEP would be beneficial for all students. However, if a student is being considered for or meets the criteria to participate in one or more Virginia Modified Achievement Standards Test (VMAST), a standards-based IEP is required. For those students whose IEP team determines that the student should take a VMAST, the team must develop annual IEP goals based on grade-level content standards. For the student whose IEP team determines that he or she should take an alternate assessment based on Virginia's alternate academic achievement standards, the team must develop annual goals and short-term objectives based on the aligned standards of learning (ASOL).

Does a standards-based IEP imply that the student is on grade-level in that content area?

No, the student may not be on grade-level in that content area. However, the student is working toward meeting grade-level expectation and receiving grade-level content instruction. The IEP should address what needs to happen in order for the student to meet the standards. Once the IEP team has analyzed the student's current performance and determined what the student needs to learn, the specialized instruction and related services and supports should be addressed.

How do IEP teams develop a grade-level standards-based IEP when a student is not on grade-level?

The National Association of State Directors of Special Education (NASDSE) has produced a document that illustrates a recommended seven-step process, with accompanying guiding questions, to assist special education teachers and other professionals in developing a standards-based IEP. The Standards-based Individualized Education Program Examples are available on the following NASDSE Web pages:

<http://www.projectforum.org/docs/Standards-basedIEPExamples.pdf>

<http://www.projectforum.org/docs/SevenStepProcessstoCreatingStandards-basedIEPs.pdf> This process has been modified and utilized in this guidance document. Teacher support materials are available on the VDOE Web site. These materials include:

Online Training Modules

The Virginia Department of Education, along with the collaboration of the Training and Technical Assistance Centers has developed a free online training titled, "Standards-based IEPs Online Training 2010-2011." This free training is available through the Web site at www.doe.virginia.gov. The training focuses on the development of a standards-based IEP and can be used as an individual or group training tool.

Standards-based Skills Inventory Worksheets

These worksheets have been developed based on the grade-level curriculum framework essential skills and knowledge to assist the teacher in developing goals and determining the component of the standard in which the student will need specialized instruction to access and address the grade level content. These worksheets are available on the Web site at www.doe.virginia.gov.

Components of a Standards-based IEP²

The Present Level of Academic Achievement and Functional Performance

The Present Level provides a summary of baseline information that indicates the student's academic achievement, identifies current functional performance, and provides an explanation of how the disability affects the student's involvement/progress in participating in the general curriculum. A standards-based IEP should indicate how the student is performing in relationship to the Standards of Learning (SOL) at the enrolled grade-level. Standards-based IEPs identify specific skills and knowledge that will allow the student to work towards current grade-level SOL or the next grade-level of standards. When developing the present level, IEP teams should:

A. Consider the Grade-level Standards

Consider the grade-level content standards for the grade in which the student is enrolled.

Prior to developing IEPs, all IEP team members, including parents, need to be familiar with the general education curriculum, including the state's academic content standards and state assessments. **Standards of Learning** can be viewed on the Virginia Department of Education Web site: www.doe.virginia.gov/testing/sol/standards_docs/index

Academic content standards form the basis of the general education curriculum and cover what students are expected to know and be able to do. If not developed near the end of the school year, annual IEPs may require goals that cross two grade-levels. (ex. Mathematics 8 and Algebra I). In order to make informed decisions about each student's strengths and needs, the IEP team should consider how the student is performing in relation to the state's grade-level content standards for the grade in which the student is enrolled.

Ask:

- *What is the intent of the content standard?*
- *What is the content standard saying that the student must know and be able to do?*

² The majority of information used in this section of the document was adapted from <http://www.projectforum.org/docs/SevenStepProcessstoCreatingStandardsbasedIEPs.pdf> National Center for Learning Disabilities: Understanding the Standards-based Individualized Education Program. Retrieved from www.LD.org

8.6 The student will verify by measuring and describe the relationships among vertical angles, supplementary angles, and complementary angles and will measure and draw angles of less than 360° .

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE AND SKILLS |
|---|---|--|
| <ul style="list-style-type: none"> Vertical angles are the opposite angles formed by two intersecting lines. Vertical angles are congruent. Complementary angles are any two angles such that the sum of their measures is 90°. Supplementary angles are any two angles such that the sum of their measures is 180°. | <p>All students should</p> <ul style="list-style-type: none"> Understand the meaning of the term <i>angle</i>. Understand how to use angle-measuring tools. Understand that pairs of angles are named by their defining attributes. | <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> Measure angles of less than 360° to the nearest degree, using appropriate tools. Identify and describe the relationships among the angles formed by two intersecting lines. Identify and describe pairs of angles that are vertical. Identify and describe pairs of angles that are supplementary. Identify and describe pairs of angles that are complementary. |

B. Examine Classroom and Student Data

Analyze the classroom and student data to determine where the student is functioning in relation to the grade-level standards.

The Virginia Standards of Learning (SOL) define what students should know and be able to do in each subject area. It is the IEP team's responsibility to carefully examine what is known about the student's classroom performance on the grade-level standards-based evidence collected over time during the recent and past years. The examination includes an analysis of:

- informal classroom assessments, statewide assessments, authentic performance tasks, criterion-based evaluations, curriculum-based assessments, work samples, and age appropriate transition assessments
- the essential skills in the grade-level Curriculum Framework that are primarily being affected by the student's disability
- whether the data are indicative of student performance
- what the data indicates about student learning and how data can be utilized to determine future need
- student and parent input, and
- what previous IEPs and progress monitoring data suggest about the student's performance

Ask:

- What do the data tell the IEP team about the student's performance regarding the knowledge and skills the student has demonstrated in relation to the grade-level content standards?*
- Are there assessment data (i.e., state, division and/or classroom) that can provide useful information for making decisions about the student's strengths and needs?*
- Where are the gaps in knowledge and skills?*
- What did we learn about the way the student responded to accommodations?*

- ❑ *Were the previous interventions successful?*
- ❑ *Are there skills that the student missed learning over time that are necessary to support the grade-level standard? Which are most likely to support progress?*
- ❑ *Are there authentic performance tasks that provide evidence of student learning?*
- ❑ *Are there data to include student reflection and self-assessment?*
- ❑ *Are there multiple measures being used? By whom?*

Examples of data sources: This list is not all inclusive.

- | | |
|--|--|
| ❑ SOL-Individual progress summary statement and response by question | ❑ Achievement tests (norm or criterion referenced) |
| ❑ Algebra Readiness/math assessment | ❑ Parent/Teacher Observation |
| ❑ Reading and math assessment | ❑ Anecdotal notes |
| ❑ Benchmark assessment | ❑ Classroom assessment |
| ❑ Student work samples | ❑ Review of existing data |
| ❑ Age appropriate transition assessment | ❑ Diagnostic reports |
| ❑ Pre-Post content assessment | ❑ Running records |
| ❑ Attendance and discipline data | ❑ Universal screening/progress monitoring |

C. Writing the present level of performance

Consider the factors related to the student’s disability and how they affect how the student learns and demonstrates what he or she knows.

The present level of academic achievement and functional performance, commonly known as the PLOP, describes the individual strengths and needs of the student in relation to accessing the general curriculum. The PLOP includes data from evaluations, classroom and state assessments, age appropriate transition assessments (as appropriate), observations, information from students and parents, and other resources. It should be utilized to identify the skills and knowledge that a student needs to achieve in order to meet the academic grade-level content standards. Identified needs will be utilized to develop the annual IEP goals.

Ask:

- ❑ *What are the grade-level content standards for the grade that the student is enrolled?*
- ❑ *Where is the student performing in relation to the grade-level standards?*
- ❑ *What are the individual strengths of the student in accessing and mastering the general curriculum? Include sources of information.*
- ❑ *What are the individual areas of need of the student in accessing and mastering the general curriculum? Include sources of information.*
- ❑ *What skills/behaviors (academic/functional) is the student able/unable to perform?*
- ❑ *What other needs, such as functional, organizational, and social skills impact the student involvement and progress in the general curriculum?*
- ❑ *What strategies, accommodations and/or interventions have been successful in helping the student make progress in the general curriculum?*

- ❑ *How does the identified disability affect involvement and progress in the general curriculum?*
- ❑ *What are the parental concerns?*
- ❑ *What are the student's interests, preferences, and goals? Include postsecondary aspirations, based on age appropriate transition assessments. (Refer to VDOE's assessment transition packet at <http://www.vcu.edu/ttac/transition/assessment.shtml>)*
- ❑ *Is the student progressing at a rate to achieve grade-level proficiency within the year?*

Quick Check: Review for the following content:

- Information written is educationally valuable and written in a user-friendly manner.
- Baseline data is included in relationship to expectation within the general education setting (norms are included) and the student's ability to achieve grade-level proficiency.
- Any teacher would know where to begin instruction based on provided information.

**Sample Present Level of Performance
ELEMENTARY INDIVIDUALIZED EDUCATION PROGRAM**

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Student Name: Jane Smith Date 12/10/10 Page ___ of ___ Student Number 999999

The Present Level of Academic Achievement and Functional Performance summarize the results of assessments that identify the student's interests, preferences, strengths and areas of need. It also describes the effect of the student's disability on his or her involvement and progress in the general education curriculum, and for preschool children, as appropriate, how the disability affects the student's participation in appropriate activities. This includes the student's performance and achievement in academic areas such as writing, reading, mathematics, science, and history/social sciences. It also includes the student's performance in functional areas, such as self-determination, social competence, communication, behavior and personal management. Test scores, if included, should be self-explanatory or an explanation should be included, and the Present Level of Academic Achievement and Functional Performance should be written in objective measurable terms, to the extent possible. There should be a direct relationship among the desired goals including postsecondary goals, the Present Level of Academic Achievement and Functional Performance, and all other components of the IEP.

Jane's Present Level of Performance: Grade 4

Jane is a fourth-grade student who is included in general education classes with accommodations and supports. A review of classroom assessments, Standards of Learning Assessments, and input from parents and teachers indicates that Jane's reading comprehension is a weakness. Jane's strength in reading includes understanding the meaning of unknown words by reading the words in context and the application of word structures (prefix, base words, and suffix). She has difficulty with higher order thinking skills, such as predicting, summarizing and making inferences. She is currently receiving reading instruction in direct instruction intervention curriculum and is working to improve her reading fluency and applying comprehension strategies. Even though her decoding skills have improved, Jane's reading fluency remains weak and has adversely impacted her reading comprehension. To ensure that she can demonstrate her knowledge of science and social studies content and decrease the impact of the lack of fluency and inattentiveness to detail, she receives the read aloud accommodation for these content areas and she has consistently performed above average in these areas. On the third grade science and social studies SOL, she scored above 450 on both assessments.

Jane is functioning two years below grade-level in mathematics. She knows her addition and subtraction facts, but has not mastered her multiplication facts. Her knowledge of place value allows her to successfully compare and order whole numbers, but due to her abstract reasoning deficit, the concept of fractions and their use and solving multi-step word problems are difficult for her. Her third grade SOL assessment and classwork indicates that she has strengths in

understanding probability and measuring. Visuals, hands-on experiences and real-life connections enhance her mathematics performance.

In writing, analysis of her writing samples indicates that she writes simple sentences with limited descriptive language. Her paragraphs are under-developed.

Jane is easily distracted and demonstrates inattentive behavior that impacts her learning. She is distracted by any noise or movement in the classroom and is able to remain on task and focused for 20 minutes when monitored by an adult, without reinforcement. Her inattentive behaviors also impact her reading comprehension and ability to complete assignments. Teachers and her parents report that she becomes frustrated when she makes a mistake. Frequent checks for understanding by adults eliminate this problem.

Standards-based IEP: Developing Standards-based Annual Goals

IEP annual goals set targets of expected performance for individual students to accomplish in one school year. The goals in a student's IEP should relate to the student's need for specially designed instruction to address the student's disability needs and those needs that interfere with the student's ability to participate and progress in the general curriculum. The needs identified in the PLOP provide the basis for which annual goals are written.

Standards-based IEP goals should not be a restatement of the SOL. The goals should be a statement that documents the necessary learning that will lead to the student meeting the standards and should be based on the essential skills and knowledge required to access the content standards. Goals should be stated so that student progress can be measured. Acquisition of these skills requires specialized, uniquely designed, instruction over time and periodic assessment of progress following initial collection of baseline data.

Develop measurable annual goals based on grade-level academic content standards.

Ask:

- ❑ *What are the student's needs as identified in the present level of performance?*
- ❑ *What skills does the student require to master the content of the curriculum?*
- ❑ *What can the student reasonably be expected to accomplish in one school year?*

Goals should be prioritized, clearly indicating the skills and knowledge most important to long-term academic success. Standards-based worksheets were developed to assist with identifying and prioritizing potential skills that will need specially designed instruction and/or related services. A sample worksheet follows, including instructions for its use. The worksheet is not required; however, it can be a vital tool in narrowing the focus of the specially designed instruction. The worksheets are available on the VDOE Web site @ www.doe.virginia.gov .

Using the Standards-Based Skills Worksheet

The purpose of this Skills Inventory Worksheet is to support data analysis and goal writing for standards-based IEPs. Refer to the appropriate SOL Test Blueprint when prioritizing goals and instruction. They are located at <http://www.doe.virginia.gov/testing/sol/standards>. Worksheets are based on the Virginia SOL Curriculum Frameworks which can be found at <http://www.doe.virginia.gov/testing/sol/standards>.

For additional information on the process for creating standards-based IEPs, please refer to *Standards-based Individualized Education Program (IEP) A Guide for School Divisions*, located at www.doe.virginia.gov.

DIRECTIONS

- Step 1** Print the appropriate PDF file **Skills Worksheet** that will match the projected (or current if mid-year) grade level for the student located at www.doe.virginia.gov.
- Step 2** Gather and analyze data to identify how the student has performed in each of the strands included in the curriculum.
- Step 3** Based on prior performance, predict what level of instruction **will be** necessary for the student to successfully master upcoming curriculum in each of the strands. Check the areas that specially designed instruction and/or supports may be critical to meeting the standard.
- Step 4** After completing the Worksheet, based on data and your knowledge of the student as discussed in the present level of performance (PLOP), determine if a goal(s) is/are needed to address the specific skill(s).
- Step 5** Additional space is provided under each strand for comments or notes on data analysis.

Standards-based Skills Worksheet for Grade/Subject

| | |
|-----------------------|--------------------|
| Student: _____ | Date: _____ |
|-----------------------|--------------------|

Completed by (name) _____ Position _____

School Division: _____

| | |
|---|--|
| 1. Review SOL strand for Number and Number Sense (SOL 5.1, 5.2a-b, & 5.3a-b) | 2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand: <input type="checkbox"/> Present Level of Performance (PLOP) <input type="checkbox"/> Prior SOL data <input type="checkbox"/> Standardized test data <input type="checkbox"/> Classroom assessments <input type="checkbox"/> Teacher observations |
|---|--|

| |
|--|
| 3. Check the areas that will require specially designed instruction critical to meeting the standard. |
| The student will . . . |

| | |
|---|---|
| 4. Is/Are standards-based goal(s) needed? <input type="checkbox"/> YES Address areas of need in PLOP | <input type="checkbox"/> NO Check one or more justifications: <input type="checkbox"/> Accommodations Available (specify): <input type="checkbox"/> Area of Strength in PLOP <input type="checkbox"/> New Content <input type="checkbox"/> Other (Specify): |
|---|---|

| |
|--|
| 5. Notes Supporting Data Analysis |
|--|

A. Writing Annual Goal Components

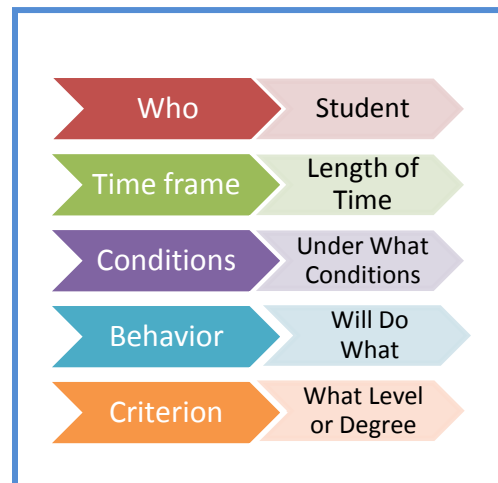
When writing annual goals, the components should include who, behavior, criterion, conditions, and time frame.

Time frame - specifies the number of weeks or a certain date for completion.

Conditions - specify the manner in which progress toward the goal occurs. The conditions describe the specific resources that must be present for a child to reach the goal. The condition of the goal should relate to the behavior being measured. For example, a goal relating to reading comprehension may require the use of a graphic organizer. The graphic organizer is the condition.

Behavior - clearly identifies the performance that is being monitored. It represents an action that can be directly observed and measured.

Criterion - identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been achieved. The goal criterion specifies the amount of growth that is expected.



Ask:

- Does the goal have a specific time frame?
- Are the conditions for meeting the goal addressed?
- How will the outcome of the goal be measured?
- Are the goals written in terms that parents and educators can understand?
- Do the goals support participation and progress in the general education curriculum and for preschool students, participation in age-appropriate activities?
- Do the annual goals support postsecondary goals?

Quick Check

- Goals are related to information in the PLOP.
- Goals are written to address academic and/or functional disability related needs, such as behaviors.
- Goals are measurable and include a projected level of attainment.
- Goals are instructionally relevant and support participation and progress in the general curriculum.

Sample: ANNUAL ACADEMIC GOAL based on content standards:

Reading Content Standard:

- 4.5 The student will read and demonstrate comprehension of nonfiction.
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
 - b) Formulate questions that might be answered in the selection.
 - c) Explain the author’s purpose.
 - d) Make simple inferences, using information from texts.
 - e) Draw conclusions, using information from texts.
 - f) Summarize content of selection, identifying important ideas and providing details for each important idea.
 - g) Describe relationship between content and previously learned concepts or skills.
 - h) Distinguish between cause and effect and between fact and opinion.
 - i) Identify new information gained from reading.

ELEMENTARY INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MEASURABLE ANNUAL GOALS (sample):

Student Name: Jane Smith Date 12/10/10 Page ___ of ___ Student Number 999999

1 MEASURABLE ANNUAL GOAL: By the end of the current school term, using grade-level reading materials and graphic organizers, Jane will draw conclusions, summarize content, make inferences and locate evidence from text to support generalizations with 80% accuracy on 3 out of 4 collected work samples.

The IEP team considered the need for short-term objectives/benchmarks.

- Short-term objectives/benchmarks are included for this goal.
(Required for students participating in the VAAP)
- Short-term objectives/benchmarks are not included for this goal.

How will progress toward this annual goal be measured? (check all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Classroom Participation | <input type="checkbox"/> Observation | <input type="checkbox"/> Criterion-referenced test: _____ |
| <input type="checkbox"/> Worksheet | <input type="checkbox"/> Special Projects | <input type="checkbox"/> Norm-referenced test: _____ |
| <input checked="" type="checkbox"/> Classwork | <input checked="" type="checkbox"/> Tests and Quizzes | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Homework | <input type="checkbox"/> Written Reports | |

ELEMENTARY INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Mathematics Content Standard:

4.2 The student will

- a) compare and order fractions and mixed numbers;
- b) represent equivalent fractions; and
- c) identify the division statement that represents a fraction.

MEASURABLE ANNUAL GOALS (sample):

Student Name Jane Smith Date 12/10/10 Page ___ of ___ Student Number 999999

1 MEASURABLE ANNUAL GOAL: Using manipulative, models and drawings, Jane will be able to compare, order and represent fractions having denominators of 12 or less with 80% accuracy by the end of the third nine weeks.

The IEP team considered the need for short-term objectives/benchmarks.

Short-term objectives/benchmarks are included for this goal.

(Required for students participating in the VAAP)

Short-term objectives/benchmarks are not included for this goal.

How will progress toward this annual goal be measured? (check all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Classroom Participation | <input type="checkbox"/> Observation | <input type="checkbox"/> Criterion-referenced test: _____ |
| <input type="checkbox"/> Worksheet | <input type="checkbox"/> Special Projects | <input type="checkbox"/> Norm-referenced test: _____ |
| <input checked="" type="checkbox"/> Classwork | <input checked="" type="checkbox"/> Tests and Quizzes | <input checked="" type="checkbox"/> Other: <u>Student-made graph or chart</u> |
| <input type="checkbox"/> Homework | <input type="checkbox"/> Written Reports | |

Functional Goal: According to the regulations, another area to consider when developing goals might be what the child needs to learn or be able to do functionally. These types of goals are typically nonacademic and are not part of the “academic” curriculum/standards. They would not be considered standards-based. However, if a child has functional needs that impact participation in the educational environment, such as learning to eat independently, use public transportation, or communicate with an augmentative communication device or social or emotional needs, such as impulse control, anger management, or appropriate behavioral alternatives, then these needs should be described in the PLOP and goals or accommodations should be included in the IEP.

Sample: Functional Goal

ELEMENTARY INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MEASURABLE ANNUAL GOALS (sample):

Student Name: Jane Smith Date 12/10/10 Page ___ of ___ Student Number 999999

1 MEASURABLE ANNUAL GOAL: During daily independent practice, Jane will self-monitor her frustration level by asking for help when she does not understand what to do or comprehend the next step in the directions without teacher prompting in 3 of 5 situations.

The IEP team considered the need for short-term objectives/benchmarks.

Short-term objectives/benchmarks are included for this goal.

(Required for students participating in the VAAP)

Short-term objectives/benchmarks are not included for this goal.

How will progress toward this annual goal be measured? (check all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Classroom Participation | <input type="checkbox"/> Observation | <input type="checkbox"/> Criterion-referenced test: _____ |
| <input type="checkbox"/> Worksheet | <input type="checkbox"/> Special Projects | <input type="checkbox"/> Norm-referenced test: _____ |
| <input checked="" type="checkbox"/> Classwork | <input checked="" type="checkbox"/> Tests and Quizzes | <input checked="" type="checkbox"/> Other: <u>Student-made graph or chart</u> |
| <input type="checkbox"/> Homework | <input type="checkbox"/> Written Reports | |

B. Develop measurable postsecondary goals and transition needs

For students beginning with the first IEP to be in effect when the student is age 14 (and at a younger age, if determined appropriate) and updated at least annually, the IEP must include measurable postsecondary goals based on the student's preferences and interests, as they relate to transition from school to post-school activities, in the areas of:

- **MEASURABLE POSTSECONDARY EMPLOYMENT GOAL:** (e.g., integrated competitive employment) **EX.** John will work full time in the field of information technology. Mary will work part time in a retirement community.
- **MEASURABLE POSTSECONDARY EDUCATION GOAL(S):** (e.g., higher education, and continuing/adult education): **EX.** John will complete a course of study in the area of information technology at the community college. Mary will take a literacy class through Adult Education in order to improve her reading comprehension.
- **MEASURABLE POSTSECONDARY TRAINING GOAL(S)** (e.g., career and technical education, military service, on-the-job training, apprenticeship): **EX.** John will complete an internship in the area of information technology (on the job training) in order to improve employment options. Mary will complete CPR training in order to improve employability.
- **MEASURABLE INDEPENDENT LIVING/COMMUNITY PARTICIPATION GOAL(S):** Considered, but not appropriate at this time (e.g., adult services, independent living or community participation). **Ex.** John will use public transportation independently to travel around his community. Mary will grocery shop and independently prepare meals for herself.

The measurable postsecondary goals are intended to acknowledge the student's strengths, needs, preferences and interests. They must be measurable, happen after completing secondary school, and be based on age appropriate transition assessments. Annual goals, academic and functional, facilitate the student's movement from school to post-school activities. The skills necessary for reaching postsecondary goals should be prioritized, based on the student's individual needs. The IEP team must determine what immediate and long-term steps are necessary to reach the goal.

Ask:

- What do you want to do after you finish high school?*
- If you go to college, what do you want to study?*
- What kind of work do you want to do?*
- What do you want to learn more about?*
- Where do you plan on living?*
- How will you support yourself, get around, and recreate in your community?*

Quick Check:

- Goals reflect the student's strengths, postsecondary preferences and interests.
- Postsecondary goals are measurable and based on age appropriate transition assessments related to training, education, employment, and when appropriate, independent living
- A goal or goals have been developed that address the area of postsecondary employment
- A goal or goals have been developed that address the area of postsecondary education
- A goal or goals have been developed that address the area of postsecondary training
- If appropriate, a goal or goals have been developed that address the area of postsecondary independent living.

Sample planning sheet:

MEASURABLE POSTSECONDARY GOALS and TRANSITION SERVICES - (To be developed no later than the IEP to be in effect at age 14, or earlier, if appropriate)

DOCUMENTATION OF TRANSITION ASSESSMENTS: Are the postsecondary goals based upon age-appropriate formal and informal transition assessments? ___No ___Yes

If yes, identify these assessments in the Present Level of Academic Achievement and Functional Performance or indicate which age appropriate transition assessments were conducted for the development of measurable postsecondary goals and transition activities, as well as the date they were conducted: _____

Formal and informal age appropriate transition assessments (list name of assessment and the date administered): _____

MEASURABLE POSTSECONDARY EMPLOYMENT GOAL:

| |
|--|
| |
|--|

Describe how the student's courses of study support the attainment of this postsecondary goal:

| Transition Activities/Services (including activities that link the student to adult services) | Responsible Individual (Describe Responsibilities) | Date to be Completed |
|---|---|----------------------|
| Instruction Considered, but not appropriate at this time <input type="checkbox"/> | | |
| Related Services Considered, but not appropriate at this time <input type="checkbox"/> | | |
| Community Experiences Considered, but not appropriate at this time <input type="checkbox"/> | | |
| Employment Considered, but not appropriate at this time <input type="checkbox"/> | | |
| Functional Vocational Evaluation Considered, but not appropriate at this time <input type="checkbox"/> | | |
| Daily Living Skills Considered, but not appropriate at this time <input type="checkbox"/> | | |
| Adult Living Considered, but not appropriate at this time <input type="checkbox"/> | | |
| Other | | |

Assessing and Reporting Student Progress

The progress monitoring provision also requires that the IEP specify how the student and parents will be regularly informed of the child's progress toward the goals (i.e., what the student can now do that he/she was not doing previously as it relates to the annual goal) and the extent to which progress is considered sufficient. Progress monitoring helps IEP teams address any lack of expected progress towards the annual goals and make decisions concerning the effectiveness of curriculum delivery. Refer to 34 CFR 300.320 (a)(3) **Progress must be reported at least as often as parents of nondisabled students are informed of their child's progress.** Check your local school division's progress reporting schedule to determine the required dates. **Assess and report the student's progress throughout the year.**

Ask:

- How does the student demonstrate what he/she knows on classroom, benchmark, and state assessments?
- Is a variety of assessments used to measure progress?
- How will progress be reported to parents?
- Did the student make the progress expected by the IEP team?
- How does the student's performance compare with the performance of general education students?
- Is the student more independent in the goal area?
- Will work in the goal be continued or will the student be dismissed from this goal area?

A. Monitoring Student Progress

At the time an IEP is developed, it must specify and document how the child's progress toward each annual goal will be measured, including;

- what will be monitored,
- who will monitor it,
- when it will be monitored,
- where the monitoring will be conducted, and
- how the data will be reported.

Evaluation procedure and tools selected to collect data and measure student progress should be identified in the IEP. Data collection tools should represent different types of measurement in order to provide a clear picture of student progress.

Example of progress monitoring tools and schedule :

How will progress toward this annual goal be measured? (check all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Classroom Participation | <input checked="" type="checkbox"/> Observation | <input type="checkbox"/> Criterion-referenced test: _____ |
| <input checked="" type="checkbox"/> Worksheet | <input type="checkbox"/> Special Projects | <input type="checkbox"/> Norm-referenced test: _____ |
| <input type="checkbox"/> Classwork | <input type="checkbox"/> Tests and Quizzes | <input checked="" type="checkbox"/> Other: <u>Student-made graph or chart</u> |
| <input type="checkbox"/> Homework | <input type="checkbox"/> Written Reports | |

In addition, an evaluation schedule should be included in the IEP. Evaluation schedule states the date or intervals or frequency of the progress monitoring and data compilation, such as weekly, daily, etc.

B. Reporting Student Progress

Progress on IEP goals and short-term objectives (if required) is reported to parents as often as nondisabled students receive academic progress reports.

- Timeline: Mid-Quarter (Interim Reports), Quarterly
- Format: Compilation Forms, Graphs, Narratives

Sample Reporting Tool:

Student Name Jane Smith Date 12/10/10 Page ___ of ___ Student Number 999999

Progress must be reported at least as often as parents of nondisabled students are informed of their child’s progress. Progress on this goal will be reported to the parent or adult student using the following codes. To provide a more detailed summary of a student’s performance, a narrative summary with discussion of the evaluation tool is encouraged. Attach comments using progress report comment form.

By the end of the current school term, using grade-level reading materials and graphic organizers, Jane will draw conclusions, summarize content, make inferences and locate evidence from text to support generalizations with 80% accuracy on 3 out of 4 collected work samples.

| | | | | | | |
|--------------------------------------|------------|--|--|--|--|--|
| Anticipated Date of Progress Report* | 11/5/2010 | | | | | |
| Actual Date of Progress Report | 11/11/2010 | | | | | |
| Progress Code | * SP | | | | | |

* SP -The student is making Sufficient Progress to achieve this annual goal within the duration of this IEP.

IP -The student has demonstrated Insufficient Progress to meet this annual goal and may not achieve this goal within the duration of this IEP. (explanation needed)

ES - The student demonstrates Emerging Skill but may not achieve this goal within the duration of this IEP.

NI -The student has Not been provided Instruction on this goal.

M -The student has Mastered this annual goal.

Sample of Narrative: PROGRESS REPORT COMMENTS, Continued (This document is optional)

Student Name: Jane Smith Date 12/10/10 Page ___ of ___ Student Number 999999

*Goal # 1 Progress Report Code SP Jane is currently accurately drawing conclusions and summarizing on 75% of her assignments. She is consistently using her strategies and independently requesting the graphic organizers that work for her. Generalizing and making inferences is still weak with only 65% accuracy on classroom assignments and quizzes. We will continue to work on these skills.

Quick Check:

- The frequency and manner of reporting to parents is determined in consideration of a student's unique needs.
- Progress is reported to parents in a manner that is understood by them (e.g., jargon-free) and is objective, not subjective.
- Specific data is included in measurable terms regarding the extent to which the student is progressing towards meeting annual goals.
- The information included in reports to parents is sufficient to identify a student's lack of progress early enough that the IEP team could, if necessary, reconvene to review and, if appropriate, revise the student's IEP to ensure the student is provided the appropriate supports to reach the annual goals.

Identifying Special Education and Related Services

The IEP team needs to develop a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided for the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child: (34 CFR 300.320(a)(4))

- a. To advance appropriately toward attaining the annual goals;
- b. To be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and
- c. To be educated and participate with other children with disabilities and children without disabilities in the activities described in this section.

Ask:

- What related services or accommodations are needed to enable the student to access the knowledge in the general education curriculum?*
- What accommodations have been used by the student and were they effective?*
- Has the complexity of the materials been changed in such a way that the content has been modified?*

A. Determining related services

According to the regulations, related services include transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. This may include, but not limited to, the following:

- | | | |
|--|---|---|
| <input type="checkbox"/> speech-language therapy | <input type="checkbox"/> audiology services | <input type="checkbox"/> interpreting services |
| <input type="checkbox"/> psychological services | <input type="checkbox"/> physical therapy | <input type="checkbox"/> recreation, including therapeutic recreation |
| <input type="checkbox"/> early identification and assessment of disabilities in children | <input type="checkbox"/> occupational therapy | <input type="checkbox"/> orientation and mobility services |
| <input type="checkbox"/> medical services for diagnostic or evaluation purposes | <input type="checkbox"/> counseling services, including rehabilitation counseling | <input type="checkbox"/> social work services in schools |
| | <input type="checkbox"/> school health services | <input type="checkbox"/> parent counseling and training |
| | <input type="checkbox"/> school/nurse services | |

According to the National Dissemination Center for Children with Disabilities, there are two basic kinds of related services interventions offered by schools to meet the range of student needs. These are:

Direct Services: *Direct services* usually refer to hands-on, face-to-face interactions between the related services professional and the student. These interactions can take place in a variety of settings, such as the classroom, gym, health office, resource room, counseling office, or

playground. Typically, the related service professional analyzes student responses and uses specific techniques to develop or improve particular skills.

The professional should also

- monitor the student's performance within the educational setting so that adjustments can be made to improve student performance, as needed, and
- consult with teachers and parents on an ongoing basis, so that relevant strategies can be carried out through indirect means (see below) at other times.

Indirect Services: *Indirect services* may involve teaching, consulting with, and/or directly supervising other personnel (including paraprofessionals and parents). For example, a school psychologist might train teachers and other educators how to implement a program included in a student's IEP to decrease the child's problem behaviors. Similarly, a physical therapist may serve as a consultant to a teacher and provide expertise to solve problems regarding a student's mobility through school. Good practice is generally thought to include the following aspects:

- The intervention procedure is designed by the related service professional (with IEP team input) for an individual student.
- The related service professional has regular opportunities to interact with the student.
- The related service professional provides ongoing training, monitoring, supervision, procedural evaluation, and support to staff members and parents.

The type of service provided depends upon the individual needs of the student and his or her educational goals. Decisions about direct or indirect service delivery, therefore, are made on an individual, case-by-case basis.

Example:

| <u>Service and provider</u> | <u>Direct</u> | <u>Indirect</u> |
|-----------------------------|---------------------------|---|
| Psychological counseling | One on one counseling | Training the teacher how to implement a behavior management program |
| Physical therapy | Small group therapy | Providing lesson/or adapting lessons to be used in physical education |
| Speech therapy | Co-teaching English class | Consulting with the classroom teacher on activities to improve student's written language |

B. Identifying the Supplementary Aids and Services

Supplementary aids and services are aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. These aids and services are often identified as accommodations and modifications. According to the Accommodation Manual, developed by The Council of Chief State School Officers, the difference between accommodations and modifications is that accommodations do not reduce learning expectations. They provide access. However, modifications refer to practices that change, lower or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade-level.

The Accommodation Manual identifies four types of accommodations: presentation, response, setting, timing and scheduling.

Examples of Classroom Accommodations:

| | |
|---|---|
| <p>Presentation:</p> <ul style="list-style-type: none"> Provide on audio tape Provide in large print Reduce number of items per page or line Provide a designated reader Present instructions orally | <p>Response:</p> <ul style="list-style-type: none"> Allow for verbal responses Allow for answers to be dictated to a scribe Allow the use of a tape recorder to capture responses Permit responses to be given via computer Permit answers to be recorded directly into test booklet |
| <p>Test Scheduling</p> <ul style="list-style-type: none"> Administer a test in several timed sessions or over several days Allow subtests to be taken in a different order Administer a test at a specific time of day | <p>Setting:</p> <ul style="list-style-type: none"> Provide preferential seating Provide special lighting or acoustics Provide a space with minimal distractions Administer a test in a small group setting Administer a test in private room or alternative test site |

The student should be familiar with the accommodation and its use should not be limited to state assessment only. An accommodation should not be selected solely to enhance performance beyond providing equal access. In addition, it is also important to know that some accommodations used during instruction or classroom assessment may not be allowable on statewide assessments. If there are questions about the appropriateness of a specific accommodation, the school division director of testing or the Virginia Department of Education (VDOE) Assessment Office should be contacted. Testing Accommodations are addressed in more detail in the determining the appropriate assessment option section of this document.

Examples of Transition Accommodations: Supports that facilitate the transition to adult life include those that:

- Increase student's independence;
Example: Use of voice recognition computer software vs. scribe to compose a paragraph
- Are designed for student's continued use after high school;
Example: Use of augmentative communication device vs. personal assistant to request appropriate accommodations
- Support the achievement of student's postsecondary goals;
Example: Use of a cell phone alarm vs. father's reminders to take medications so that student can live in his own apartment

Quick Check:

- The IEP team has described the student specific services for: special education (specially designed instruction) related services, supplementary aids and services or program modifications.
- For each service the IEP team described: Frequency and amount, Location (e.g., general education classroom, special education classroom, lunchroom, etc.), and duration.
- The services are based on peer-reviewed research to the extent possible.

DO'S AND DON'TS

WHEN SELECTING ACCOMMODATIONS

Do...make accommodation decisions based on individualized needs.

Don't...make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).

Do...select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.

Don't...select accommodations unrelated to documented student learning needs or are intended to give students an unfair advantage.

Do...be certain to document instructional and assessment accommodation(s) on the IEP.

Don't...use an accommodation that has not been documented on the IEP (unless you are evaluating its use).

Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

Don't...assume that all instructional accommodations are appropriate for use on assessments.

Do...be specific about the "Where, When, Who, and How" of providing accommodations.

Don't...simply indicate an accommodation will be provided "as appropriate" or "as necessary."

Do...refer to state accommodations policies and understand implications of selections.

Don't...check every accommodation possible on a worksheet simply to be "safe."

Do...evaluate accommodations used by the student.

Don't...assume the same accommodations remain appropriate year after year.

Do...get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP team meeting.

Don't...make decisions about instructional and assessment accommodations alone.

Do...provide accommodations for assessments routinely used for classroom instruction.

Don't...provide an assessment accommodation for the first time on the day of a test.

Do...select accommodations based on specific individual needs in each content area.

Don't...assume certain accommodations, such as extra time, are appropriate for every student in every content area.

Thompson, S., Morse, A., Sharpe, M., and Hall, S. (2005)

Sample: Accommodation/Modification document

Student Name Jane Smith Date 12/10/10 Page of Student Number 999999

This student will be provided access to general education classes, special education classes, other school services and activities including nonacademic activities and extracurricular activities, and education related settings:

 with no accommodations/modifications x with the following accommodations/modifications

Accommodations/modifications provided as part of the instructional and testing/assessment process will allow the student equal opportunity to access the curriculum and demonstrate achievement. Accommodations/modifications also provide access to nonacademic and extracurricular activities and educationally related settings. Accommodations/modifications based solely on the potential to enhance performance beyond providing equal access are inappropriate.

Accommodations may be in, but not limited to, the areas of time, scheduling, setting, presentation and response. The impact of any modifications listed should be discussed.

ACCOMMODATIONS/MODIFICATIONS (list, as appropriate)

| Accommodation(s)/Modification(s) | Frequency | Location ³ (name of school*) | Instructional Setting | Duration m/d/y to m/d/y |
|---|--------------------------------------|---|--|----------------------------|
| Preferential seating in an area with minimal distractions | daily | Division school | General classrooms | 9/1//2010-6/5/2011 |
| Graphic organizers | Weekly during summarizing activities | Same as above | History/Social studies, Science, and Reading classes | Same as above |
| | | | | |

³ * IEP teams are required to identify the specific school site (public or private) when the parent expresses concerns about the location of the services or refuses the proposed site. A listing of more than one anticipated location is permissible, if the parents do not indicate that they will object to any particular school or state that the team should identify a single school.

Consider Extended School Year (ESY) Services:

According to the regulations, Extended School Year (ESY) Services refers to special education and/or related services provided beyond the normal school year of a school division for the purpose of providing Free Appropriate Public Education (FAPE) to a student with a disability. These services, provided by a local education agency, are distinct from enrichment programs, summer school programs, and compensatory services and are not simply an extension of time.

Factors to be considered when determining the need for ESY services:

- regression/recoupment
- degrees of progress
- emerging skills/breakthrough opportunities
- interfering behaviors
- the nature and/or severity of the disability
- special circumstances or other factors

An examination of these factors, which are described later in this document, should lead the IEP team to answer the basic question articulated by the courts: will the benefits a disabled child gains during the regular school year be **significantly jeopardized** if the child is not provided with the ESY program? If the answer is “yes,” then the child must receive ESY services in order to receive FAPE.

Sample: Extended School Year Services

The IEP team determined that the student needs ESY services.

The IEP team determined that the student does not need ESY services. Describe: Jane’s progress on current goals will not be significantly jeopardized by the lack of the services beyond the normal school term.

Student Name Jane Smith Date 12/10/10 Page of Student Number 999999

Summarize the IEP team’s discussions and decision about ESY: Based on current performance and review of data, Jane’s performance will not be jeopardized by the lack of services beyond the normal school term. Extended Year Services are not required at this time

If ESY services are to be provided, identify which goals in the current IEP will be addressed by the ESY service.

Identify the Extended School Year services needed to meet these goals:

| Service(s) | Frequency | Location (name of school **) | Instructional Setting | Duration m/d/y to m/d/y |
|------------|-----------|---------------------------------|--------------------------|----------------------------|
| | | | | |

Determining the Most Appropriate Assessment Option

According to the Elementary and Secondary Education Act (ESEA) and the IDEA 2004, students with disabilities are expected and required to participate in the statewide accountability assessment program. The IEP team determines how a student will participate in the state's accountability system. The decisions are made on a student-by-student, assessment-by-assessment, subject-by-subject, and year-by-year basis.

A. Selecting the most appropriate assessment option.

Ask:

- What types of assessments are offered in the state?*
- What types of responses do different state assessments require?*
- Has the student received standards-based, grade-level instruction?*
- What was the student's instructional level?*
- Can the student make progress toward grade-level standards in the same time frame?*
- Can the student demonstrate what he/she knows on the assessment option(s) under consideration?*

The ESEA and the IDEA 2004 further require that all students have access to and instruction in enrolled grade-level content. These laws make allowances for appropriate accommodations and alternate assessments, as mandated by a student's IEP. However, even alternate assessments are aligned to the same general education curriculum standards.

When determining participation in Virginia's Accountability System, all students with disabilities first must be considered for participation in the SOL assessments. A student's IEP or 504 Plan must specify the student's participation in the state accountability system as follows:

- participation in the [Standards of Learning](#) test with no accommodations;
- participation in the [Standards of Learning](#) test with accommodations;
- participation in the [Virginia Grade-level Assessment \(VGLA\)](#);
- participation in the [Virginia Substitute Evaluation Program \(VSEP\)](#);
- participation in the [Virginia Modified Achievement Standards Test \(VMASST\)](#)⁴;
- participation in the [Virginia Alternate Assessment Program \(VAAP\)](#);
- participation in Substitute Tests for Verified Credit (i.e., WorkKeys).

⁴ According to regulatory requirements, a standards-based IEP is required for all students that participate in the VMASST assessment.

B. Adding the appropriate assessment accommodations

Ask:

- ❑ *What accommodations are allowed on the assessment(s)?*
- ❑ *Are the accommodations approved for the assessment also used in the classroom?*

Accommodations considered for testing should be those that the student uses during classroom instruction and assessments as identified in the student's IEP. Accommodations should not be used only for participating in a state assessment. The use of an unfamiliar accommodation during testing may have a negative impact on the student's performance. It is important to note that certain accommodations used for instruction or classroom assessment may not be allowable on the statewide assessment. An accommodation based solely on its potential to enhance performance beyond providing equal access is inappropriate.

Typically, testing accommodations can be classified in the following categories:

| | |
|--|---|
| <p>Timing/Scheduling</p> <ul style="list-style-type: none"> • time of day • breaks during test • multiple test session* • etc. | <p>Setting</p> <ul style="list-style-type: none"> • small group testing • individual testing • special lighting • etc. |
| <p>Presentation</p> <ul style="list-style-type: none"> • Plain English version • read directions to student • audio version of test items* • etc. | <p>Response</p> <ul style="list-style-type: none"> • enlarged copy of the answer document* • student marks test booklet and examiner/proctor transfers responses to answer document* • word processor, typewriter or augmentative communication device* • etc. |

Note: *Special procedures must be followed for each accommodation marked with an asterisk (*)*

[Procedures for Participation of Students with Disabilities in Virginia's Accountability System](#) (PDF) – Guidelines for providing accommodations and documentation can be found on the VDOE Web site.

Quick Check:

- An appropriate state assessment or assessments has been selected for each tested subject area.
- If not participating in the regular SOL assessment, a justification for participation in an alternate assessment is documented.
- A need for and selection of accommodations has been determined.
- If a specific accommodation has eligibility criteria, the student has met the eligibility requirements.
- The selected accommodation is allowable on the state assessment.

Sample documentation of PARTICIPATION IN STATEWIDE ASSESSMENTS

Student Name Jane Smith Date 12/10/10 Page ___ of ___ Student Number 999999

| Test | Assessment Type* Select the appropriate assessment (SOL, VGLA, , VSEP, VMAST, VAAP, or Board of Education Approved Substitute) | Accommodations** | If yes, list accommodation(s) |
|--------------------------|---|---|--------------------------------------|
| <u>Reading</u> | <input checked="" type="checkbox"/> <u>SOL</u> <input type="checkbox"/> Not Assessed at this Grade-level | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Small group testing |
| <u>Math</u> | <input checked="" type="checkbox"/> VMAST <input type="checkbox"/> Not Assessed at this Grade-level | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Small group testing |
| <u>Science</u> | <input type="checkbox"/> _____ <input checked="" type="checkbox"/> Not Assessed at this Grade-level | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| <u>History/SS</u> | <input type="checkbox"/> _____ <input checked="" type="checkbox"/> Not Assessed at this Grade-level | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| <u>Writing</u> | <input type="checkbox"/> _____ <input checked="" type="checkbox"/> Not Assessed at this Grade-level | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

*An IEP team may not exempt a student from participation in a content area assessment, only determine how the student will be assessed.

** Accommodation(s) must be based upon those the student generally uses during classroom instruction and assessment. For the accommodations that may be considered, refer to “Accommodations/Modifications” page of the IEP.

EXPLANATION FOR NONPARTICIPATION IN REGULAR STATE ASSESSMENTS:

If an IEP team determines that a student must take an alternate assessment instead of a regular state assessment, the IEP team must explain in the space below why the student cannot participate in the regular assessment; why the particular assessment selected is appropriate for the student, including that the student meets the criteria for the alternate assessments; and how the student’s nonparticipation in the regular assessment will impact the child’s promotion; or other matters. Refer to the VDOE’s Procedures for Participation of Students with Disabilities in Virginia’s Accountability System for guidance.

Alternate/Alternative Participation Criteria is attached or maintained in the student’s educational record.

Due to Jane’s current level of performance in mathematics, even though she is working toward meeting grade-level expectations and is receiving grade-level content instruction, she is not expected to meet grade-level expectations within the year.

Determining the Least Restrictive Environment (LRE)

In the regulations, LRE is defined as meaning that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.114 through 34 CFR 300.120)

Least Restrictive Environment data includes the calculations of the amount of time a student will spend in regular education settings versus time spent in special education settings each day. Schedule of services to be provided, including when the services are to begin, the frequency, duration and location for the provision of services must be included.

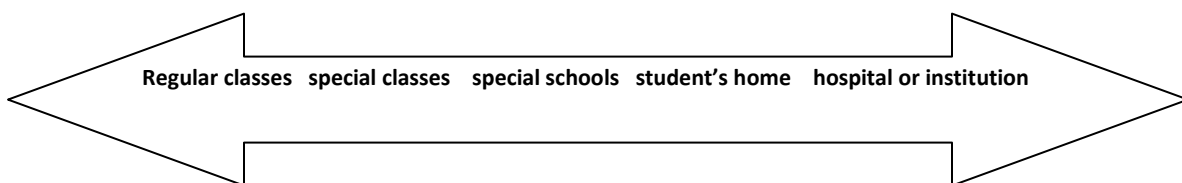
The regulations also require the IEP team to document in the IEP its review of a continuum of alternative placements, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.

Defining LRE

Continuum of Alternative Placements Includes Instruction in:

Least Restrictive

Most Restrictive



No single model for the delivery of services to any specific population or category of children with disabilities is acceptable for meeting this requirement. All placement decisions shall be based on the individual needs of each child. **A documented explanation of any time the child will not participate along with nondisabled children is required.**

Ask:

- What is the amount of direct instruction the child needs?
- What setting is most likely to help the child achieve his/her goals?
- What school facilities are needed to support the child's learning?
- When will the services begin and end?

Sample: service documentation:

Student Name Jane Smith Date 12/10/10 Page X of X Student Number 999999

SERVICES: Identify the service(s), including frequency, duration and location that will be provided to or on behalf of the student in order for the student to receive a free appropriate public education. These services are the special education services and as necessary, the related services, supplementary aids and services based on peer-reviewed research to the extent practicable, assistive technology, supports for personnel*, accommodations and/or modifications* and extended school year services* the student will receive that will address area(s) of need as identified by the IEP team. Address any needed transportation and physical education services including accommodations and/or modifications.

| Service(s) | Frequency | Location (name of school **) | Instructional Setting | Duration m/d/y to m/d/y |
|-------------------|-----------------------------|--|--|--|
| Mathematics | 45 minutes/day 5 days/wk | Elementary school | general classroom | 9/1/2010- 6/1/2011 excluding holidays, summer breaks |
| Language arts | 45 minutes/day 5 days/wk | Elementary school | general classroom | 9/1/2010- 6/1/2011 excluding holidays, summer breaks |
| | | | | |

* These services are listed on the "Accommodations/Modifications" page and "Extended School Year Services" page, as needed.

** IEP teams are required to identify the specific school site (public or private) when the parent expresses concerns about the location of the services or refuses the proposed site. A listing of more than one anticipated location is permissible, if the parents do not indicate that they will object to any particular school or state that the team should identify a single school.

SERVICES – LEAST RESTRICTIVE ENVIRONMENT – PLACEMENT, sample Continued

Student Name Jane Smith Date 12/10/10 Page x of x Student ID Number 999999

PLACEMENT

No single model for the delivery of services to any population or category of children with disabilities is acceptable for meeting the requirement for a continuum of alternative placements. All placement decisions shall be based on the individual needs of each student. The team may consider placement options in conjunction with discussing any needed supplementary aids and services, accommodations/modifications, assistive technology, and supports for school personnel. In considering the placement continuum options, check those the team discussed. Then, describe the placement selected in the **PLACEMENT DECISION** section below. Determination of the Least Restrictive Environment (LRE) and placement may be one or a combination of options along the continuum.

Placement Continuum Options Considered (check all that have been considered):

Services provided in:

general education class(es) special class(es) special education day school state special education program / school residential facility home-based hospital other (describe):

PLACEMENT DECISION: General classroom

Based upon identified services and the consideration of least restrictive environment (LRE) and placement continuum options, describe in the space below the placement. Additionally, summarize the discussions and decision around LRE and placement. This must include an explanation of why the student **will not** be participating with students without disabilities in the general education class(es), programs, and activities. Attach additional pages as needed.

Explanation of Placement Decision:

Based on Jane's present level of performance and her goals in mathematics and language arts, the IEP team agrees that the required specialized instruction, supplemental aids and services to meet her educational needs can be provided in the general education class in collaboration with the special education teacher.

Quick Check:

- The IEP team clearly described the following for each service:
 - ✓ frequency and amount (time or conditions),
 - ✓ location (general or special education classroom, lunchroom, etc.), and
 - ✓ duration (generally beginning and ending dates of IEP, unless otherwise specified.)
- Each statement of service is clear and unambiguous.
- If the student will not participate in the general education environment (age appropriate and natural settings for preschool children) full time, did the IEP team describe why full-time participation with nondisabled peers is not appropriate?
- The IEP team considered whether the student will participate with nondisabled peers in extracurricular and nonacademic activities.

Parental Consent: Giving permission, or written consent, is voluntary on the part of the parent and may be withdrawn at any time. However, written consent is required from the parent before the implementation of special education and related services for the first time. Additional information on the requirements for consent and the IEP process can be found in the *Regulations Governing Programs for Students with Disabilities in Virginia* at www.doe.virginia.gov

Sample: Prior Notice and Parent Consent Form

ELEMENTARY INDIVIDUALIZED EDUCATION PROGRAM (IEP)

PRIOR NOTICE AND PARENT CONSENT

Student Name Jane Smith Date 12 / 10 / 10 Page X of X Student ID 999999

PRIOR NOTICE

The school division proposes to implement this IEP. This proposed IEP will allow the student to receive a free appropriate public education in the least restrictive environment. This decision is based upon a review of current records, current assessments and the student's performance as documented in the Present Level of Academic Achievement and Functional Performance. Other options considered, if any, and the reason(s) for rejection is attached, or can be found in the Placement Decision section of this IEP. Additionally, other factors, if any that are relevant to this proposal are attached. Parent and adult student rights are explained in the Procedural Safeguards. If you, the parent(s) and adult student, need another copy of the Procedural Safeguards or need assistance in understanding this information please contact _____ at (____) _____ or

e-mail _____ or _____ at (____) _____ or

e-mail _____.

JS Parent(s) initials here indicate that the parent(s) has read the above prior notice and attachments, if any, before giving permission to implement this IEP.

PARENT/ADULT STUDENT CONSENT: Indicate your response by checking the appropriate space and sign below.

I give permission to implement this IEP.

I do not give permission to implement this IEP.

Mr. and Mrs. John Smith
Parent Signature

12 /10/ 10
Date

ADDITIONAL COMPONENTS: SECONDARY IEP

TRANSFER OF RIGHTS AT AGE OF MAJORITY

Beginning not later than one year before the child reaches 18 years of age, the IEP includes a statement that the child and parent were informed of the child's rights under Part B of the IDEA that will transfer to the child on reaching the age of majority.

Sample Document:

TRANSFER OF RIGHTS AT THE AGE OF MAJORITY (age 18):

Indicate the date that the student and parent were informed of the transfer of parental rights under IDEA to the adult student at the age of 18. This must occur at least one year prior to the age of 18.

Date

School Official Signature

I was informed of the parental rights under IDEA and that these rights transfer to me at age 18.

Date

Student Signature

I was informed of the parental rights under IDEA that transfer to my child at age 18.

Date

Parent Signature

DIPLOMA/COMPLETION STATUS: Discuss at least annually, more often as appropriate.

This student is a candidate for a(n):

- Advanced Studies Diploma
- Modified Standard Diploma*
- Advanced Technical Diploma
- Special Diploma
- Standard Diploma
- Certificate of Program Completion
- Technical Diploma
- GED Certificate (General Educational Development)
- GAD (General Achievement Diploma) (only for those who meet requirements of the GED program)
- Not discussed at this time

* The IEP team and the student, where appropriate, may select the Modified Standard Diploma option at any point after the student's eighth-grade year. When selecting the Modified Standard Diploma, it is essential to consider the student's need for occupational readiness upon school completion, including consideration of courses to prepare the student as a career and technical education program completer. Use of local courses of study planning guide that includes the graduation requirements is recommended.

Summary of performance: A summary of performance should be given to a student when they exit the secondary program.

Ask:

- What is the Projected Graduation/Exit Date?
- Is the student projected to graduate/exit school this year? ___ **No** ___ **Yes**
- Will the student be graduating with a Standard or higher level diploma or exceeding the age of eligibility this year? ___ **No** ___ **Yes**

If yes, a Summary of Performance must be provided *to the student prior to graduating or exceeding the age of eligibility.*⁵

A summary, which will help the student make the transition to postsecondary settings includes:

- Academic achievement - what the youth knows such as literacy, numeracy, consumer, personal finance, and learning skills; reasoning, communication, processing, including the accommodations, supports and modifications required, etc.;
- Functional performance - behavior across different environments such as how the youth interacts with peers at school, in the community, at work; self-care, mobility, self-determination, safety, executive functioning skills, including the accommodations and supports required, etc.;
- Supports - Accommodations, modifications, assistive technology or other supports that students might need to be successful in postsecondary environments; and
- Next Steps - Recommendations for attaining postsecondary goals such as attend college orientation, meet with Department of Rehabilitative Services, meet with Disability Services Counselor at community college, keep a file of current disability documentation, complete employment applications, etc.

Interagency Release of Information Form

Is there a current signed (by parent or adult student) release of confidential information on file with the school? ___ **No** ___ **Yes** If No, discuss release forms for transition planning with student and family

⁵ Special education and related services end upon receiving an Advanced Studies Diploma, Advanced Technical Diploma, Standard Diploma, or Technical Diploma. If the student receives a Modified Standard Diploma, Special Diploma, Certificate of Program Completion, a GAD or a GED Certificate, the student remains entitled to a free appropriate public education through age 21. If the student will graduate with an advanced or standard diploma during the term of the IEP, prior written notice on must be completed.

Virginia Department of Education Resources:

http://www.doe.virginia.gov/special_ed/index.shtml

Parent Resources:

http://www.doe.virginia.gov/students_parents/index.shtml

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For More Information:

Virginia Department of Education Web site: www.doe.virginia.gov or contact the Division of Special Education and Student Services at 804-225-2932, 1-800-422-2083, Text users dial 711 (Virginia Relay)