

Guidance Document for Individual Education Program (IEP) Development



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Revision to guidance documents occurs based on feedback the Division of Learning Services receives from the Directors of Special Education, State Stakeholder Groups, KDE Interpretation of Law, and Legal Decisions. In addition, the Division of Learning Services, Diverse Learners Branch makes revisions to guidance documents based on on-site monitoring visits, desk audits, and written formal complaints.

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Purpose of this Document

The “Guidance Document for Individual Education Program (IEP) Development” provides instructions and examples for Admission and Release Committee (ARC) members including chairpersons, teachers, related service providers and parents. This document is to be used in conjunction with local policy and procedure, federal and state law and regulation, including IDEA, the [Kentucky Administrative Regulations](#) (KAR), and the [Compliance Record Review Document](#). Beginning with the 2012-2013 school year, the Kentucky Department of Education (KDE) expects full implementation of the “Guidance Document for Individual Education Program (IEP) Development.” The blue underlined references denote hyperlinked documents.

The Guidance Document for IEP Development is dynamic in nature. As resources emerge from KDE and the Special Education Cooperatives, updates will be posted on the KDE Website. This document will be reviewed and revised annually, as needed.

Thanks to the many contributors and reviewers of this document including KDE, Special Education Cooperatives, representatives of Institutes of Higher Education, administrators and teachers.

Introduction to Standards Based IEPs

The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) mandated that students with disabilities gain access to the general curriculum. The No Child Left Behind Act of 2001 and subsequent reauthorization of [IDEA](#) in 2004 requires the ARC to ensure the student has access to the general education curriculum to the greatest extent possible.

Reauthorization at the federal level reshaped Individual Education Program construction in Kentucky. Skills-based IEPs written in the 1970s and 1980s transformed to writing IEPs based on the general curriculum. From 1998 through 2010, the Program of Studies served as a guide for the ARC in developing IEPs.

With Kentucky’s adoption of common state standards in 2010 “access to the general curriculum” focuses on the [Kentucky Core Academic Standards](#) (KCAS). The [Kentucky Program of Studies for Practical Living and Vocational Studies](#) continues to be a curriculum document for IEP construction related to functional skills. Educators and parents continue to acclimate to the language and ideas of our state curriculum document. Vocabulary such as *domain*, *strand*, *cluster*, *standard*, *deconstructed standard*, *sub-skills*, *knowledge target*, *reasoning target*, *performance skill target*, *product target* will become commonplace as educators and parents access training through KDE, special education cooperatives, local districts, and ARCs.

Individual Education Program

The IEP is a written plan of action for a student with a disability who is eligible to receive special education and related services. The IEP describes the student's needs, annual goals, specially designed instruction and supplementary aids and services to address the needs of a student. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. Parent input must be considered in IEP development and revision. Parent input in IEP development and revision is important, and the ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC.

Kentucky educators use the [Infinite Campus Student Information System](#) for the required [IEP](#) and other due process forms. KDE updates Data Standards annually.

Codified Federal Regulations (CFRs) and Kentucky Administrative Regulations (KARs) provide specific guidance regarding the IEP process as outlined below.

1. IEP supports learning by: 707 KAR 1:320 § 5 (7)(b)(1-2), 34 CFR 300.320 (a)(4)
 - Providing access to the general curriculum;
 - Ensuring the student will make progress in the general curriculum (educationally, academically, behaviorally, and functionally);
 - Addressing the student's other unique educational needs; and
 - Preparing the student for further education, employment, **and** independent living.
2. At least once every 12 months (365 calendar days), or as requested by any ARC member, the ARC reviews the IEP and accompanying on-going progress data to determine whether the annual goals are being achieved, and revises the IEP, as appropriate, to address: 707 KAR 1:320 § 2 (6), 34 CFR 324 (b)(1)
 - Any lack of expected progress toward the annual goals;
 - Any lack of expected progress in the general curriculum, if appropriate;
 - The results of any reevaluation;
 - Information about the student provided by or to the parents;
 - The student's anticipated needs; and
 - Other matters.
3. ARC shall consider in the development of an IEP: 707 KAR 1:320 § 5 (1), 34 CFR 300.324 (a)(1)
 - the strengths of the student;
 - the concerns of the parents for enhancing the education of their student;
 - the results of the initial or most recent evaluation of the student;
 - the academic, developmental, and functional needs of the student;
 - as appropriate, the results of the student's performance on general state or district-wide assessment; and
 - other information as necessary.

IEP Development is a Process Not an Event

Present Levels

- **Educational Performance relevant to disability**
Current Performance in General Curriculum
Current Academic Performance
Current Functional Performance
- **Description of relative strengths**
- **Description of needs or concerns including Baseline Data**
- **How the disability affects educational performance**

Considerations of Special Factors

Measurable Annual Goal(s) (ABCDE)

Methods of Measurement

(CBM, Direct, Indirect, Authentic Measures)

Reporting Progress

Specially Designed Instruction

(Implementation of research based instructional practices)

Supplementary Aids and Services

(What the student uses to access curriculum)

Accommodations

(Equal access to State and Classroom assessments)

Program Modifications and Supports for School Personnel

(Unique Programming provided on behalf of the student and support to personnel implementing)

Participation in General Education

Least Restrictive Environment

Extended School Year Services

Transition Services for Post Secondary Goals

Using Student Performance Data for IEP Development

707 KAR 1:320 § 5 (1), 34 CFR 300.320 (a)(1)
707 KAR 1:300 § 4 (10), 34 CFR 300.304 (c)(4)

Student performance data is information that demonstrates how the student is performing academically, behaviorally, socially, and functionally. Student performance data assists the ARC in decision making, IEP development and IEP implementation. The ARC uses student performance data to:

- describe the student's present level of performance;
- develop appropriate measurable annual goals;
- identify appropriate specially designed instruction (SDI) and supplemental aids and services (SAS);
- evaluate and report student progress;
- document implementation of the IEP;
- determine the effectiveness of instructional services; and
- determine if the child continues to need SDI and/or related services.

During the meeting, the ARC has a thorough discussion about student performance data. For an initial IEP, the ARC reviews available data about the student including classroom data, the results of researched based interventions, and formal and informal assessment data. For the development of subsequent IEPs, the ARC reviews available data which now includes IEP progress monitoring data. Student Performance data may be gleaned from a variety of sources, such as:

- IEP progress monitoring data
- IEP progress reports
- Results of research based interventions
- Results of universal screening
- Integrated Assessment Report
- Diagnostic Assessments
- Classroom-based assessments (e.g., formative assessment)
- Criterion referenced tests
- End of course assessments
- Culminating products/projects
- Classroom observations
- Work samples (e.g., portfolios, daily assignments)
- Functional Behavior Assessment
- Behavior Intervention Plan
- State and district-wide assessment results
- Individual Family Service Plan (IFSP) data (for students transitioning from Part C)
- Transition Assessments (for students in 8th grade or age 14 and older)
 - Educational Planning and Assessment System (EPAS) tests:
 - EXPLORE (8th grade)
 - PLAN (10th grade)
 - ACT (11th grade)
 - Person-Centered Planning
 - Individual Learning Plan (ILP) or Individual Graduation Plan (IGP)
 - Student & parent surveys
- Interviews

- Expanded Core Curriculum Needs Assessment Screening (for students with visual impairments)
- English Learner Program Services Plan
- Gifted and Talented Services Plan
- Commercially available or teacher-developed scope and sequence charts
- KIMRC Eye Report
- Low Vision Evaluation Report
- Assistive Technology Evaluation

The previous list is not inclusive of all areas of student data.

Notes:

Present Levels of Academic Achievement and Functional Performance

707 KAR 1:320 §5 (7)(a), 34 CFR 320 (a)(1)

Present Levels of Academic Achievement and Functional Performance (Present Levels) is a summary of **information** and **data** of what the student currently knows and is able to do in the following areas:

- Communication
- Academic Performance
- Health, Vision, Hearing, and Motor Abilities
- Social Emotional Status
- General Intelligence
- Transition Needs
- Functional Vision/Learning Media Assessment

The ARC uses information from resources described in the Student Performance Data and determines if the student is performing commensurate with similar age peers. For needs or concerns related to the student's disability, the ARC describes how the disability affects the student's involvement in and progress in the general curriculum as provided in the Kentucky Core Academic Standards (KCAS).

Present Levels incorporate various concepts as described below.

- Adverse effect means that the progress of the student is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers. 707 KAR 1:002 Section 1 (2)
- Aimline means a path a teacher will need to take in order to move a student from their baseline to the performance criterion within a designated time period.
- Assistive technology device means 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 mean a medical device that is surgically implanted, or the replacement of such a device. 707 KAR 1:002 Section 1 (3)
- Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. This term shall include: (a) the evaluation of the needs of a child with disability, including a functional evaluation of the child in the child's customary environment; (b) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities; (c) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; (d) Coordinating and using other therapies, interventions, or services with assistive technology devices, like those associated with existing education and rehabilitation plans and programs; (e) training or technical assistance for a child with a disability or, if appropriate, that child's plans and programs; and (f) training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the child. 707 KAR 1:002 Section 1 (4)

- Baseline performance describes the student's current performance of a skill or strategy in measurable terms (e.g., words per minute, % correct in 3 out of 5 trials, # minutes to sustain a behavior, level of prompts necessary to sustain a behavior). The baseline serves as a starting point for IEP instruction. Baseline data for an initial IEP is based on student performance data, research based intervention data and instructional data within the integrated assessment report. Baseline data for subsequent IEPs is based on IEP progress monitoring.
- Commensurate with similar age peers means that the student is performing within the range of academic and functional performance as non-disabled similar grade and age peers. Commensurate with similar age peers does *not* denote that the student is functioning *on* grade level; non-disabled students within a specific grade may also demonstrate a *range* of skills that includes above grade level, at grade level and below grade level.
- Criterion means a standard by which a judgment or decision may be based.
- Educational performance includes academic areas and non-academic areas. Educational performance in academic areas may include reading, math, communication; progress in meeting goals in the general curriculum; and performance on state-wide and local assessments. Education performance in non-academic areas (i.e., functional performance) may include daily living activities, behavior, mobility, and mental health.
- Expanded core curriculum (for students with Visual Impairments) (ECC) – means the body of knowledge and skills that are needed by students with visual impairments due to their unique disability and specific needs. Students with visual impairments need the expanded core curriculum in addition to the core academic curriculum of general education. The ECC should be used as a framework for assessing students, planning individual goals and providing instruction. The nine areas of the ECC include compensatory or functional academic skills, including communication modes; orientation and mobility; social interaction skills; independent living skills; recreation and leisure skills; career education; use of assistive technology; sensory efficiency skills; and self-determination.
- Formative assessment, assessment *for* learning, is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (Stiggins,2006).
- Lexile is a reading measure that provides information about an individual's reading ability or the difficulty of a text. These measures assist in matching a reader with the appropriate difficulty level or text for decoding and comprehension. The Lexile reader measure can also be used to monitor a reader's growth in reading ability over time.
- Needs or concerns are areas in which there is an adverse effect, meaning the student performs *significantly* and *consistently* below the performance of similar grade (academic achievement) and age (functional performance) peers as a result of the disability.
- Needs related to the disability means a need or concern that directly corresponds to the assessment, eligibility criteria, and regulatory definition of a disability category.

- Present levels of academic achievement describes the student's most recent performance in skills and strategies related to reading, math, and written language. The description includes the student's ability to generalize his/her learning.
- Present levels of functional performance means activities and skills that are not considered academic and are used in the context of routine activities of everyday living [707 KAR 1:002 Section 1 (28) and 34 CFR, Vol. 71 #156, August 14, 2006, p.46661]. This information may be documented in a variety of Present Level areas including Communication Status; Health, Vision, Hearing and Motor Status; Social and Emotional Status; Transition Needs; and Functional Vision and Learning Media Assessment.
- Quantile is a math measure that identifies a student's ability to think "mathematically" in taxonomy of math skills, concepts, and applications. It provides an indication of how well a student understands mathematical concepts and skills at his or her grade level.
- Rate of Learning (RoL) means a student's growth in achievement or behavior over time compared to prior levels of performance (comparison to self) and peer growth rates (comparison to age peers).
- Relative strengths are areas in which the student performs well as compared to his/her own performance.
- Summative assessment, *assessment of learning*, is a process used by teachers and schools that provides periodic measures of achievement standards for reporting and accountability purposes (Stiggins,2006).

Notes:

Preparation for IEP Development

In order to fully plan and consider all aspects of the student's disability, review the following prior to writing the IEP:

- the definition of the category of disability
- eligibility criteria
- characteristics of the student's disability
- how the disability adversely affects the student's educational performance

Steps for Writing the Present Levels

Below are the general steps for writing present levels. The steps may be altered slightly dependent on the present level area.

1. Using the KCAS, **identify** the grade level standards that all students are expected to know and be able to do.
2. **Identify** the student's current educational performance using student performance and baseline data (see Student Performance Data section).
 - a. **Determine** the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student.
 - b. **Determine** the student's current functional performance. Reference additional curricular tools as appropriate (e.g., KCAS, Kentucky Program of Studies for Practical Living/Vocational Studies, Character Education Document, Syracuse Community Reference Curriculum Guide, Expanded Core Curriculum for Visual Impairments).
3. **Check the box** "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and functional performance of nondisabled grade and age peers. If the student's performance is commensurate with nondisabled grade and age peers, no additional information is required.

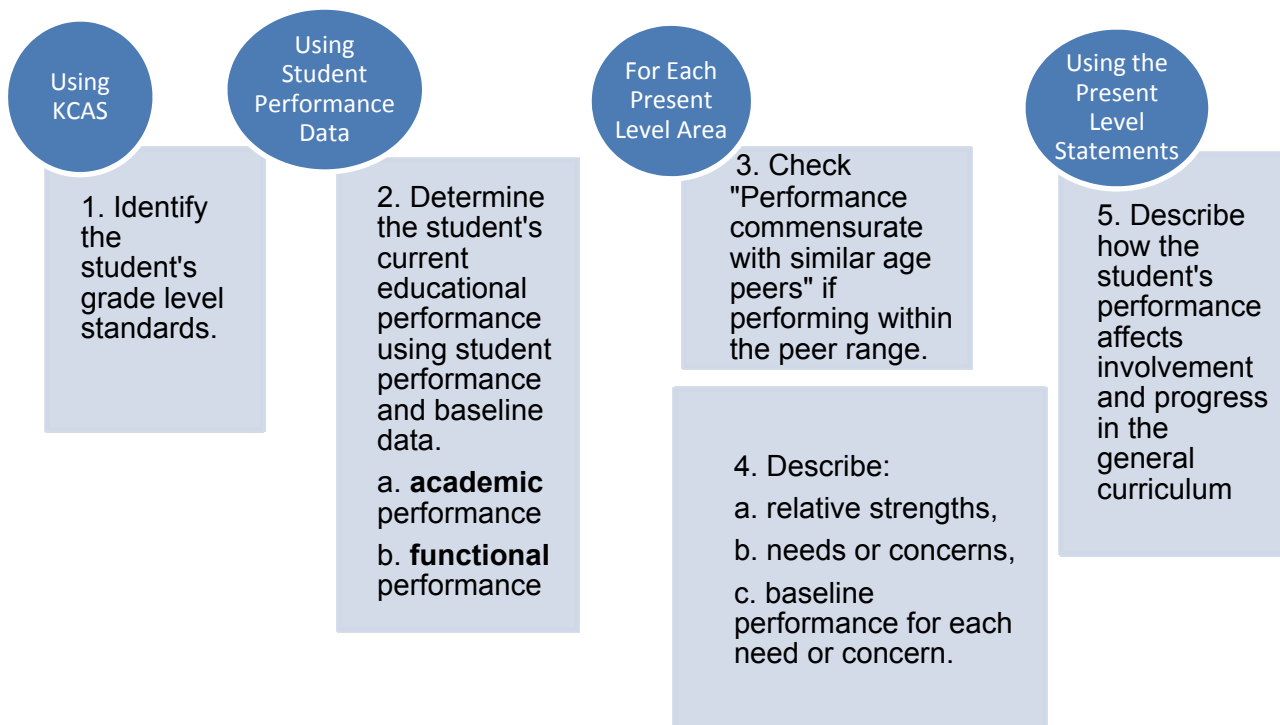
Leave the box unchecked if the student's performance is not commensurate (significantly and consistently below) with similar age peers as a result of the disability.

4. For each Present Level area where the student is not commensurate, **describe**
 - a. relative strengths,
 - b. needs or concerns,
 - c. baseline performance for each need or concern. Citing the source is recommended but not required.
5. **Describe** how the student's disability *affects the student's involvement and progress in the general curriculum*. Questions to consider:

- How needs or concerns in present level areas affect involvement and progress in general curriculum:
 - academic areas (e.g., reading, math, vocational courses)
 - functional areas (e.g., social competence, life skills, sensory and motor skills, communication skills)
 - transition
 - achievement of student capacities and life goals (including how these are assessed)
- How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards?
- How will the student's challenges impact his/her ability to achieve proficiency?
- What are the student's barriers to college/career readiness?

The adverse effect statement may be described in each Present Level area OR as one statement that incorporates all Present Level areas impacted by the disability.

Diagram: Steps for Completing Present Level Areas



Process for Completing Present Level Areas

A. Present Level Area: 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 student relates experiences, ideas, knowledge, and feelings to others.

B. Present Level Area: Academic Performance

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

C. Present Level Area: Health, Vision, Hearing, Motor Abilities

Health, Vision, Hearing, Motor Abilities include information regarding the student's relevant health or physical needs. This information is typically provided through screening information and by health care providers, including physical and occupational therapists.

D. Present Level Area: Social & Emotional Status

Social and Emotional Status includes functional performance information about the student's social skills, interpersonal behavior, personal skills, self-related behaviors, sensory self-regulation, emotional behavior, organization and executive skills, environmental access/mobility skills, and independent living skills.

E. Present Level Area: General Intelligence

General Intelligence includes information about the student's aptitude, knowledge application, thinking, memory, reasoning, and problem solving skills.

F. Present Level Area: Transition Needs

Beginning when the student is in 8th grade or has reached the age of 14 (whichever comes first), the Transition Needs area focuses on the needs related to the student's planned course of study. By age 16, the focus is also on the transition services which assist the student in reaching postsecondary goals. Transition needs must include one or more of the following areas:

- Instruction
- related service
- community experience
- development of employment
- post school adult living objectives
- acquisition of daily living skills, if appropriate
- provision of a functional vocational evaluation

G. Present Level Area: Functional Vision and Learning Media Assessment

A **Functional Vision Assessment (FVA)** and **Learning Media Assessment (LMA)** are two different assessments completed for a student who is blind or visually impaired. The Present Levels summarize the findings of the FVA and LMA.

A **Functional Vision Assessment** (FVA) is an organized plan for observing how students use their vision to perform routine tasks in familiar and unfamiliar environments and to what extent this impacts learning and performance. If a student is totally blind or does not have residual vision, a FVA may not be needed. A **Learning Media Assessment** (LMA) encompasses the selection of learning and literacy media for students with visual impairments. Learning media refers to the types of materials, methods or modifications that a student uses in conjunction with the sensory channels (visual, tactile, and auditory) to obtain information and gain meaning. Literacy media refers to the range of tools for reading and writing in print and Braille. A LMA is needed for all students served as VI to determine learning and literacy media.

For a student with a Cortical Visual Impairment (CVI), the CVI range and resolution chart may be used to determine functional vision and assist in choosing learning media for a student.

Notes:

Present Levels Areas and Guiding Questions

Present Level Area: 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 student relates experiences, ideas, knowledge, and feelings to others.

General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Speech Sound Production and Use

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

Receptive and Expressive Language

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

Voice

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

Fluency

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

Other

- Are there concerns related to feeding and swallowing?
- How does the student currently use assistive technology or special equipment (ex. augmentative device)?

Present Level Area: Academic Performance

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

Reading: General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Foundational Skills Phonological Awareness

- How well does the student:
 - apply phonemic awareness skills: phoneme manipulation; blending; and segmenting
 - use syllable patterns
 - chunk longer words into syllables
 - recognize rhyming words

Foundational Skills Phonics and Word Recognition

- How well does the student
 - make words by writing letters for phonemes
 - convert letters or letter combinations (grapheme type) to spoken sounds (spelling) and 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 student apply phonics and word analysis skills to decode unfamiliar words?
- How well does the student decode words with multiple syllables?

Vocabulary Acquisition and Use

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

Comprehension – Text Complexity

- Based on the Text Complexity Grade Bands, what is the student's current independent level Lexile range?

- How well does the student demonstrate understanding of multiple levels of meaning of literary texts?
- How well does the student demonstrate understanding of informational text where the purpose is explicitly stated or implicitly stated?
- How well does the student comprehend when the text is structured through ranges from low complexity to high complexity?
- How does the student access and engage in grade level texts?
- How well does the student acquire and use words from grade appropriate texts
 - General academic words in informational and literary texts
 - Domain-specific words and phrases

Comprehension – Informational Text

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

Comprehension – Literary Text

- How well does the student determine the meaning of words and phrases in a text; such as metaphors and similes?
- How well does the student compare and contrast specific details within a text (ex. characters)?
- Does the student 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 student's instructional level, what is the fluency rate during a timed reading assessment?
- What is the independent level of reading for the student?
- What is the instructional level of reading for the student?
- What is the frustration level of reading for the student?

Other

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

Written Expression: General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Conventions of Standard English

- How well does the student:
 - Apply appropriate capitalization rules and end punctuation for effect
 - Use age appropriate standard grammar and usage when writing
 - Correctly use punctuation (e.g., comma, quotation mark)

Production and Distribution of Writing

- How well does the student:
 - Use components of the writing process (e.g. planning, revising, editing, rewriting, or trying a new approach)
 - Produce coherent paragraphs with supporting details
 - Produce sentences with complete thought, as appropriate for his/her grade level
 - Produce a variety of sentence types for meaning, style

Language

- How well can the student:
 - Use reference materials (e.g. dictionary, glossary, thesaurus) in print and/or digital format for precise use and meaning of words
 - Demonstrate understanding of word meanings including the relationship between particular words

Other

- What does the data indicate about the student's performance when using supports to produce and publish writing (e.g. assistive technology such as text to speech, spell checker, research on internet)?
- What types of written products does the student demonstrate learning?
- Does the student use basic spelling patterns?
- How does the student currently use assistive technology or special equipment?

Mathematics: General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Math Calculation and Math Reasoning

- How well does the student demonstrate understanding of mathematical progressions for his/her compared to his same age peers:
 - 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, Fractions – basic operations (addition, subtraction, multiplication), fractions, decimals and percent
 - 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 System
 - Expressions and Equations
 - Functions
- How well is the student 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
- How does the student currently use assistive technology or special equipment?

Present Level Area: Health, Vision, Hearing, Motor Abilities

Health, Vision, Hearing, Motor Abilities include information regarding the student's relevant health or physical needs. This information is typically provided through screening information and by health care providers, including physical and occupational therapists.

General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Guiding Questions for Orientation and Mobility

- Does the student have difficulty detecting drop offs, bump into objects when traveling, and/or look down for extended periods when walking?
- Does the student slow down or shuffle feet when moving from bright to dim light or from dim to bright light?
- Are the student's skills age-appropriate for traveling independently in a variety of environments (e.g., school, community, familiar, unfamiliar)?
- Does the student advocate for himself/herself and request assistance when needed in travel?

Health or Medical Issues

- Does the student have a health or medical condition? If yes, describe.
- Based on available documentation, what is the student's medical diagnosis?

Pharmacological Issues

- Does the student currently take medications?
- What is the purpose of each medication and potential?
- Does the medication cause side effects or adverse reactions?
- What are the effects of the medication on the student's educational performance?

Vision Conditions

- Does the student have a vision/eye condition?
- Describe the student's eye condition.
- What is the student's near and distant best corrected acuity?
- Does the student have a color vision impairment?

- Does the student have a field loss?
- Is the student's eye condition stable, deteriorating, or uncertain?

Hearing Issues

- Does the student have a hearing loss? If so, describe the nature and degree of student's hearing loss.
- If appropriate, describe the speech awareness thresholds (SATs) and/or speech reception thresholds (SRTs).
- Does the student have personal amplification? If so, describe. Examples include cochlear implant(s) or hearing aid(s).
- Is the student a consistent wearer of their personal amplification system?
- Does the student report dysfunction of their personal amplification system, when appropriate?
- Describe how student's hearing loss impacts auditory functioning in the school/classroom setting.

Motor Issues

- Does the student have motor issues that impact educational performance including the ability to sit, stand, and move within the classroom and within the school building?
- Describe the student's ability to make transfers (e.g., to and from the wheelchair, to desk chair, to toilet).
- Does the student have sensory motor challenges? If so, describe.
- Does the student have fine motor deficits? If so, describe.

Other

- Does the student's medical condition result in limited strength, vitality, alertness and thereby limiting productivity?
- Does the student require assistance with activities of daily living (e.g. dressing, toileting, feeding)?
- Does the student's medical condition restrict activity at school?
- Do mobility issues require safety precautions (e.g., bus, playground, gym)?
- How does the student currently use assistive technology or special equipment?

Present Level Area: Social & Emotional Status

Social and Emotional Status includes functional performance information about the student's social skills, interpersonal behavior, personal skills, self-related behaviors, sensory self-regulation, emotional behavior, organization and executive skills, environmental access/mobility skills, and independent living skills.

General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Interpersonal Relationships

- How does the student interact with age peers (e.g., social conversation, group activities)?
- How does the student build and maintain friendships?

- How does the student 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 student demonstrate self-related behaviors such as accepting consequences, ethical behavior, expressing feelings, positive attitude toward self?
- Does the student employ sensory or self-regulation skills such utilizing a stress ball, taking quiet time, walking away from a stressful situation, utilizing elements of individual sensory diet?
- How does the student respond to challenge 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 student apply organization 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, following class rules, following class routines, following class movement patterns?

Making Transitions

- How well does the student make transitions within the classroom, school building, school campus? Examples include making transitions from one activity to another, classroom to classroom, movement to and from the cafeteria/gym/office/playground, school bus travel.

Other

- What supports promote successful student behavior?
- How does the student currently use assistive technology or special equipment (e.g., timer/stopwatch for pacing; video self-modeling)?

For an example of the thinking process, see [Appendix B](#)

Present Level Area: General Intelligence

General Intelligence includes information about the student's aptitude, knowledge application, thinking, memory, reasoning, and problem solving skills.

General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

What does the most recent data demonstrate about the student's performance level pertaining to the following areas:

How does the student mentally manipulate information:

- Sequence
- Categorize
- Predict

How does the student comprehend verbal information:

- Verbal comprehension (abstract, logical thinking and reasoning when information is presented verbally)
- Verbal concept formation
- Verbal fluency
- Word knowledge and word usage

How does the student perform in Social Problem Solving:

- Common sense social knowledge and practical judgment when situations are presented verbally
- General cultural knowledge

How does the student utilize Memory:

- Long term memory and acquired facts
- Long and short term memory
- Recall and sequencing from information presented both visually and verbally
- Persistence, attention and concentration

How does the student apply Perceptual Skills:

- Perceptual skills (spatial visualization, analyze, synthesize, tasks presented visually, abstract reasoning)
- Auditory perception
- Visual perception

How does the student generalize learned skills and knowledge:

- Application of Knowledge
- Generalization of Knowledge

Other

- How does the student currently use assistive technology or special equipment?

Present Level Area: Transition Needs

Beginning when the student is in 8th grade or has reached the age of 14 (whichever comes first), the Transition Needs area focuses on the needs related to the student's planned course of study. By age 16, the focus is also on the transition services which assist the student in reaching postsecondary goals. Transition needs must include one or more of the following areas:

- instruction
- related service
- community experience
- development of employment
- post school adult living objectives
- acquisition of daily living skills, if appropriate
- provision of a functional vocational evaluation

General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

What transition needs must be addressed to prepare the student for living, learning and working in the community as adults?

Instructional Needs

Instructional needs mean formal or informal imparting of knowledge or skills that a student needs to receive in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills.

- What instructional services or skills/strategies instruction does the student need to meet the postsecondary goals?

Related Services

Related services mean services the student may continue to need after leaving high school, including the identification of potential future adult service providers.

- What related services might the student need to continue beyond high school?
- What services (to be accessed after high school) does the student need to support the postsecondary goals?
- Who or what agency might provide the services?
- What is the process for identifying and connecting the student and parent to the service provider prior to the student's graduation or release due to aging out?

Notes:

Community Experiences

Community experiences means activities/strategies that are generally provided outside the school building that prepare the student for participation in community life.

- What community experiences will enhance the student's learning and postsecondary goals?

Employment

Employment skills mean activities/strategies that focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment.

- What employment skills does the student need to meet the postsecondary goals?

Post School Adult Living Objectives

Post school living objectives means activities/strategies that focus on adult living skills that are done occasionally 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.

- Does the ARC need to develop a post school adult living objective?

Daily Living Skills

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.

- What daily living skills, if any, does the student need to meet the postsecondary goals?

Functional Vocational Evaluation

Functional vocational evaluation means an assessment process that provides information about job or career interests, aptitudes, and skills; information is gathered through situational assessments in the setting where the job is performed.

- Does the student need a functional vocational evaluation?

Other

- How does the student currently use assistive technology or special equipment?

For an example of the thinking process, see [Appendix B](#)

Notes:

Present Level Area: Functional Vision and Learning Media Assessment

Functional Vision and Learning Media Assessment is a summary of the assessment findings which identifies the impact a student's visual impairment has on his/her ability to develop or maintain literacy skills. The summary identifies current and future media that will provide the greatest access to learning for the student.

General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Eye Condition

- What is the student's eye condition?
- What is the student's near and distant best corrected acuity?
- Does the student have a color vision impairment?
- Does the student have a field loss?

Functional Vision

For students who are totally blind or function as blind, a discussion of Functional Vision may not be relevant to the student's needs.

- How does the student use their vision to access the environment around them (classroom, hallway, cafeteria, outside, home)?
- Describe observations of near, intermediate, and distant visual tasks.
- Describe the physical appearance of eyes and note abnormalities.
- What is the suggested minimal font size?

Learning Media

- What is the student's primary reading medium? (regular print, print with magnification, large print, or Braille)
- What is the student's current word-per-minute when reading text?
- What assistive technology devices does the student use and in what capacity?
- Is the student's handwriting legible to self and others? For students who are blind, can the student sign his/her name using a signature guide etc.?
- For Braille Readers, does the student use Grade 1 or Grade 2? Does the student use Nemeth Code for Math?
- What is the student's primary reading medium (objects/symbols, print with magnification, large print, tactual or Braille)?
- Does the student have a secondary reading medium?
- For Braille Readers, does the student use uncontracted or contracted Braille?
- Describe the student's listening comprehension skills.

Expanded Core Curriculum

Does the student have needs per the nine areas of the Expanded Core Curriculum for Blind and Visually Impaired Children and Youth?

- Compensatory or functional academic skills, including communication modes
- Orientation and mobility

- Social interaction skills
- Independent living skills
- Recreation and leisure skills
- Career education
- Use of assistive technology
- Sensory efficiency skills
- Self-determination

Other

- For students with Cortical Visual Impairment (CVI), where does the student score on the CVI Range?
- What does the data indicate about the student's performance when using assistive technology?

Additional Resources

- Kentucky Instructional Materials Resource Center (KIMRC) Eye Report
Information must be current (within three years) unless the student meets the qualifications for a non changing eye condition for legally blind as recorded on letterhead of eye care physician and the document is on file at KIMRC.
- Low Vision Evaluation
- Orientation and Mobility Assessment

Notes:

Example of Present Level of Academic Achievement and Functional Performance

Present Level of Academic Achievement and Functional Performance

Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum:

(For preschool children include the effect on participation in appropriate activities; Beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition is included.)

Communication Status

- Performance commensurate with similar age peers

Academic Performance

- Performance commensurate with similar age peers

Health, Vision, Hearing, Motor Ability

- Performance commensurate with similar age peers

According to a medical report provided by LaTricia's parents, she has a diagnosis of Oppositional Defiant Disorder.

Social and Emotional Status

- Performance commensurate with similar age peers

According to a school-wide behavioral data (universal screener), LaTricia's behavior is rated high risk for aggressive behaviors and behavior problems. During the current school year, LaTricia has 6 office discipline referrals and has been suspended two days for physical aggression. According to a formal Executive Functioning emotional control rating scale, LaTricia has frequent tantrums, overreacts to small problems, and is quick to anger with intensity level higher than same age and gender peers.

Based on a direct measure checklist, LaTricia verbally identifies two of four steps of a metacognitive strategy for self-regulation during three consecutive teacher guided decision-making process situations. LaTricia has not consistently applied the strategy independently. She uses the strategy following two verbal teacher prompts 50% of the time. During cooperative learning activities when other students complete tasks differently than LaTricia, she verbally demands or physically pushes students to gain desired compliance as recorded by direct measures (anecdotal).

Teacher interviews indicate that LaTricia has more success in the classroom when she is completing an independent task. Based on direct measures collected daily and ABC observations, when LaTricia is in cooperative groups and non-structured settings (e.g., cafeteria during breakfast) and with same gender peers, she often makes verbal demands. An example of threatening statements include, "You better hurry up or I'm going to hurt you." An example of telling students what to do include, "Move out of my way (using a forceful loud tone)." She physically stands within close proximity to students and stares at them when they do not agree with her. As a result of threatening behavior, peers often comply with LaTricia's demands. The most recent Scatterplot data collected over a two week period revealed the following information: 39 verbal threats to peers, 8 occurrences of physical aggression (raised fist, hit, kick) and 6 occurrences of pushing in non-structured settings (cafeteria and hallway). Based on checklists, LaTricia engages in positive peer interactions 40% of the time in structured situations. Classroom observations reveal that peers avoid LaTricia in the school setting. According to her mother, LaTricia does not maintain friendships within the community.

LaTricia's inability to effectively identify and apply self-regulation strategies impacts her ability to interact with peers in social situations (structured and unstructured settings) and to engage in collaborative discussions (class discussion and cooperative groups).

General Intelligence

- Performance commensurate with similar age peers

Transition Needs

Not an area of concern at this time (Checking this box is not an option when the student is in the 8th Grade or 14 years or older because transition must be addressed for these students.)

Instruction

Community Experience

Daily Living Skills

Functional Vocational Evaluation

Related Service

Employment

Post School Adult Living Objectives

LaTricia is 15 years old in the 10th grade. LaTricia's Course of Study is outlined through completion of high school. Based on informal interviews with LaTricia and completion of her ILP, LaTricia's needs are in the area of interpersonal and intrapersonal skills.

Based on an interview with LaTricia, teacher and parent observations, and an interest inventory. She excels in sports, especially basketball, and she has a competitive edge. LaTricia prefers activities that move at a fast pace and enjoys outside activities. Her preferences are activities that she can do alone, such as computer games, riding her bike. LaTricia likes coming up with unique ideas and being in charge. LaTricia is a starter on the varsity basketball team.

Instruction:

Based on teacher and parent input, statewide and local assessments, Math is an area of strength for LaTricia. Her Math PLAN score is 20 and benchmark 19. Her fall school-wide universal screener score is 254 which is above her grade level peer cut score of 251. LaTricia is performing commensurate with her peers on understanding and applying mathematical processes. Based on teacher observation, LaTricia has difficulty participating in collaborative discussions during cooperative learning activities and collegial discussions that require accepting views that are different from her own.

Social skills deficits result in frequent confrontations and verbal and physical aggression toward peers (see baseline data in Social Emotional Section). Specially designed instruction and supplementary aids and services emphasize skill building to foster friendships and interpersonal skills. LaTricia's deficits in social skills negatively impact positive peer interactions in structured settings (e.g., classroom, athletic events) and non-structured settings (e.g., hallway, lunchroom, bus, community, home) which adversely affects LaTricia's progress in achieving her postsecondary goal of a career in coaching basketball.

Functional Vision/Learning Media Assessment

Not an area of concern at this time

Notes:

Consideration of Special Factors for IEP Development

707 KAR 1:320 § 5 (2), 34 CFR 300.324 (a)(2)

The ARC addresses each question below and considers these issues in the review and revision of the IEP. Information within the Present Levels statement supports that a special factor exists. The needs or concerns described in Present Levels align with Special Factors.

Behavior

If a student's behavior impedes his or her learning or that of others, the ARC develops strategies, including positive behavioral interventions, to address the behavior (e.g., Functional Behavior Assessment and Behavior Intervention Plan, behavioral contract, social skills instruction). This question applies to students with any category of disability. The ARC documents the supports in the IEP and indicates the type of service in the "Statement of Devices/Services" section.

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

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

Limited English Proficiency

For a student with Limited English Proficiency (according to [Kentucky LEP Definition](#)), the ARC considers the language needs from the student's English Learner Program Services Plan as related to the student's disability. This question applies to students with any category of disability. This question does NOT pertain to a non-verbal student or a student using American Sign Language.

Does the child have limited English proficiency? No Yes

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

Blind or Visually Impaired

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

Amendments to IDEA in 1997 require the Admission and Release Committee consider "special factors" in the development of an IEP. For a student who is blind or visually impaired, the ARC considers the need for Braille instruction. The ARC assumes that the student will receive instruction in Braille unless appropriate assessments support that Braille is not an appropriate learning medium for the student at the present time or in the future. The Learning Media Assessment and Eye Medical Statement provide critical information as to the student's current and future need for Braille instruction.

Is instruction in Braille needed?

- Mark YES if instruction in Braille is needed for reading or writing (e.g., functional Braille, pre-Braille readiness, literary Braille, Nemeth Braille, music Braille).
- Mark NO if the student is a print reader with a stable eye condition based on the FV/LMA and Eye Medical Statement.

- Mark NO if a student communicates solely through objects, symbols, or pictures.

If YES, the ARC develops a goal, benchmark/objectives, SDI, SAS for Braille instruction.

Is the use of Braille needed?

- Mark YES if the student is receiving instruction in Braille or if the student is proficient in use of Braille code.
- Mark YES if the student uses Braille as a secondary media.
- Mark NO if the student communicates solely through objects, symbols, or pictures.
- Mark NO if the student if the student is a print reader with a stable eye condition based on the FV/LMA and Eye Medical Statement.

Will Braille be the student’s primary model of communication?

- Mark YES if the student will use Braille for reading and writing.
- Mark NO if Braille is a secondary literary medium.
- Mark NO if print is the primary medium for literary communication.
- Mark NO if objects, symbols, pictures are the primary medium for literary communication.

<p>Is the child blind or visually impaired?</p> <p>consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is instruction in Braille needed? <input type="checkbox"/> Is use of Braille needed? <input type="checkbox"/> Will Braille be the student's primary mode of communication? 	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes (See evaluation data for supporting evidence)</p>	<p>If Yes, the IEP Team must consider:</p>
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Communication

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

<p>Does the child have communication needs?</p> <p><input type="checkbox"/> See Present Levels for Communication Status</p> <p><input type="checkbox"/> Other (Specify): _____</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p>If Yes, specify below</p>
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Deaf or Hard of Hearing

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

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

- The child's language and communication needs; Describe:
- See Present Levels for Communication Status
- Other (Specify):_____
- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe: _____
- Any necessary opportunities for direct instruction in the child's language and communication mode; Describe_____

Assistive Technology

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

For students who need assistive technology the ARC must determine the type(s) of device(s) and/or amount of services needed. This question applies to students with any category of disability. The ARC documents the assistive technology in the IEP, and indicates the type in the "Statement of Devices/Services" section. See definitions on [page 7](#)

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

No Yes

If the service or device is not described in the sections listed (SDI, SAS or BIP) then the ARC must check "other" and specify the service or device in the box below.

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

See Specially Designed Instruction See Supplemental Aids and Services

See Behavior Intervention Plan Other (Specify)

Notes:

Measurable Annual Goals, Methods of Measurement, Benchmarks/Objectives

707 KAR 1:320 § 5 (7)(b)(1-2), 34 CFR 300.320 (a)(2)(4)
707 KAR 1:320 § 5 (7)(b), 34 CFR 300.320 (a)(2)(i)(B)

Annual goals are statements of anticipated results to be achieved in a calendar year or less as determined by the ARC. Annual goals are not written to restate the content standards, but should specify skills for the student to acquire that will promote accessing the general curriculum and aid the student in meeting achievement standards. The IEP is not intended to reflect the student's entire curriculum. The IEP should promote learning of skills that students need to develop which will advance greater mastery and understanding of the general curriculum content and build student independence.

Annual goals are **directly related** to the student's disability and pertain to needs described in the **present levels**. Goals are focused on bridging the gap from where the student is (**baseline**) to where the student needs to be (**goal**) and address both academic and functional skills. Copying and pasting a standard from the KCAS into a student's IEP without including the components of the goal will not suffice as a measurable annual goal.

Components of a Measurable Annual Goal

Write measurable annual goals to address the prioritized sub-skills. Include the following components in each goal:

- **Audience**- State the student's name.
- **Behavior**- What observable (see, hear, count) action will the student perform or do?
- **Circumstance**- Describe the instructional materials/circumstances used to teach the goal.
- **Degree/Criterion**- How well must the student perform the skill?
- **Evaluation/Method of Measurement**- How the implementer measures student progress? Determine what tool/resource/assessment will be used and to what frequency the skill will be assessed.

Audience –student name

Behavior - an explicit statement of what the student will do. Observable behavior can be measured, seen, heard, counted, or timed. Examples:

- Daniel will read
- Latina will pronounce
- Jamal will write
- Sandra will gaze
- Mark will participate

See [Appendix C](#)

Circumstance –a description of the *instructional materials* or *instructional circumstances* used to teach, and eventually assess/measure the stated behavior. Examples:

- When provided opportunities for peer interaction in a non-structured setting
- When engaged in a non-preferred activity

- When presented with 10 two-digit division problems and access to a study carrel
- Following a large group review and when provided a listing of 20 content related vocabulary words

Degree/Criterion – a description of the expected rate of growth within 12 months, including the *frequency of data collection*. Examples:

- 80% correct as measured by twice weekly probes
- 8/10 words correct as measured by weekly work samples
- 4/5 activities on 3 consecutive weekly frequency counts 100% of the key steps of a social skill on 5 occasions as measured by checklists
- 3/5 assessments as measured by a scoring rubric

An option for determining the **Criterion Level**:

- Using progress data identified in the Present Levels, identify the student's baseline performance.
- Using progress data identify the student's Rate of Learning (ROL) from past instruction in this skill.
- Given the student's ROL and grade/age level standard, identify the desired outcome (criterion) for a 12 month period. Establish an aimline from the baseline to the criterion.
- Determine if the proposed aimline/criterion is reasonable and attainable for the student. If not, break the goal into attainable components.

An option for determining the **Frequency of Data Collection**: Daily, Weekly, or Monthly:

- Find the baseline performance
- Subtract baseline number from the criterion within the goal
- Divide the difference between the baseline and the criterion in the goal by the number of days, weeks, or months of projected implementation

Evaluation/Method of Measurement - *how* the implementer measures the student progress toward reaching each goal. The categories in Infinite Campus IEP are:

- Curriculum Based Measurement
- Direct Measures
- Indirect Measures
- Authentic Assessment

Annual Goals

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ARE NOT

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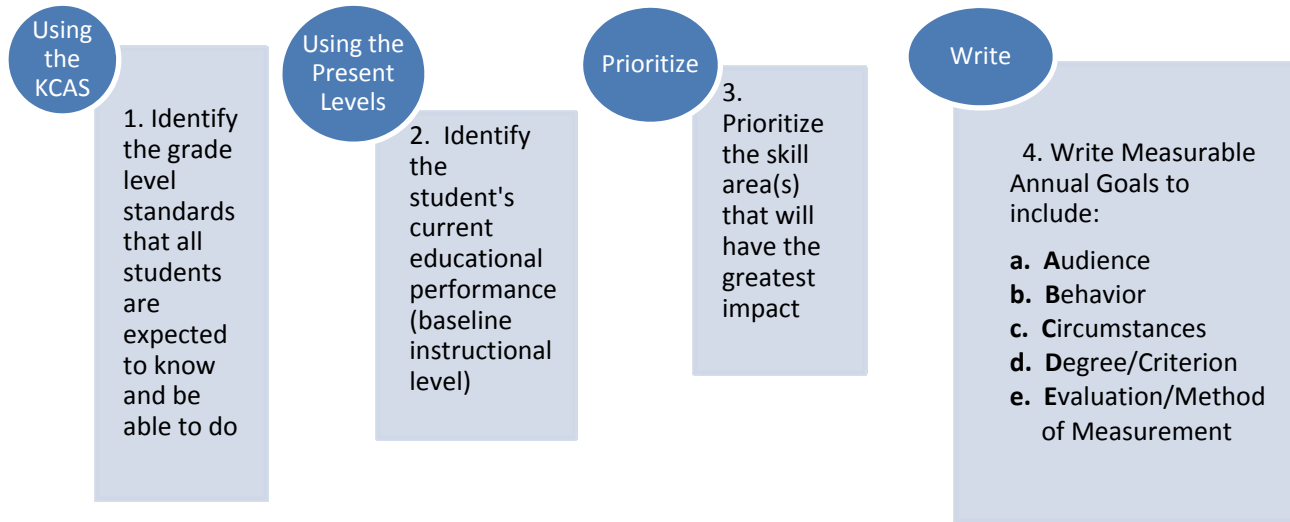
Notes:

Steps for Writing Annual Goals

The steps for writing standards-based goals are described in the steps below.

1. Using the KCAS, **identify** the grade level standards that all students are expected to know and be able to do (example, if the student is in the 5th grade use the fifth grade KCAS; if the student is in the 10th grade use the 10th grade KCAS).
2. Using the Present Levels, **identify** the student's current educational performance (baseline instructional level).
 - a. **Determine** the student's current academic performance (baseline instructional level) in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student.
 - b. **Determine** the student's current functional performance (baseline instructional level). Reference additional curricular tools as appropriate (e.g., KCAS, Kentucky Practical Living/Vocational Studies, Character Education Document, Syracuse Community Reference Curriculum Guide, Expanded Core Curriculum for Visual Impairments).
3. **Prioritize** the skill area(s) that will have the most powerful impact on accelerating student performance from his/her instructional level toward the identified age and grade level standards.
 - What skill area(s) does the student need to improve in order to access to and progress in the general curriculum?
 - What skill area(s) warrant remediation in order to advance the student toward grade level standards as well as promote access and progress in the general curriculum?
 - What other factors influence the prioritization of annual goals, such as the number of years left in school?
 - What behavior that is most modifiable?
 - What are parent and student interests, such as toileting skills or leisure activities that have a positive impact on the family?
4. **Write** measurable annual goals to address the prioritized skill area(s). Include the following components in each goal:
 - **Audience**
 - **Behavior**
 - **Circumstance**
 - **Degree/Criterion**
 - **Evaluation/Method of Measurement** (can be in goal statement or following the prompt "Methods of Measurement")

Diagram: Steps for Writing Measurable Goals



Notes:

Method(s) of Measurement

707 KAR 1:320 § 5 (13)(a), 34 CFR 300.320 (a)(3)(i)

Evaluation/Method of Measurement is *how* the implementer measures the student progress toward each goal. The ARC and implementers use information to make necessary adjustments to instructional methodology (e.g. selection of materials, pacing, teacher modeling, guided practice and generalization). The selected method of measurement needs to be practical and yield information that can be easily analyzed. Characteristics of efficient and effective data collection include:

- Provide date of measurement (month, day and year)
- Provide objective measurement or description of the behavior(s) or skill(s) outlined in the goal(s)
- Provide for regular and frequent data collection
- Require a short amount of time for recording information
- Promote analysis of performance over time (e.g., create graph of data to determine progress toward goal)
- Provide for individualized data collection for the particular student and for the identified skill/behavior to be measured
- May involve the student in data collection and analysis of performance, as appropriate

Four general methods of measurement used for Progress Monitoring are:

- Curriculum Based Measurement
- Direct Measures
- Indirect Measures
- Authentic Assessment

Methods of Measurement for Progress Monitoring

Curriculum Based Measurement (CBM) is an approach using probes to measure the growth of student proficiency. Probes are brief time samples made up of academic skills taken from the general curriculum. CBM is standardized to provide valid and reliable indications of student progress.

Examples of Classroom Based Measures include:

- Oral Reading Fluency Probes – measurement of the student’s rate, accuracy, phrasing and intonation
- Math Computation Probe - measurement of math computation skills (e.g., accuracy toward completion of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals)
- Math Concepts and Applications Probe - measurement of math reasoning skills (e.g., accuracy toward performance of place value, time, money, charts, graphs, and problem solving)

For examples of monitoring tools, see [Progress Monitoring General Outcome Measures Tools Chart](#).

Direct Measures involves direct observation of performance and repeated recordings of student response (CEC Jan/Feb 2006). Examples of Direct Measures include:

- Frequency Count/Event Recording - number of times a behavior occurs during a specific, consistent time period

- Time Sampling/Interval Recording - number of intervals in which a behavior occurs
- Duration Recording - measurement of how long the behavior occurs between initiation of response to conclusion
- Latency Recording - measurement of time between a prompt and start of the task
- Scatterplot - a chart used to determine patterns of targeted behavior(s) related to a specific class or school activities across time (e.g. schedule divided into 15 minute increments during a two week period for charting occurrence of the target behavior)
- ABC Analysis - Antecedent, Behavior, Consequence
- Anecdotal Recording - narrative recording of events occurring during a specific time or setting; *must be paired with another Method of Measurement.*
- Checklist - a list of specific behaviors used to measure consistency and completeness in carrying out a task (can be observed therefore a Direct Measure)
- Running Record - tool used to measure oral reading decoding skills

Indirect Measures involve using scoring criteria to review student performance (CEC Jan/Feb, 2006). Examples of Indirect Measurements include:

- Rubric – a scoring guide that describes performance on a scale from desired performance to undesired performance using both qualitative and quantitative descriptions either analytically by assessing components of a finished product or holistically by assessing student’s work as a whole
- Goal Attainment Scaling – a scoring guide to rate student performance on a point scale from least to most favorable
- Teacher Interview - summary of teacher input toward student performance on a given behavior in a structured format to be included with additional methods of measurement
- Checklist - list of specific behaviors used to measure consistency and completeness in carrying out a task (can be applied to permanent product such as work sample, therefore an Indirect Measure)
- Scoring Guide (e.g. point value to determine percent correct from selected responses and short answers)
- Permanent Product – actual products of a target skill/behavior (e.g. point value to determine percent correct within selected responses and short answers)
- Teacher Made Tests – tests and other measures that are planned, assembled, written, or otherwise prepared by teachers for use for particular groups of students

Authentic Assessment measures a student’s performance in tasks and situations that resemble real-life tasks and situations (adapted from Assessing One and All, CEC 2001 and Jan/Feb 2006).

Examples of Authentic Assessment include:

- Student Interview/conference– student input on his/her performance toward a targeted skill/behavior
- Oral interview – a structured format through development of key questions to assess student’s attainment of skills and to identify misconceptions
- Portfolio – documentation of student performance through a collection of work samples demonstrating specific outcomes
- Work samples - evidence of student performance through actual student work (e.g. writing entries, math computations, projects, audio recordings of student reading, responses to questions)
- Annotation – a statement included within a student work sample that indicates student performance toward a targeted skill

Notes:

Benchmarks/Short-Term Instructional Objectives

707 KAR 1:320 § 5 (7)(c), 34 CFR 300.320 (a)(2)(ii)

Federal regulations require benchmarks or short-term objectives for students with disabilities participating in the Alternate Assessment Program which is aligned to alternate achievement standards. 34 CFR Section 300.320(a)(2)(ii). District policies and procedures provide guidance regarding the selection of benchmarks or short-term objectives.

Benchmarks are increments of learning which demonstrate progress toward the annual goal.

Short Term Objectives are intermediate steps which break annual goals into discrete, measurable skill components. Like an annual goal, a short term objective consists of five components:

- Audience
- Behavior
- Circumstance
- Degree/Criterion
- Evaluation/Method of Measurement

Benchmarks/short-term objectives must relate directly to the annual goal and provide a means of measuring progress toward the goal, however, they do not account for every skill or increment of instruction associated with the annual goal. The [Deconstructed Standards](#) are helpful documents to assist ARCs in breaking down an annual goal into discrete skills that will help a student make progress toward achieving the annual goal (task analysis). For some functional goals, other tools may assist in task analysis, such as commercially available or teacher-developed scope and sequence charts or assessments.

The Number of Benchmarks or Short Term Objectives

The ARC is not required to develop a specific number of objectives or benchmarks for a goal. The number is based on the needs of the student and the instructional goal. Since benchmarks delineate increments of progress toward the goal within a calendar year, the number of benchmarks may be determined by calculating the distance between the baseline score and the goal and dividing the difference into increments.

The number of objectives or benchmarks is also influenced by the student's pace of learning as demonstrated on previous progress data. Students needing heightened levels of modeling, guided practice, and generalization instruction may require lengthier periods of time within an objective or benchmark.

Construction of Benchmarks or Short Term Objectives

Benchmarks or short-term objectives may be constructed in different ways:

- Subcomponents of the whole
- Discrete skills within the whole
- Gradual increase in the level of mastery or competence (Example: increasing the difficulty of the reading material)
- Gradual increase in the complexity of circumstance (Example: structure of the setting where the student demonstrates the skill or fading of review prior to demonstration of the skill)

- Gradual decrease in supports. (Example: Fading prompts from full physical to partial physical to verbal to visual)

Example 1 Annual Goal and Objectives

Measurable Annual Goals and Benchmarks/Short Term Objectives

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

Annual Measurable Goal: Joey will correctly produce the /s/ and /z/ phonemes in all positions of words when reading aloud a 3-5 word phrase using words selected from his classroom curriculum in 8 of 10 trials for 3 consecutive therapy sessions.

Short Term Objective 1: Joey will correctly produce the /s/ and /z/ phonemes in the initial position of 20 words selected from his classroom curriculum in 8 of 10 trials for 3 consecutive sessions.

Short Term Objective 2: Joey will correctly produce the /s/ and /z/ phonemes in the final position of 20 words selected from his classroom curriculum in 8 of 10 trials for 3 consecutive sessions.

Short Term Objective 3: Joey will correctly produce the /s/ and /z/ phonemes in the medial position of 20 words selected from his classroom curriculum in 8 of 10 trials for 3 consecutive sessions.

Notes:

Example 2 Annual Goal and Objectives:

Measurable Annual Goals and Benchmarks/Short Term Objectives

Given a picture prompt, Sam will construct a sentence, relevant to the given topic, with at least three words by touching the correct words/pictures on a touchscreen computer with 80% accuracy across 3 out of 5 sessions.

Short Term Objective 1: Given a picture prompt of a preferred item/topic, Sam will construct a sentence, relevant to the given topic, with at least three words by touching the correct words/pictures on a touchscreen computer using word prediction software with 80% accuracy across 3 out of 5 sessions.

Short Term Objective 2: Given a picture prompt of core content concept item, Sam will construct a sentence, relevant to the given topic, with at least three words by touching the correct words/pictures on a touchscreen computer using word prediction software with 80% accuracy across 3 out of 5 sessions.

Short Term Objective 3: Given a picture prompt of an activity from his daily schedule, Sam will construct a sentence, relevant to the given topic, with at least three words by touching the correct words/pictures on a touchscreen computer using word prediction software with 80% accuracy across 3 out of 5 sessions.

Example 3 Annual Goal and Benchmarks:

Measurable Annual Goals and Benchmarks/Short Term Objectives

When given a writing prompt, Roland will write a clear, coherent paragraph, with appropriate punctuation and verb tense to the proficient level on 3/5 assignments as measured by a scoring rubric.

Benchmark 1: Roland will write complete and grammatically correct simple sentences.

Benchmark 2: Roland will apply punctuation for effect.

Benchmark 3: Roland will write complete and grammatically correct complicated sentences.

Benchmark 4: Roland will construct complete paragraphs with topic sentences supporting details and clincher sentences.

Benchmark 5: Roland will maintain the appropriate verb tense within a writing piece.

Annual Goals Related to Transition Service Needs

707 KAR 1:320 § 7 (2)(a)(1-2), 34 CFR 300.320 (b)

For students who are 16 or older, the ARC must determine how the annual goal(s) relate to the student's transition service needs. For at least one annual goal, the ARC documents which postsecondary goal the annual goal supports:

- Education/Training
- Employment and/or
- Independent Living

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

Education/Training Employment Independent Living

[Indicator 13 Kentucky Transition Requirements](#)

[Indicator 13 Webinar materials](#)

Notes:

Reporting Progress

707 KAR 1:320 § 5 (13)(b), 34 CFR 300.320 (a)(3)(ii)

In designing the measurable annual goal(s), the ARC must determine when periodic progress reports will be provided to the parents.

- **Schedule for Reporting Progress:** There must be documentation of when periodic reports will be provided to the parent(s) on the progress of the student. This may include the use of quarterly or other periodic reports that are issued at the same time as report cards.
- **Report of Progress:** The ARC informs the parent of when they will be informed of student progress toward the goal OR the ARC may identify another means of reporting progress toward the goal.

Reporting Progress

Concurrent with the issuance of Report Cards

Other: Specify:

Notes:

Specially Designed Instruction

707 KAR 1:002 § 1 (58), 34 CFR 300.39 (b)(3)
707 KAR 1:320 § 5 (8), 34 CFR 300.320 (a)(4)

Specially Designed Instruction (SDI) in its simplest form is “**what the teacher does**” to instruct, assess, and re-teach the student. The SDI describes what the teacher does, as appropriate, to adapt the content, the methodology, or the delivery of instruction. SDI is based on peer-reviewed research to the extent possible.

Specially designed instruction is:

- Systematically designed and implemented to address the assessed need(s) of the student
- Necessary for the student to make progress toward the annual goal, rather than merely beneficial
- Planned, designed and initially delivered by a special education teacher
- Not available regularly in general education to the degree or intensity needed by the student

Select Specially Designed Instruction according to the *unique needs* of the student. For additional examples, see the “IEP and Lesson Plan Development Handbook”.

If **instruction** is required for the student to use an assistive technology device, material, supplementary aid, strategy or service, it is described as Specially Designed Instruction on the IEP.

Specially Designed Instruction should be provided by a teacher who is certified in special education and thus “highly qualified” under IDEA. See question 6 in [The Collaborative Teaching Practices for Exceptional Children - Question and Answer Document \(June 2011\)](#).

Specially Designed Instruction:

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

Notes:

Supplementary Aids and Services

707 KAR 1:002 § 1 (61), 34 CFR 300.42
707 KAR 1:320 § 5 (8), 34 CFR 300.320 (a)(2)(4)

Supplementary Aids and Services (SAS) in its simplest form is “**what the student needs**” in order to advance appropriately toward attaining the goal(s) and be involved and make progress in the general curriculum, to participate in extracurricular and other nonacademic activities, and be educated and participate with other students with and without disabilities. SAS includes strategies, aids, and services. The decisions for SAS are supported by student performance data and are based on needs related to the disability in order to make progress toward annual goals.

The ARC identifies the specific materials, resources, aids, strategies or services the student requires in the general education environment or other education related settings to gain access to the general curriculum, indicated by student performance data. SAS are based on peer-reviewed research to the extent practicable. Given the adverse effect, every student with a disability requires SAS. This section may not be left blank. “None needed” is not an acceptable response.

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

Visual prompts
Previewing questions
Advanced organizers
Listening guides
Monitoring and explicit feedback
Access to communication system
Enlarged text

Notes:

Assessment Accommodations

703 KAR 5:070, 707 KAR 1:320 § 5 (10), 34 CFR 300.320 (a)(6)

The ARC may identify assessment accommodations to participate in state or district-wide assessment if they are used consistently as a part of the student’s routine instruction and classroom assessment. Decisions concerning the use of assessment modifications are supported by student performance data and the IEP (Present Levels, Annual Goals, Short Term Objectives or Benchmarks, Specially Designed Instruction, Supplementary Aids and Services, and Related Services) and documented as Specially Designed Instruction or Supplementary Aids and Services.

Prior to entering the decisions on the IEP, the ARC may complete the [Accommodations Determination Form](#) in Infinite Campus to document the appropriate accommodations necessary for the student.

For students who are eligible for Alternate Assessment, the ARC must provide a statement of the decision and reasons for the decision, to determine the student met all criteria for “Eligibility for Alternate Assessment”. This decision is reviewed annually and documentation is completed at every annual review meeting. 707 KAR 1:320 § 5 (11), 34 CFR 300.320 (a)(6)(ii)

Accommodations should be considered temporary strategies and be faded when appropriate as the student gains skills and knowledge. Accommodations shall be individualized and specifically designed to aid the student as the student learns, and faded and/or reduced as the student gains/demonstrates increased skill and greater independence.

Regulation Revision

Until 703: KAR 5:070 Inclusion of Special Populations in State Required Assessment and Accountability Programs is revised and approved, districts continue to use the [regulation and training materials](#) dated February 12, 2009. Districts need to continue planning for the revised procedures in the 2012-13 school year, particularly how districts will support teachers, students and parents implementing the revised regulation.

Notes:

Accommodations for Administration of State Assessments and Assessments in the Classroom

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

ARC determined no accommodations needed.

Readers

Scribes

Paraphrasing

Reinforcement and behavior modification strategies

Prompting/cueing

Use of technology

Manipulatives

Braille

Interpreters

Extended time

Other: specify _____

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

Dimension A

Dimension B

Notes:

Program Modifications and Supports for School Personnel

707 KAR 1:320 § 5 (8), 34 CFR 300.320 (a)(4)

The ARC identifies program modifications and supports for school personnel that are to be provided on behalf of a student to meet the unique needs of the student. This includes specialized training, use of school time, or use of school staff, and may involve specialized training for any staff who come in contact with the student, including bus drivers, paraprofessionals, general and special education teachers, related service providers, and cafeteria workers. Examples of program modifications and supports include gait training, feeding procedures, medical procedures, communication systems, diapering, positioning. If the ARC determines that no program modification and supports are needed, the ARC checks the box “Not needed at this time.” *This section may not be left blank.*

If the child is receiving services through a co-teaching model, teacher needs are described under Program Modifications and Supports for School Personnel. If consultation is the service delivery method, this section explains the anticipated frequency and type of consultation.

Program Modifications/Supports for School Personnel that will be provided:

Not needed at this time.

Examples of Program Modifications or Supports for School Personnel:

- *Special Education Teacher and Regular Education Teacher of Language Arts will collaborate in the implementation of the reading and writing goals using the co-teaching model. These teachers will need professional development on co-teaching models.*
- Teachers and assistants will be trained on the use of the communication system.
- School personnel will be oriented to a highly structured behavior support program (i.e., PASS) before school begins.
- School staff will minimize classroom distractions, for example, covering distractible items within sight during whole group instruction.
- Consultation between the Speech/Language pathologist and special education teacher regarding use of the communication system once per quarter.
- The special education teacher will consult on a monthly basis with the social study and science teachers to promote John’s independent use of graphic organizers.

For additional information, see [The Collaborative Teaching Practices for Exceptional Children - Question and Answer Document \(June 2011\)](#).

Least Restrictive Environment

Least Restrictive Environment (LRE) is the maximum extent appropriate, students with disabilities must be educated with children who do not have disabilities.

The ARC discusses location and placement of IEP services *simultaneously* and then documents LRE decision making in four places:

- IEP LRE section
- IEP Special Education Services and Related Services sections
- Conference Summary/Action Notice, Placement Options and Decisions section
- Conference Summary/Action Notice, Consideration of Potential Harmful Effects section

This Guidance Document will focus on the first two bullets above pertaining to the IEP.

IEP LRE Section

This section of the IEP explains the extent, if any, to which the student will **not** participate in general education

Notes:

Least Restrictive Environment (LRE) and General Education

Explain the extent, if any, to which the student will not participate in general education (content area):

Examples of two different formats for writing LRE statement:

- For a student who receives most of her core content classes in general education, the explanation may state: *“Sarah will not participate in general education for language arts. She will receive language arts instruction in the resource room.”* **OR**

Special Education: Language Arts

Regular Education: Math, Social Studies, Science, Related Arts

- For a student who receives instruction in a content area in the regular classroom with co-teaching and SDI in a resource room, the explanation may state: Josh will receive all core content in the regular classroom. He will also receive language arts instruction in the resource room. **OR**

Special Education: Language Arts

Co-Teaching: Language Arts

Regular Education: Math, Social Studies, Science, Related Arts

- For a speech-only student who’s ARC does not know the school schedule for the upcoming year: *“Bobby will participate in all regular education core content classes. He will be removed from the general education non-core classes for two periods a week to receive speech services in the resource room.”* **OR**

Special Education: Speech

Regular Education: All Core Content Classes

- If the ARC determines that the student will receive all educational services in regular education classes with co-teaching for Reading: *“Sandi will participate in all general education classes for the entire school day.”* **OR**

Co-Teaching: Language Arts

Regular Education: Math, Social Studies, Science, Related Arts

- If the ARC determines that the student will participate most of the day in special class, the ARC may document the decision: *“Kris will not participate in the general education core content classes of math, reading, science, and social studies. She will receive instruction for her core content classes in the resource room.”* **OR**

Special Education: All Core Content Classes

Regular Education: Electives

- For a student participating in a social skills program (i.e., PASS) *“Joe will receive all core content instruction within the general education. He will be removed from the general education environment during non-core classes two times per week for social skills instruction.”* **OR**

Special Education: Social Skills Instruction

Regular Education: All Core Content Classes

Special Education Services

707 KAR 1:320 § 5 (12), 34 CFR 300.320 (a)(7)

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

1. **Service Minutes/Duration:** List the number of minutes the service will be provided per session in each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time.
 - In a resource or special class service delivery, list the number of minutes that a student is present in the setting. The special education teacher is solely responsible for instruction.
 - In a co-teaching setting (regular classroom), list the number of minutes for Specially Designed Instruction (SDI). SDI service minutes may not be the entire block of time scheduled for a total class period. Rather the service minutes represent a subset of time within the class period needed to provide Specially Designed Instruction to a specific student within the larger curricular framework planned for the entire general education classroom. See [The Collaborative Teaching Practices for Exceptional Children - Question and Answer Document \(June 2011\)](#).
2. **Service Frequency:** Document how often the student will receive the services per service period.
3. **Service Period:** Identify the Service Period as daily, weekly, monthly, or annually.
4. **Start Date:** List the date (month and year) the Services will begin.
5. **End Date:** List the date (month and year) the Services are anticipated to end.
6. **Service Provider:** Select the position of each person responsible for implementing the services from the service provider dropdown list.
7. **Location:** Identify the setting (i.e., regular classroom, resource room, separate class) in which the service(s) will be provided. **Include the content class** (i.e., Language Arts, Science, PE) in which the student will receive Specially Designed Instruction.

NOTE: The co-teaching delivery structure is provided in the regular classroom.

	Anticipated Frequency and Duration Of Service						Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)	
	Service Minutes (Per Service Frequency)		Service Frequency (Number of times provided per Service Period)		Service Period (Daily, Weekly, Monthly, Annually)	Start Date			End Date
Special Education	60	Minutes	1	Times per	Daily	9/16/12	9/15/13	Special Education Teacher	Resource Room for Reading
	35	Minutes	1	Times Per	Daily	9/16/12	9/15/13	Special/Regular Education Teacher	Regular Classroom, Co-teaching Math 2 of 3 trimesters (60 day trimesters)
	20	Minutes	4	Times Per	Weekly	9/16/12	9/15/13	Special/Regular Education Teacher	Regular Classroom, Co-teaching Science for Reading
	30	Minutes	2	Times Per	Weekly	9/16/12	9/15/13	Special Education Teacher	Resource Room for Social Skills Instruction

Note: Infinite Campus IEP requires month, day, and year under Start Date and End Date.

Notes:

Related Services

707 KAR 1:002 § 1 (51), 34 CFR 300.34 and 707 KAR 1:320 § 5 (12), 34 CFR 300.320 (a)(7)

Related services are those transportation and developmental, supportive, or corrective services which are needed by a student with a disability to benefit from special education. Related services complement and supplement the Specially Designed Instruction provided to the student.

1. **Type of Service:** Identify the type of related service (e.g., speech/language therapy, occupational therapy, transportation, counseling, orientation and mobility, psychological services, parent education, interpreting, physical therapy, recreational therapy, travel training).
2. **Service Minutes/Duration:** List the number of minutes (for delivering the Related Services). The service will be provided per session in the Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but *may not* be a range of time.
3. **Service Frequency:** Document how often the student will receive the services per service period.
4. **Service Period:** Identify the Service Period as daily, weekly, monthly, or annually.
5. **Start Date:** List the date (month and year) the Services will begin.
6. **End Date:** List the date (month and year) the Services are anticipated to end.
7. **Service Provider:** Select the position of each person responsible for implementing the services from the service provider dropdown list.
8. **Location:** Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided.

Notes:

Related Services:

Type of Service	Anticipated Frequency and Duration Of Service							Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Minutes (per Service Frequency)		Service Frequency (Number of times provided per Service Period)		Service Period (Daily, Weekly, Monthly, Annually)	Start Date	End Date		
Occupational Therapy	15	Minutes	1	Times Per	Weekly	10/12	1/13	Occupational Therapist	Resource Room
Occupational Therapy	30	Minutes	1	Times Per	Monthly	2/13	10/13	Occupational Therapist	Regular Classroom, P.E.
Speech/ Language Therapy	30	Minutes	1	Times Per	Weekly	8/12	8/13	Speech/Language Therapist	Resource Room
Speech/ Language Therapy	30	Minutes	1	Times Per	Weekly	8/12	8/13	Speech/Language Therapist	Regular Classroom, Language Arts

Note: Infinite Campus IEP requires month, day, and year under Start Date and End Date.

Notes:

Extended School Year Services

707 KAR 1:290 § 8, 34 CFR 300.106

Extended School Year (ESY) means Specially Designed Instruction and related services that are provided to a child with a disability beyond the normal school year in accordance with the child's IEP at no cost to the parents. 707 KAR 1:002 § 1 (26)

ESY is provided on an individual student basis for the purposes of maintaining a student's current skill level which, without continued instruction, would be lost or would require an inordinate time to regain as compared to similar age peers who are not disabled and who experience the same lapse in instruction. ESY services are not designed to teach new skills, to prevent natural amounts of regression, nor to assist the student to make additional progress in a skill. Rather, ESY is designed to maintain a student's present level of performance and thus prevent an excessive period of recoupment. ESY is not limited to a particular category of disability. Further, a district may not unilaterally limit the type, amount or duration of the services. Local district procedures provide guidance for ARC determination of ESY services.

ESY services are provided:

- Beyond the district's normal school day, week, or year
- At no cost to parents
- In accordance with the student's IEP

Determination of need and level of services is:

- An ARC decision
- Based on individual need
- Not based on disability category
- Not "one size fits all"

A process for determining the need for ESY services may include:

- IEP implementer(s) collects progress data before and after a school break
- ARC considers progress data and applies criteria for ESY services
- ARC determines regression and recoupment through analysis of data
- If the need for ESY is determined, the ARC assigns ESY services for the specific IEP goal(s)

If the district does not have data (e.g., transfer student, summer to fall regression data is not available, student transitioning from Part C program with an IFSP), the need for ESY may be established by expert opinion based on assessment of the individual child regarding whether the child is projected to regress and fail to recoup previously attained skills within a certain period of time.

Extended School Year

Are extended school year services required for this student?

Yes No More Data Needed

If the ARC determines ESY services are to be provided, describe the service and indicate to which annual goal or goals the service is related. If the ARC determines no ESY services are to be provided, please document the reason(s) for this decision.

Examples:

- Yes: Analysis of data indicates a documented regression/recoupment issue in the area of social/behavioral goals.
- No: Analysis of progress data does not indicate a regression/recoupment issue.
- More Data Needed: The ARC will collect and analyze data that will be recorded before and after breaks in instruction to monitor regression/recoupment issues.

Notes:

Postsecondary Transition

707 KAR 1:320 § 7, 34 CFR 300.320 (b)

Student Invitation

If the purpose of the ARC meeting is to discuss transition services, the student must be invited prior to the ARC meeting; documentation of proof is the “Notice of ARC Meeting”. 707 KAR 1:320 § 3(4), 34 CFR 300.321 (b)(1)

Transition Assessments

The ARC documents the transition assessments used to determine the preferences and interests of the student by checking the types of transition assessments that the ARC used to determine the student’s preferences and interests. This includes the transition assessments used as a basis for the postsecondary goals. Actual copies of the transition assessments administered may be maintained as other components of the student’s education record (e.g., Individual Learning Plan career assessments, learning style inventories). However, evidence of the administered assessments must be available upon request. 707 KAR 1:320 § 7 (2)(a), 34 CFR 300.320 (b)(1)

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

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

What transition assessments were used to determine the child’s preference and interests?

(Check all that apply)

- | | | | | |
|--|---|--|---|---|
| <input type="checkbox"/> Student Interview | <input type="checkbox"/> Student Survey | <input type="checkbox"/> Student Portfolio | <input type="checkbox"/> Vocational Assessments | <input type="checkbox"/> Interest Inventory |
| <input type="checkbox"/> Parent Interview | <input type="checkbox"/> Career Awareness | <input type="checkbox"/> Career Aptitude | <input type="checkbox"/> ILP | <input type="checkbox"/> Other: |

Transition Service Needs

Beginning in the student’s 8th grade year or when the student has reached the age of 14, whichever occurs first, and thereafter, the ARC reviews (and revises if necessary), the student’s multi-year course of study as outlined in the Individual Learning Plan (ILP) or Individual Graduation Plan (IGP). The ARC documents the discussion of the multi-year course of study in the Conference Summary. Check “Yes” if documentation is in the record showing at least one of the following: a) ARC Conference Summary notes of the discussion of the ILP (IGP) with each course of study listed; b) a copy of the ILP (IGP); or c) a copy of the student’s multi-year course of study. Mark “No” if there is no evidence of the student’s multi-year course of study and stop the IEP process until the course of study is outlined. 707 KAR 1:320 § 7 (1), 34 CFR 300.320 (b)(2)

Transition Services Needs (Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter)

Does the student's Individual Learning Plan (ILP) include the student's course of study?

No. If **No**, do not proceed with development of IEP until ILP is initiated, including the child's course of study.

Yes. (See student's attached course of study to include current year through graduation or exiting special education.)

This documentation shows that the ARC considered the student's up-to-date ILP course of study (education plan) and used it to develop the Present Levels Transition Needs statement. Check "Yes" if the Present Levels Transition Needs statement addresses the student's needs related to the course of study. Check "Individual Learning Plan" and "Multi-year Course of Study" under Section I of the Conference Summary/Action Notice to document the basis for the decisions regarding this transition component of the IEP. It is strongly recommended that the ARC include documentation of their discussion of the multi-year course of study in the Conference Summary/Action Notice.

Do transition service needs focus on the child's course of study and are they addressed in the Present Levels?

No Yes

Postsecondary Goals

By the student's 16th birthday, or younger, if appropriate, the ARC develops postsecondary goals. In the space provided, write a postsecondary goal for employment *and* a postsecondary goal for education/training. Also, if transition assessment supported needs in the area of independent living, write a postsecondary goal for independent living. Postsecondary goals must be measurable and intended to occur after the student graduates from high school. 707 KAR 1:320 § 7 (2)(a), 34 CFR 300.320 (b)

Postsecondary Goal(s) (By age 16, or younger if appropriate, and thereafter)

Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:

Formula for Education/Training and Employment Goals:

_____ 's goal is to _____ to be able to _____.
After High School Student Name Education/training behavior Employment behavior

Formula for Independent Living Goal:

_____ 's goal is to _____.
After High School, Student Name Independent living behavior – where & how

Example for Training/Education and Employment (combined):

After graduation, John's goal is to enroll in courses at the Community and Technical College to prepare to work in the field of medical technology as a lab technician. (Training Note: Documentation shows John is not in need of an independent living goal.)

Example for Training/Education and Independent Living:

After high school, Kevin will receive training designed to provide specialized academic, functional, and occupational preparation from Vocational Rehabilitation to prepare him for a supported employment position in a local business; Kevin will communicate his needs and wants using an augmentative communication device to individuals at home and in the community.

Transition Services and Agency Responsible

By the student's 16th birthday, or younger, if appropriate, the ARC documents the transition services needed by the student to reasonably enable the student to reach the postsecondary goals. 707 KAR 1:320 § 7(4-5)

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

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

Transition Services and Agency Responsible (By age 16, or younger if appropriate, and thereafter)	
Transition Service	Agency Responsible
Multi-year course of study as outlined in ILP	High School
Arrange for a meeting (outside of ARC) with a Vocational Rehabilitation counselor to identify and evaluate their services	High School
Provide opportunity to attend transition fair or career fair at school or in the community	High School
Provide information about supported employment agencies and services	High School
Provide opportunities to practice completing job applications and interviewing skills	High School
Vocational Rehabilitation will determine eligibility for OVR services.	Vocational Rehabilitation

[Indicator 13 Kentucky Transition Requirements](#)

[Indicator 13 Webinar materials](#)

Note:

Age of Majority

707 KAR 1:320 § 5(14), 34 CFR 300.320 (c)

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

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

Notes:

Progress Monitoring

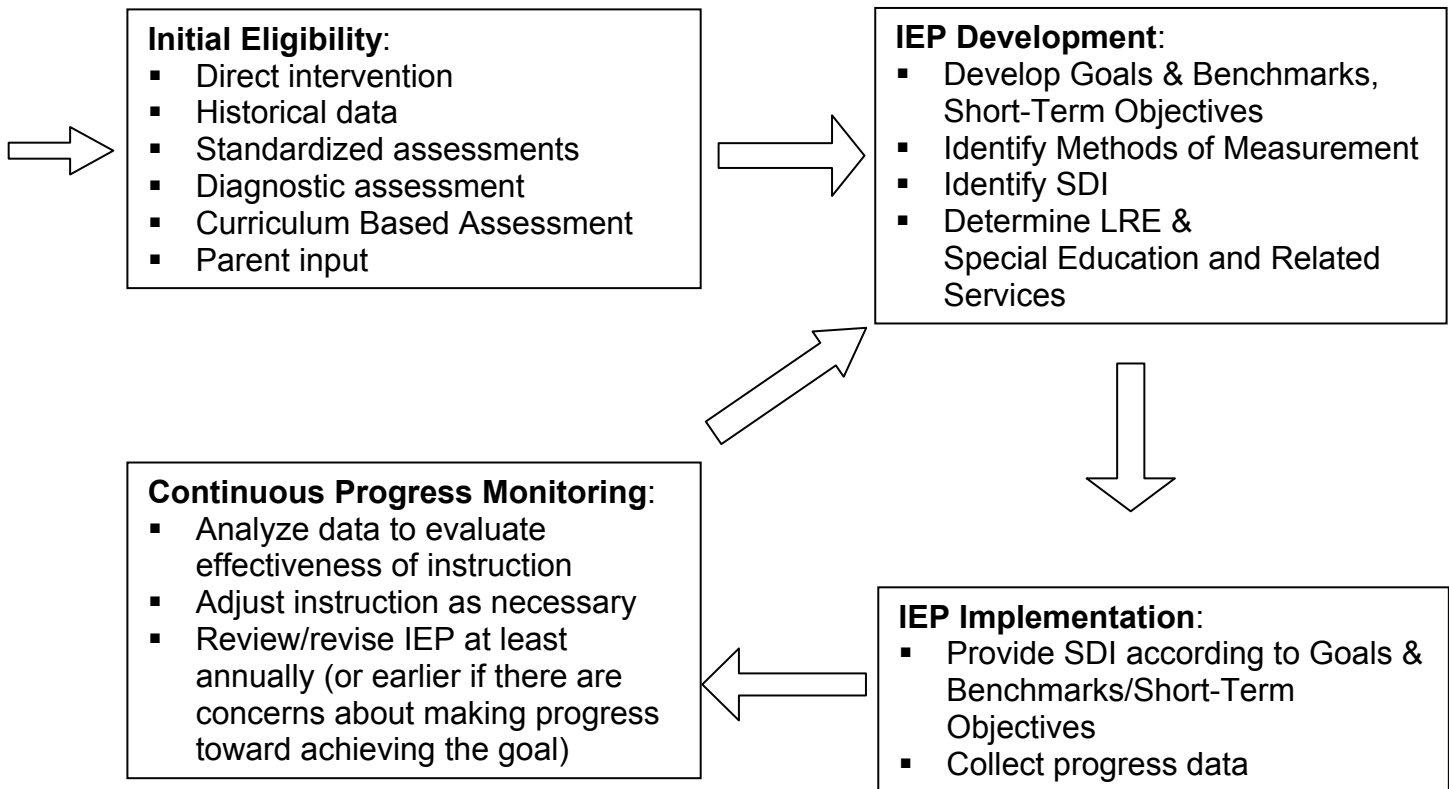
707 KAR 1:320 §9 (1)

Progress Monitoring is the ongoing process of collecting and analyzing data to determine student progress toward specific skills or general outcomes and to make instructional decisions.

Purposes of Progress Monitoring

- Measure and report progress toward goals
- Determine the effectiveness of instructional services
- Guide instructional decisions and make adjustments
- Determine current level of learning/behavior/performance
- Provide data for the reevaluation process
- Determine if the student continues to meet eligibility for special education AND need specially designed instruction

Progress Monitoring Data Collection Cycle



Notes:

Data Collection System - Essential Elements

The Service Provider reviews the IEP annual goals to identify target behavior to be measured, circumstances in which to teach and assess the skill/behavior target (criterion), method of measurement and frequency of data collection using the following steps:

1. Review Measurable Annual Goals and Benchmarks/Short-term Objectives
2. Transfer information from the IEP Goals to the monitoring system:
 - a. Observable behavior within the annual goal
 - b. Baseline described in the present levels of educational performance
 - c. Criterion level, based on the expected rate of growth
3. Draw an aim line from the baseline to the criterion
4. Collect the data using the identified method of measurement and intervals of data collection
5. Analyze the data
6. Make data-driven instructional adjustments, as needed
7. Communicate progress to:
 - a. Regular education teacher(s) of the student
 - b. Parents as indicated on the Reporting Progress
 - c. ARC, at least annually

Notes:

Appendix A

Infinite Campus Student Information System Demographic Information Individual Education Program (IEP) Kentucky County Public School

Plan Information		
Meeting Date:	Start Date:	Review (End) Date:
Special Ed Status:	Special Ed Setting:	
Primary Disability:		

Student Information			
Student Name:	DOB:	Student State ID:	
Address:		District of Residence:	
	Grade:	Gender:	Race (Ethnicity Code):

1. Enter the actual date of the ARC meeting (Month, Day, Year). This date must correspond with the scheduled date on the meeting notice. If the date of the meeting is different from the notice, document this change on the parent/student notice or on attached documentation of conference form, noting the reason for the change (e.g., school cancellation, parent request). 707 KAR 1:320 § 2 (6), 34 CFR 300.324 (b)(1).
2. The Start Date for the implementation of special education services specifies the month, day, and year the ARC ensures IEP implementation. The Start Date also reflects when the IEP is amended through the ARC process and when those amended changes occur; make sure the End Date does not change.

For Amendment of IEP - The start date reflects when amended changes occur/begin; make sure the End Date does not change. Copy process should **ONLY** be used when making an addendum to the current IEP; the end date should not change – Special Education Data Standards.

3. The Review (End) Date (i.e., Review Date) for the implementation of special education services reflects the date by which the IEP will be reviewed by the ARC. This is done within 365 calendar days of the “Meeting Date” unless a shorter time is specified by ARC. 707 KAR 1:320 § 5 (12), 34 CFR 300.320 (a)(7)
4. Select the current status of the student within the special education process on the KYIEP | Enrollment Status editor (From Special Education Data Standards: i.e., Active, Active/Referred, Eligibility-Parent Refused, Inactive, Not Eligible, Pre-Referral, Referred).
5. Select the appropriate LRE setting description on the KYIEP | Enrollment Status editor (From Special Education Data Standards).
6. Verify and enter the student’s primary category of disability on the KYIEP | Enrollment Status editor. This aligns with the most current Eligibility forms completed through the ARC process.
7. Verify the student’s full legal name, first, middle and last (auto populates from census). Do not use a nickname.
8. Verify the student’s: date of birth (auto populates from census); state ID number (auto populates from census); address (auto populates from census); district of residence, if applicable (auto populates from enrollment); grade level as of the date of the IEP meeting (auto populates from enrollment); gender of the student (auto populates from census); and Ethnicity Code (auto populates from census).

Appendix B

Present Level Thinking Process

Present Level Thinking Process

Present Levels Steps	Example
<p>1. Using the KCAS, identify the grade level standards that all students are expected to know and be able to do.</p>	<p>KCAS Resources for Social and Emotional Status:</p> <ul style="list-style-type: none"> • Kentucky Program of Studies for Practical Living/Vocational Studies • Vocational -Employability Skills HS Practical Living - Personal Wellness – Social, Mental and Emotional Health • KCAS ELA – Speaking and Listening Comprehension and Collaboration 1.b <p>Other Potential Reference Documents for Functional Performance</p> <ul style="list-style-type: none"> • Characteristics of Highly Effective Teaching and Learning (CHETL) - Student <ul style="list-style-type: none"> ○ Instructional Relevance – D – Work collaboratively ○ Learning Climate – collaborates/teams with other students ○ Classroom Assessment and Reflection – uses peer feedback to improve her work
<p>2. Identify the student's current educational performance using student performance and baseline data (see Student Performance Data section).</p> <p>a. Determine the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student.</p> <p>b. Determine the student's current functional performance. Reference additional curricular tools as appropriate (e.g., KCAS, Kentucky Program of Studies for Practical Living/Vocational Studies, Character Education Document, Syracuse Community Reference Curriculum Guide, Expanded Core Curriculum for Visual Impairments).</p>	<p>General Guiding Questions (Consider additional guiding questions as appropriate.)</p> <p>Interpersonal Relationships</p> <ul style="list-style-type: none"> • How does the student interact with age peers (e.g., social conversation, group activities)? • How does the student display thoughts and feelings toward others? <p>Self Regulation</p> <ul style="list-style-type: none"> • How does the student respond to challenge such as using appropriate voice tones, tolerating frustration, employing anger management, curbing aggression and acting-out behaviors, using stress management strategies, and adjusting to social, school and community environments? <p>Other</p> <ul style="list-style-type: none"> • What supports promote successful student behavior? • What information may be gained from the student's performance as described on: <ul style="list-style-type: none"> ○ Functional Behavior Assessment, ○ Behavior Intervention Plan <p>How does the student perform in Social Problem Solving:</p> <ul style="list-style-type: none"> • Common sense social knowledge and practical judgment when situations are presented verbally <p>Student Performance Data</p> <ul style="list-style-type: none"> • PLAN • School-wide Universal Screener – academic and behavior • Office Discipline Referrals <p>Progress Monitoring from current IEP</p> <ul style="list-style-type: none"> • Teacher Observations - Direct Measures (e.g., scatterplot, frequency, duration), • Indirect Measures (e.g., across school settings, discipline data; student, teacher parent questionnaires) • Authentic Measures (e.g., student interviews)

	<p>Transition</p> <ul style="list-style-type: none"> • Parent and Student Interviews • Interest Inventory • ILP • Multi- Year Course of Study • Post-Secondary Goals
<p>3. Check the box "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and functional performance of nondisabled grade and age peers. If the student's performance is commensurate with nondisabled grade and age peers, no additional information is required.</p> <p>Leave the box unchecked if the student's performance is not commensurate (significantly and consistently below) with similar age peers as a result of the disability.</p>	<p><input type="checkbox"/> Not an area of concern at this time. (The box is unchecked for this example.)</p>
<p>4. For each Present Level area where the student is not commensurate, describe</p> <ol style="list-style-type: none"> relative strengths, needs or concerns, baseline performance for each need or concern. <p>Strengths within BIP</p> <ul style="list-style-type: none"> • What do the results of interviews, learning style inventories, reinforcement inventories, ILP, etc. tell you about the strengths, interest/s of the student? • What does the student like/enjoy doing? • What are the student's interests; for example, what does the student talk about, read about, draw about, write about, play with? • Who are the important people in the student's life (positive influence) inside and outside of the school environment? • What are the student's learning preferences? • What are situations where the student makes appropriate behavioral choices? • Where, when, with whom IS the student successful? <p>Needs or Concerns Behavior of Concern/Target Behaviors</p> <p>Baseline data (current performance, prior to instruction)</p>	<p>According to a school-wide behavioral data (universal screener), LaTricia's behavior is rated high risk for aggressive behaviors and behavior problems. During the current school year, LaTricia has 6 office discipline referrals and has been suspended two days for physical aggression. According to a formal Executive Functioning emotional control rating scale, LaTricia has frequent tantrums, overreacts to small problems, and is quick to anger with an intensity level higher than same age and gender peers.</p> <p>Based on a direct measure checklist, LaTricia verbally <u>identifies two of four steps of a metacognitive strategy for self-regulation during three consecutive teacher guided decision-making process situations. LaTricia has not consistently applied the strategy independently. She uses the strategy following two verbal teacher prompts 50% of the time.</u> During cooperative learning activities when other students complete tasks differently than LaTricia, she verbally demands or physically pushes students to gain desired compliance as recorded by direct measures (anecdotal).</p> <p>Teacher interviews indicate that LaTricia has more success in the classroom when she is completing an independent task. Based on direct measures collected daily and ABC observations, when LaTricia is in cooperative groups and non-structured settings (e.g., cafeteria during breakfast) and with same gender peers, she often makes verbal demands. An example of threatening statements include, "You better hurry up or I'm going to hurt you." An example of telling students what to do include, "Move out of my way (using a forceful loud tone)." She physically stands within close proximity to students and stares at them when they do not agree with her. As a result of threatening behavior, peers often comply with LaTricia's demands. The most recent Scatterplot data collected over a two week period revealed the following information: 39 verbal threats to peers, 8 occurrences of physical aggression (raised fist, hit, kick) and 6 occurrences of pushing in non-structured settings (cafeteria and hallway). <u>Based on checklists, LaTricia engages in positive peer interactions 40% of the time in structured situations.</u> Classroom observations reveal that peers avoid LaTricia in the school setting. According to her mother, LaTricia does not maintain friendships within the community.</p> <p>LaTricia is 15 years old in the 10th grade. LaTricia's Course of Study is outlined through completion of high school. Based on informal interviews with LaTricia and completion of her ILP, LaTricia's needs are in the area of interpersonal and intrapersonal skills.</p> <p>Based on an interview with LaTricia, teacher and parent observations, and an interest inventory.</p>

	<p>LaTricia's interests and strengths include: exceling in sports (especially basketball) and has a competitive edge. LaTricia prefers activities that move at a fast pace and enjoys outside activities. Her preferences are activities that she can do alone, such as computer games, riding her bike. LaTricia likes coming up with unique ideas and being in charge. LaTricia plays on the varsity basketball team.</p> <p>Based on teacher and parent input, statewide and local assessments, Math is an area of strength for LaTricia. Her Math PLAN score is 20 with the benchmark being 19 and school-wide universal screeners score is 254 with the minimum cut score being 251. LaTricia is performing commensurate with her peers for understanding and applying mathematical processes. Based on teacher observation, LaTricia has difficulty participating in collaborative discussions during cooperative learning activities and collegial discussions that require accepting views that are different from her own.</p> <p>Social skills deficits result in frequent confrontations and verbal and physical aggression toward peers (see baseline data in Social Emotional Section). Specially designed instruction and supplementary aids and services emphasize skill building to foster friendships and getting along skills. LaTricia's deficits in social skills deficits negatively impact positive peer interactions in structured settings (e.g., classroom, athletic events) and non-structured settings (e.g., hallway, lunchroom, bus, community, home) which adversely affect LaTricia's progress in achieving her postsecondary goal of having a career in coaching basketball.</p>
<p>5. Describe how the child's disability <i>affects the child's involvement and progress in the general curriculum</i>. Questions to consider:</p> <ul style="list-style-type: none"> • How needs or concerns in present level areas affect involvement and progress in general curriculum: <ul style="list-style-type: none"> ○ academic areas (e.g., reading, math, vocational courses) ○ functional areas (e.g., social competence, life skills, sensory and motor skills, communication skills) ○ transition ○ achievement of student capacities and life goals (including how these are assessed) • How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards? <p>How will the student's challenges impact his/her ability to achieve proficiency?</p> <ul style="list-style-type: none"> • What are the student's barriers to college/career readiness? 	<p>LaTricia's inability to effectively identify and apply self-regulation strategies impacts her ability to interact with peers in social situations (structured and unstructured settings) and to engage in collaborative discussions (class discussion and cooperative groups).</p>

Audience	Behavior	Circumstance	Degree/Criterion	Evaluation/Method of Measurement
Student's name	Observable – See, Hear, Count, Timed	Description of instructional materials or circumstances used to teach and eventually assess/measure stated behavior	How well the student must perform the skill and the frequency student will be assessed.	How (the tool, resource, assessment) the implementer measures student progress.
A	B	C	D	E
LaTricia	Will engage in positive interactions with peers	When in non-structured educational settings	80% of the time during 8 of 10 consecutive trials	Indirect: Goal Attainment Scaling Direct: Checklist and anecdotal recordings
<p>Goal Statement: When in non-structured educational settings, LaTricia will engage in positive peer interactions 80% of the time during 8 of 10 consecutive trials as measured by Goal Attainment Scaling, checklists, and anecdotal recordings.</p> <p>Methods of Measurement Indirect: Goal Attainment Scaling Direct: Checklist and anecdotal recordings</p>				

Audience	Behavior	Circumstance	Degree/Criterion	Evaluation/Method of Measurement
Student's name	Observable – See, Hear, Count, Timed	Description of instructional materials or circumstances used to teach and eventually assess/measure stated behavior	How well the student must perform the skill and the frequency student will be assessed.	How (the tool, resource, assessment) the implementer measures student progress.
A	B	C	D	E
LaTricia	apply a decision-making process (think before act) for self-regulation	While accessing a visual prompt when in a collegial discussion	100% accuracy with during 9 of 10 consecutive cooperative group activities	Direct measures: checklists, anecdotal recordings Authentic: Student interview
<p>Goal Statement: During 9 of 10 cooperative group activities, LaTricia will apply a decision-making process (think before act) for self-regulation with 100% accuracy through use of a visual prompt while participating in collegial discussions as measured by checklists, anecdotal recordings, and student interviews.</p>				

Appendix C

Power Verbs

Act	Create	Give examples	Paint	Revise
Adapt	Criticize	Graph	Paraphrase	Rewrite
Add	Critique	Help	Participate	Say
Advise	Debate	Initiate	Perform	Select
Argue	Decide	Illustrate	Persuade	Separate
Assist	Decipher	Imitate	Plan	Sequence
Break down	Deduce	Include	Predict	Serve
Categorize	Defend	Incorporate	Prepare	Share
Cause	Define	Infer	Pretend	Show
Change	Describe	Instruct	Produce	Solve
Chart	Design	Integrate	Point out	Sort
Choose	Develop	Interpret	Prioritize	State
Cite	Devise	Invent	Prove	Subdivide
Classify	Diagram	Judge	Provide	Substitute
Collaborate	Discuss	Justify	Propose	Subtract
Collect	Divide	Label	Quote	Suggest
Combine	Direct	Lead	Rank	Summarize
Communicate	Dramatize	Limit	Rate	Supervise
Compare	Draw	List	Read	Support
Compile	Estimate	Locate	Rearrange	Survey
Compose	Evaluate	Manage	Recall	Teach
Compute	Evoke	Match	Recite	Tell
Contrast	Examine	Model	Recommend	Touch
Control	Explain	Modify	Reconstruct	Trace
Construct	Extend	Multiply	Record	Transfer
Convert	Find	Name	Reorganize	Use
Correlate	Focus	Negotiate	Report	Utilize
Counsel	Gather	Operate	Research	Write
Count	Generalize	Organize	Restate	
Copy	Generate	Outline	Review	

Appendix D

Especially DECS

A weekly email update from the Division of Exceptional Children Services to Directors of Special Education on current issues, information and events. August 2, 2004 - Volume 1, Number 14

Question of the Week:

May specially designed instruction be provided in all academic areas to special education students who are only eligible only in discrete categories of disability? For example, may a student who has a learning disability in one area of LD receive specially designed instruction in all academic areas?

Answer:

No. Specially designed instruction is provided only in the area(s) of IDEA disability as determined by student evaluations, since these are the sole areas in which the ARC can demonstrate that the disability has an adverse effect on the student's educational performance.

The IEP should have specially designed instruction in academic subjects only in areas related to the disability. However, it may be appropriate for the ARC to embed IEP goals and objectives related to the disability into the content for other academic areas. It is also appropriate to provide the student with supplementary aids and services for other academic areas not related to the student's disability, to assist the student with content.

Example: If a student has been determined eligible for a learning disability solely in the area of reading comprehension, the student is not eligible for specially designed instruction in math computation. The student with a reading comprehension disability would have an IEP with goals and objectives that address reading comprehension. The student may also have reading comprehension goals for math, social studies or science - that is, any Area in which reading comprehension adversely affects that student's academic performance - in order for the student to comprehend written math problems or the science and social studies material.

For students who are eligible under the category of speech and language impairment only, the ARC must be specific about the disability. If the student has impairments in language as opposed to articulation, the IEP would reflect the language needs of the student, with the goals and objectives implemented by a speech language pathologist, speech language pathology assistant, general education teacher or special education teacher. The goals and objectives should address only the student's language needs - not other areas. If the student has articulation problems only, the IEP should have goals and objectives that address only articulation.

For students with emotional/behavior disabilities or who are Other Health Impaired, remember that ARCs must make an individualized determination regarding the appropriate student goals and object, based on the student evaluation as reflected in the present level of performance. Keeping the examples of paragraph two and three (above) in mind, never assume that a student whose IDEA eligibility is based upon an emotional/behavior or health disability cannot have academic goals and objectives in his or her IEP.

The Question of the Week will be an on-going feature of E 'Specially' DECS. If you have a special education question that you believe would be of general interest to other Directors of Special Education, email your suggestion to Sammie Lambert at slambert@kde.state.ky.us Contact Information for E 'Specially' DECS Sammie Lambert at slambert@kde.state.ky.us for information on Newsletter content. - Chris Thacker at 502 564-4738 for technical difficulties in receiving E 'Specially' DECS.

Appendix E

Inclusions Q and A

Kentucky Department of Education

INCLUSION REGULATION, 2012 AND BEYOND – QUESTIONS AND ANSWERS

Much discussion has occurred around accommodations and assessments for the current academic year and the future. The revisions to 703 KAR 5:070, Inclusion of Special Populations in the State-Required Assessment and Accountability Programs will **NOT** impact the spring 2012 assessment. Districts should continue using the [regulation and training materials](#), dated February 12, 2009, in preparation for the spring 2012 state assessments.

Districts need to continue planning for the revised accommodation procedures in the 2012-13 school year, particularly how districts will support teachers and students implementing the revised regulation. Keep in mind that the Inclusion Regulation only impacts assessment administration. While several revisions are proposed to the Inclusion of Special Populations Regulation, most conversations have centered around the removal of a reader on the reading test. The revised regulation still allows a reader on other content area tests (i.e., writing, mathematics, science and social studies). Limiting accommodations during assessments does not mean an accommodation should not be used during instruction. If fact, many accommodations are useful instructional tools.

- 1. If districts have been preparing for the regulation to change this year, can they still proceed without a reader, without a calculator on the non-calculator part, removing prompting and cueing notebooks, extended time, student initiation, etc.?**

Accommodations are based on evaluation data and must be determined on an individual student basis by the student's Admissions and Release Committee (ARC). The needed accommodations are documented in the Individualized Education Program (IEP) and the discussion of the needed accommodations is documented on the ARC Conference Summary form.

If an ARC has:

- previously reviewed a student's accommodations and determined fading and reduction over time of all or particular accommodations are appropriate, **and**
- if the district has already been fading the student's accommodations and providing supports to prepare the student to complete the assessment and perform without the accommodation(s), **and**
- if the district has determined the student is ready for the accommodation(s) to be removed,

then it would be appropriate for the district to call a duly constituted ARC meeting to discuss and document on the ARC Conference Summary form the removal of all or particular accommodation(s) for the state assessment.

- 2. If districts have not prepared for the changes to the regulation this year should they continue with providing a reader, a calculator on the non-calculator part, prompting and cueing notebooks, extended time, student initiation, etc.?**

Accommodations are based on evaluation data and must be determined on an individual student basis by the student's Admissions and Release Committee (ARC). The needed accommodations are documented in the IEP and the discussion of the needed accommodations is documented on the ARC Conference Summary form.

If a student has a documented accommodation on his/her IEP and a district has not had an ARC meeting to discuss and document fading and reduction of all or particular accommodation(s), then a district must continue to allow the accommodation(s) for the 2011-12 state assessment.

Accommodations should be considered temporary strategies and be faded when appropriate as the student gains skills and knowledge. Accommodations shall be individualized and specifically designed to aid the student as the student learns, being faded and/or reduced as the student gains/demonstrates increased skill and confidence and moves toward greater independence.

Districts need to continue planning for the revised accommodation procedures in the 2012-13 school year, particularly how districts will support teachers, students and parents implementing the revised regulation.

3. Can a student refuse accommodations?

Yes, a student has always had the ability to refuse the use of any accommodation if they feel they are capable of completing the assessment without it.

4. How should Individualized Education Programs (IEPs) be written that go into effect prior to school ending this year?

The Kentucky administrative regulation regarding accommodations on state testing dictates whether a student may use a particular accommodation during the administration of state tests. Any IEP test accommodation that the regulations determine will invalidate a particular test shall not be allowed during administration.

IEPs should be written to meet the individual student's needs and should follow the current Inclusions regulation for the remainder of the current school year. IEPs written across two academic years (2011-12 and 2012-13) must reflect changes that are anticipated to be in place in the 2012-13 school year. Instruction will not be impacted by the regulation changes, but state assessments will prevent the use of some accommodations in some subject areas.

School districts should begin to identify students who would benefit from fading of their accommodations and work this school year to implement scaffolded supports to fade accommodations. When the revised Inclusion Regulation goes into effect, school districts will be required to follow the new regulation.

5. What should districts do to continue preparing for the revised regulation?

Districts should continue moving forward in terms of preparing students and parents regarding these changes.

Accommodations are intended to provide support for students during instruction to access and learn content.

Accommodations should be considered temporary strategies and be faded when appropriate as the student gains skills and knowledge. Accommodations shall be individualized and specifically designed to aid the student as the student learns, **being faded and/or reduced** as the student gains/demonstrates increased skill and confidence and moves toward greater independence. Districts should begin work on ways to use accommodations during instruction, but fade them as the student participates on state-required assessments.

6. How will the starting point for schools/districts in the new accountability system be impacted by delaying the accommodation changes?

Since the accommodation rules apply equally to all, any impact on individual schools and districts will be consistent for all. The new system has many elements that contribute to an accountability classification of distinguished, proficient, or needs improvement. The precise impact of accommodation changes cannot be measured presently. KDE will analyze data as it is available.

7. Is there any advantage to having a lower or higher starting point?

No. In Unbridled Learning, how a school ranks among all other schools of the same grade span (i.e., elementary, middle or high) sets the amount of improvement expected. Schools with a lower rank are expected to make greater improvement goals than schools with a higher rank.