



## SECTION 5

# THE IEP

- Management of IEP Meetings
- Consideration of Special Factors
- Development of IEP
  - Eight minimum components
- Summary of Performance

IDEA requires teams to consider the impact of the following special factors when developing the **IEP**. Consideration of these factors may impact various sections of the **IEP**. Commentary on the federal rules for IDEA published in the Federal Register states that there is “an affirmative obligation on the IEP team to ensure that the child’s **IEP** reflects those considerations...if the IEP team determines, through consideration of special factors, that a child requires a particular service, intervention, or program modification, a statement to this effect must be included in the child’s **IEP**.”

## IEP MANAGER RESPONSIBILITIES

The IEP Manager is responsible for the learner's overall special education plan and for maintaining the learner's official special education record, which is the paper file record. In addition, the IEP manager also maintains the electronic records. All records should be in chronological order, with the oldest record located at the back of the file. IEP Manager duties/responsibilities include:

1. Assure that all necessary evaluations are completed by appropriate staff, and that an ***Evaluation Summary Report*** is completed within 30 school days for initial evaluations. For three-year reevaluations, the report should be completed by the date eligibility was initially determined.
2. Schedule and conduct IEP meetings with the parent, teacher, district representative, and learner at a mutually agreeable time. See IEP Agenda and Team Responsibilities for details.
3. Complete the initial or annual ***Individual Education Program (IEP)*** plan according to timelines. The IEP team should convene and develop a new IEP within a reasonable time after the completion of the evaluation (Preferably no more than 5 days). The law expects that once the IEP is written, it will be implemented immediately once parent permission is given, or after 14 calendar days if it's an annual IEP and the parent has not responded. **Remember, initial services can not begin until an IEP is completed, approved by the parent and signed parent permission is received.**
4. ***Progress Reports need to be quarterly per IDEA 04.*** The annual IEP counts as a progress report, as well as mid-term reports, weekly or daily progress notes, and documented parent contacts that are specific to IEP goal progress (as often as non-disabled peers).
5. Coordinate all special and related services involved with an individual learner.
6. Maintain on-going communication with the parent(s) or guardian(s) and outside interagency staff including notification of due process meetings and providing copies of due process forms and procedural rights.
7. Inform all general education staff serving a learner of the individual's needs identified in the ***IEP*** and their responsibilities related to implementation.
8. Ensure transition/vocational planning for all learners during Grade 9. **All five areas of transition must be addressed.**
9. Ensure that learner and parent(s) are notified at age 17 of the upcoming "Rights at Age of Majority."
10. Complete "Summary of Performance" as students prepare to graduate.
11. Maintain learner special education records including progress reports, due process notices and other records according to federal and state Data Privacy laws **five years after graduation.**
12. Communicate changes in learner's services to MARSS Secretary for MARSS data management.

# IEP TEAM MEMBERS

**According to IDEA, team membership includes:**

1. the parent, a legal guardian, or a surrogate parent (this could include a guardian, foster parent, grandparent, stepparent, or other relative with whom the child lives) or the learner, if age 18 or older. When parent are divorced or separated, the parental rights established by IDEA apply to both parents, unless state law specifies otherwise;
2. at least one general education teacher (if the child is or may be participating in the general education environment). Teachers may be excused from attending the IEP meeting upon consent of both parties, and the teacher submits information in writing in advance of the meeting. Parent signature to excuse general ed teacher;
3. a district representative who is qualified to provide or supervise the provision of specially designed instruction and is knowledgeable about the availability of resources of the district;
4. an individual who can interpret the instructional implications of evaluation results including any special factors and who may already be one of the above named members;
5. at the discretion of the parent(s) or the district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
6. the learner in 9<sup>th</sup> grade for transition IEP and earlier if appropriate.

When transition needs are being considered, the learner must be invited to the meeting. If the learner fails to attend, the district must consider the learner's interests and preferences in the development of the **IEP**.

If appropriate, someone who is a member of the same minority or cultural background or who is knowledgeable concerning the racial, cultural or disabling differences of the learner should be invited.

A county representative should be requested by the district to attend meetings for learners who may be eligible for interagency services.

# IEP MEETING AGENDA TOPICS AND TEAM RESPONSIBILITIES

## 1. **Introductions, Identify Meeting Facilitator and Finalize Agenda**

Designate a team member to take notes of the meeting.

Required members of IEP Teams include the following.

1. Parent/guardian
2. Learner (if 14 or older)
3. General education teacher
4. Special education teacher
5. District representative—an administrator or special education licensed staff person who is not a service provider for this learner, who is knowledgeable about the general education curriculum and the availability of district resources; authorized to commit district resources to implement IEP.

Possible additional members of certain IEP Teams:

1. Individual who can interpret instructional implications of evaluation results
2. Individuals with knowledge or special expertise regarding the learner. Either the parent or the district may invite such persons.

## 2. **Discussion of Vision: Future Planning**

Everyone has dreams for the future, which guide actions, thoughts and plans. Putting dreams and visions into words is part of the ongoing, long-range planning for a learner with a disability. As part of that effort the Team will discuss what they envision for the learner a year from now, 3 years from now and forward into the future. This is the foundation of the student's "Summary of Performance" graduation plan required for students who are graduating and have an IEP.

### **Review Existing Information**

As part of an initial evaluation (if appropriate and as part of any reevaluation under this section) the IEP Team and other essential personnel, as appropriate, shall—

1. review existing evaluation data on the learner including evaluations and information provided by current classroom-based and related services providers, and,
2. on the basis of that review, and input from the parent(s) and learner, identify what additional data, if any, are needed to determine:
3. determine whether the learner has a particular disability, or in the case of a re-evaluation, whether the learner continues to have such a disability as outlined in Minnesota eligibility criteria, and,
4. decide whether the learner needs special education services in order to progress in school; and then,
5. present levels of academic achievement and functional performance, including the learner's strengths and educational needs of the learner.

## **Identify Measurable Goals and Objectives**

1. Develop measurable annual goals, including short-term objectives or benchmarks with accompanying objective criteria and evaluation procedures. Determine how the learner's disability affects his/her involvement and progress in the general curriculum.
2. **According to IDEA 04, the IEP, regardless of disability, must include academic and functional goals.**

## **Identify Needed Services**

Determine the special education, related services, supplemental aids and services to be provided to the learner or on behalf of the learner, and the program modifications or supports that school personnel will be provided in order to address the Goals and Objectives.

### **3. Determine Least Restrictive Environment (LRE)**

Provide an explanation of the extent, if any, to which the learner will not participate with nondisabled peers in the general education environment.

Explain how direct minutes are being served and if the student is mainstreamed, why is that the best environment for the student.

Example: Due to his disability, the team has determined that Jim will benefit from classes in the mainstream with support in the classroom by the special education team and weekly meetings with his casemanager.

### **4. Ensure All Additional Considerations Have Been Addressed**

***In accordance with IDEA and Minnesota law and rule, consider the following special factors as they may relate to the learner.***

1. Participation in various testing programs including standardized district tests, MN Comprehensive Assessments, Basic and High Standards testing, Graduation Standards, and general curriculum,
2. Beginning at age 14 and updated annually, a statement of transition service needs,
3. Positive behavioral support plan if the learner's behavior interferes with his/her learning or that of others,
4. Need for extended school year services,
5. Need for Braille instruction if learner has visual impairment,
6. Communication needs if learner is deaf or hard of hearing. The IEP Team shall consider the learner's language and communication needs, opportunities for direct communications with classmates, teachers and therapists in the learner's language and communication mode.
7. Need for assistive technology devices and services

# Expectations of Conduct at Special Education Team Meetings

- I. The **Expectations of Conduct** are based upon the following premises:
  1. Any meeting that decides educational alternatives for learners is likely to involve some degree of stress for learner, parents and often, staff.
  2. Differences in opinion as to educational alternatives for learners frequently occur and are not necessarily a negative development, so long as they lead to a full discussion of alternatives.
  3. All participants in Team Meetings have a right to have their views heard and considered.
  4. All participants in Team Meetings have a right to be treated respectfully.
  5. An environment of mutual respect and civility is most conducive to a full discussion of educational alternatives.
- II. The following **Expectations of Conduct** will be applicable to Team Meetings:
  1. An **agenda**, based on procedures established by IDEA 04 and Minnesota law and rule, will be followed in order to facilitate the decision making process and to give all participants a common understanding of the objectives of the meeting and the order in which topics will be addressed. (If at all possible, the agenda will be sent to participants with the **Notice of Team Meeting**.)
  2. The district representative or IEP manager present at the meeting will prepare and explain the agenda. Parents and learners will have an opportunity to add agenda items.
  3. The **time available** for the meeting will be discussed at the very beginning of the meeting. Participants will be asked to keep the limitations of time in mind as the meeting proceeds.
  4. Participants will speak in conversational tones; raised voices, shouting or yelling are not acceptable.
  5. Participants will avoid the use of acronyms and technical terminology and will explain the meaning of uncommonly used terminology when its use cannot be avoided.
  6. Participants will not personalize criticism and the use of pejorative language will not be tolerated.
  7. School staff members of the Team are required to understand that parents and learners have a right to express concerns about or to be critical of a program of education and staff will not be unduly sensitive to such comments.
  8. Swearing, cursing and the use of obscene references are never acceptable and will not be tolerated.
  9. Conduct that is physically or emotionally intimidating is never acceptable and will not be tolerated.
  10. If it becomes evident that one or more participants is under a high degree of emotional stress, a break or recess will be offered.
  11. As the time scheduled for the meeting draws to a close, the facilitator should **summarize** the points covered and the points, if any, remaining to be covered. A discussion should take place as to whether a next meeting is to be scheduled and, if so, when. If the meeting is to be summarized or described in writing, the timeline for doing so should be stated.

### III. Responding to inappropriate conduct:

1. Any participant in the meeting may respond to inappropriate conduct by bringing it to the attention of the district representative or IEP manager in attendance. The district representative or IEP manager present must respond to such conduct. The initial response should simply draw attention to the fact of the conduct and request that the offending person refrains from further such conduct.
2. In the event of continuing inappropriate conduct by a district staff member, the district representative or IEP manager shall state that its repetition is a basis for corrective action, including a report to the Director.
3. The district representative or IEP manager has the authority to recess or to adjourn the meeting, in which case it may be re-scheduled at a later date, unless the inappropriate conduct ceases. In the event that a recess or adjournment is necessary a record of the occurrence of the conduct shall be made.

# CONSIDERATION OF SPECIAL FACTORS

## A. LIMITED ENGLISH PROFICIENCY

In the case of a child with limited English proficiency (LEP), consider the language needs of the child as those needs relate to the child's **IEP**;

As noted in the Federal Register Commentary of the IDEA rules, the needs of the English language learner (ELL) should be reflected in the **IEP** goals, objectives and services. This includes consideration of the need for instruction in the learner's native language.

"Issues such as the extent to which a LEP child with a disability receives instruction in English or the child's native language, the extent to which a LEP child with a disability can participate in the general curriculum, or whether English language tutoring is a service that must be included in a child's **IEP**, are determinations that must be made on an individual basis by the members of the child's IEP team . . . in developing an **IEP** for a LEP child with a disability, it is particularly important that the IEP team consider how the child's level of English language proficiency affects the special education and related services that the child needs in order to receive FAPE . . . For a LEP child with a disability . . . the **IEP** must address whether the special education and related services that the child needs will be provided in a language other than English," (Federal Register Vol. 64, No. 48 p. 12589)

LEP learners with a disability are also entitled to receive English as a Second Language or Bilingual Education services as provided under MS 126.262.

*Recommendation:* Information regarding the types of ESL or Bilingual Education services and how those services will be coordinated with special education and related services should be stated in the section "Adaptations in General and Special Education" section of the IEP.

## B. BLIND AND VISUALLY IMPAIRED

"In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the **IEP** determines after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;"

Additional MN requirement: "The **Evaluation / Reevaluation Report** must document the team's evaluation and recommendations regarding the appropriateness of Braille instruction. The team's conclusions with regard to Braille instruction must then be reflected in the goals and objectives and, as appropriate, in adaptations to general and special education."

## C. COMMUNICATION NEEDS

"Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode."

Consideration of communication needs may impact placement decision (LRE), special education and related services, goals and objectives, and adaptations in general and special education.

## D. ASSISTIVE TECHNOLOGY: OVERVIEW

### What IDEA 2004 says about assistive technology?

Under the “special factors” requirement in IDEA, every IFSP/IEP team is required to “**consider**” a student’s need for assistive technology. This must be documented in the IFSP/IEP.

Consideration is different than evaluation. Consideration is intended to be a brief process (see “Decision Process”).

### What is Assistive Technology (AT)?

Assistive technology includes both devices and services. IDEA defines AT device as: “...any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.”

### Low Tech vs. High Tech:

1. Low technology is defined as, “simple devices that do not require many financial or complex human resources; rely primarily on mechanical principles; require simple hand tools, production principles, and common materials; and are under direct control of the user.” (Holm & Rogers, 1998)

Examples of low technology\* include:

- Post-it notes
- Highlighting tape
- Pencil grips
- Adapted spoon
- Switches
- Key guards for keyboards

2. High Technology can be defined as, “those devices that utilize sophisticated electronic principles, microprocessors, or space age materials; and require significant capital investments and mobilization of human resources. Such devices are many times under only indirect control of the user.” (Holm & Rogers, 1998)

Examples of high technology\*\* include:

- Computers/hardware
- Voice output communication devices
- Software costing more than \$500
- Powered wheelchairs

IDEA defines assistive technology service as: "...any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device."

Services included in this definition are:

1. Evaluation of the technology needs of the individual, including a functional evaluation of the individual's learning environment.
2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices.
3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of AT.
4. Coordinating and using other therapies, intervention, or services with AT devices, such as those associated with existing education and rehabilitation plans and programs.
5. AT training and technical assistance for an individual with a disability, or where appropriate, the family of an individual with disabilities.
6. Training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or otherwise are substantially involved in the major life functions of individuals with disabilities.

## **ASSISTIVE TECHNOLOGY DECISION PROCESS**

**Consideration.** The IEP team MUST "consider" (not evaluate) assistive technology for every student on an IEP/IFSP and document that consideration in the IEP/IFSP. To assist in the consideration process, there are a variety of worksheets available. These worksheets will help the team through the "consideration" process to identify individual needs.

Teams may select from the following forms:

1. "*The Assistive Technology Consideration Resource Guide.*" This document provides a framework for identifying relevant tasks within instruction areas as well as appropriate accommodations, modifications and technology solutions.
2. "*Assistive Technology Planning Worksheet.*" This worksheet may be used to record the team's decisions regarding the selection of assistive technology, and who is responsible for training and monitoring the use of the device.

"Need" areas are defined as "any task that an individual cannot complete independently with traditional modifications and accommodations. Upon consideration, one of three results must be documented in the IEP:

1. **No assistive technology needs were identified:**  
State in the adaptations section: "Assistive technology was considered by the IEP/IFSP team, but is not needed at this time. The student is making adequate progress through task modification, skill remediation, or other interventions."
2. **Student is already using assistive technology and no new needs were identified:**  
Document the AT devices using and the person responsible for training/monitoring in the IEP (see "places to document AT"). State in the adaptations section of the IEP, "Additional assistive technology was considered by the IEP/IFSP team, but is not needed at this time. The student is making adequate progress through task modification, skill remediation, current assistive technology, or other interventions."

3. **Tasks were identified in which AT should be considered:**

The team should proceed to plan an evaluation.

**Evaluation.** There are two types of evaluations:

1. **Informal:** Informal evaluations may be completed when LOW TECH options are being pursued. This type of evaluation may be completed by the team, simply by looking at the tasks identified and generating some low-tech solutions. State in the adaptations section of the IEP/IFSP, "Assistive technology options will be explored to aide/augment his/her \_\_\_\_\_." This will be completed by \_\_\_\_\_." Once a successful solution has been established, the device and service provider may be documented in the IEP. (See "Documenting AT in the IEP).
2. **Formal:** Formal evaluations must be completed whenever the projected AT device is HIGH TECH. All Due Process paperwork must be completed and signed like a regular evaluation. In addition, state in the IEP/IFSP in the Adaptations section, "A formal assistive technology evaluation will be completed as an additional assessment in the areas of \_\_\_\_\_." Person/people responsible for the evaluation: \_\_\_\_\_.

**Principles to keep in mind when considering AT solutions:**

1. AT is only as limited as your creativity.
2. AT should be considered for any task that the student cannot do independently with traditional accommodations and modifications.
3. Don't solve low technology problems with high technology solutions.
4. ALWAYS involve the user in the AT decision/selection process. If they don't like it, they won't use it!
5. Training is a key factor (for both high and low technology) as to whether or not the AT device will work. Train all individuals who work or communicate with the user.
6. The cosmetic impact of the selected assistive technology is an important and sensitive issue to consider.
7. AT success formula:  $\frac{\text{amount of benefit from the device}}{\text{amount of effort needed}} = \text{success/failure}$
8. Vocational Rehabilitation services staff should be involved at the high school transition level planning for any high tech user.

## **DOCUMENTING ASSISTIVE TECHNOLOGY IN THE IEP/IFSP**

### **Three main guidelines to follow:**

1. Do not name specific device(s) or company names. Describe pertinent features of the device (i.e., voice recognition, not Dragon Dictate; or voice output device, not Dynavox).
2. State who is responsible for training and monitoring.
3. Be sure to specify when the student will have access to the device and for what purposes. If the student cannot take the device home, then you need to state “during the school day.”

### **Where to document:**

1. *Service minutes.* Document training and monitoring minutes.
2. *Adaptations section.* Describe low tech devices and devices that students have already completed training on, and/or are currently using successfully. Also describe low-tech evaluations for students who have not started transition planning yet.
3. *Goals and objectives.* Use for students who are learning to use a high-tech device that was identified in an evaluation.
4. *Transition activities.* Describe low-tech evaluations for older students, or older students who are learning to use a high-tech device identified in an evaluation.

## **E. FUNCTIONAL BEHAVIORAL ASSESSMENTS AND POSITIVE BEHAVIORAL INTERVENTION PROCEDURES AND SUPPORTS**

### **IDEA States:**

Behavior: “In the case of a child whose behavior impedes the child’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior;”

Consideration of behavior should, when appropriate, be reflected in the statement of present levels of academic achievement and functional performance and in the development of educational goals and objectives.

The learner’s ability to comply with the school’s disciplinary policy and/or the need for modifications to the policy should be addressed in the adaptations in general and special education.

Additional MN requirement: When a positive behavior intervention is being considered, the evaluation must include an analysis of the purpose, effect and seriousness of behavior. The evaluation group must document that it has ruled out any other treatable cause such as a medical or health condition for the interfering behavior (MN 3525.2750 Subp. 1.J).

In preparing the **IEP**, the district shall include, when appropriate, conditional procedures to be used. Conditional procedures may only be used when included as part of the student's **IEP** or in an emergency situation. In order to utilize a conditional procedure, the IEP team must:

1. identify the frequency and severity of target behaviors for which the conditional procedure is being considered;
2. identify at least two positive interventions implemented and the effectiveness of each; and
3. design and implement conditional interventions based on present levels of performance, needs, goals and objectives, and document/describe those interventions in the IEP.

*Recommendation:* the following information about conditional procedures must be documented in the **IEP**. Conditional procedures could be placed in the following locations in the **IEP**.

1. Present level of academic achievement and functional performance (PLAAFP) statements identify the frequency and severity of target behaviors. Describe two positive interventions implemented and effectiveness of each.
2. Goals focused on increasing the frequency of positive replacement behavior(s).
3. Adaptation describing environmental accommodations and modifications to help the student succeed. The description of the conditional behavioral intervention procedure should clearly indicate the circumstances under which the conditional procedure will be implemented and include a plan for phasing out use of the procedure.
4. Include special education and related services or interagency services that will support the student's development and use of positive behaviors.

## **F. GRADUATION STANDARDS**

The graduation standards planning process begins in kindergarten. By the time the learner reaches ninth grade, all primary, intermediate, and middle level content standards must have been considered by the learner's IEP team.

To be eligible for a high school diploma, a learner is required to complete the locally required high school content standards. The IEP team determines the level (state, individual or alternate assessment) at which the learner will pursue each standard.

It is critical that the learner's general education teacher is at the IEP planning meeting when the high standards are being discussed.

Accommodations are allowed and are stated in the adaptations section of the IEP. Special education teachers may assist with accommodations for learners with disabilities. (Accommodations are defined in the Directions for the Due Process forms.)

Note: Most learners will be able to meet the standards at the state level without accommodations. If so, no further documentation is required in the IEP.

High Standards IEP Decision Process: When an IEP team determines that a learner will complete a standard at a Pass State level it will be documented on the IEP. However, if during the class where the standard is delivered the learner does not meet the requirements of "Pass State", no award for completion of the standard will be noted on the transcript.

At the next IEP meeting this non-completion of the standard should be discussed. The IEP team should review the options to Pass State or Pass Individual and document the decision on the Minnesota High Standards chart. The IEP team should consider additional accommodations and supports necessary for the learner to be successful.

## **G. ALTERNATE ASSESSMENT IN MINNESOTA**

With the heavy emphasis on education reform over the past few years, states across the nation are developing and implementing statewide accountability testing and student assessment programs. Students with disabilities are specifically included in the discussions.

Based on data, the IEP team may decide:

1. not to use an alternate assessments and not to provide accommodations for a student,
2. not to use alternate assessments but provide accommodations for a student, or
3. accommodation means things that do not change the difficulty of the test, such as extended time or a quieter setting; modification means changes that alter the difficulty of the test.

### **Is Alternate Assessment (AA) required?**

Yes. Federal law, IDEA, requires AA when a student on an IEP is not included in either state initiated or district initiated accountability tests.

### **What is Alternate Assessment?**

The Minnesota Department of Education has adopted the *Minnesota Test of Academic Skills (MTAS)* as Minnesota's alternate assessment for mathematics, reading, and science. It is linked to grade-level academic standards that are reduced in depth, breadth and complexity. This assessment is designed for students with the **most significant cognitive disabilities**.

The MTAS is a test where students demonstrate that they have met alternate achievement standards in a subject. Students whose performance indicates they have met the standards are considered "proficient".

MTAS is a task-based performance assessment that is administered to the student in a one-on-one setting by the student's teacher or other school employee familiar with the student. A scoring rubric is used to evaluate the student's performance on each task. There is an MTAS for each of the subjects and grades of the MCA-II.

**NOTE:** Additional information regarding AA and the MTAS can be found on the MDE website at:

[http://education.state.mn.us/MDE/Accountability\\_Programs/Assessment\\_and\\_Testing/Assessments/MTAS/MTAS\\_General\\_Information/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MTAS/MTAS_General_Information/index.html)

AA decisions can only be made by the IEP team and the decision must be supported by data.

## **Participation in the Minnesota Test of Academic Skills**

*Minnesota's alternate assessment based on alternate achievement standards*

### **Assessment Decisions for Students with the Most Significant Cognitive Disabilities**

It is the Individualized Education Program (IEP) team's responsibility to determine how each student who receives special education services will participate in the statewide assessment program. In Minnesota, three assessment options for federal accountability requirements under the 2001 Elementary and Secondary Education Act—commonly referred to as NCLB—are currently available for students with IEPs:

1. The Minnesota Comprehensive Assessments, Series II (MCA-II) in Mathematics and Reading;
2. The MCA-II in Mathematics and Reading with accommodations; and
3. The Minnesota Test of Academic Skills (MTAS) in Mathematics and Reading, the alternate assessment based on alternate achievement standards.

IEP teams must first consider whether the MCA-II, with or without accommodations, is an appropriate measure of a student's academic progress. If the IEP team determines that the MCA-II is not an appropriate measure of the student's academic progress, and the student meets the requirements established in this document, then it is appropriate that the student be assessed with the MTAS.

Care should be taken when making assessment decisions for students served by multiple programs. Additional assessment options are available for students with IEPs who are also identified as Limited English Proficient (LEP). The MTAS may be appropriate for students with 504 plans if they also have an IEP and meet the guidelines specified in this document. Beginning in spring 2007, the Minnesota Test of Academic Skills (MTAS) will be Minnesota's alternate assessment based on alternate achievement standards. MTAS is designed for students with the most significant cognitive disabilities and will include performance tasks in mathematics and reading that are linked to grade-level academic content standards, as required by NCLB (20 USC 6311, Sec. 1111, (b)(1)(D)(ii)(I)). The grade-level academic standards are reduced in complexity or modified to reflect prerequisite skills. Alternate achievement standards measure students' performance on grade-level content standards, but the performances and expected achievement levels have been modified for students with significant cognitive disabilities. Minnesota educators are participating in the modification of the academic standards and the development of the performance tasks in the MTAS.

Please refer to the Minnesota Department of Education (MDE) website for updates and Guidelines for Statewide Assessment for Students with Disabilities.

<http://education.state.mn.us/>

MDE/Learning\_Support/Special\_Education/Evaluation\_Program\_Planning\_Supports/Statewide\_Assessment\_for\_Students\_Disabilities/index.html

## **Importance of Providing Access to the General Education Curriculum**

Students with significant cognitive disabilities should access grade-level standards to the maximum extent appropriate, although the standards may be reduced in complexity or modified to reflect prerequisite skills. The MTAS will measure the extent to which students with significant cognitive disabilities are making progress in the general education curriculum, and students must be provided an opportunity to develop knowledge and skills that are aligned with the general education curriculum in order for the assessment to be a valid measure.

Both NCLB 2002 and the Individuals with Disabilities Education Improvement Act 2004 (IDEA) require the curriculum for students with disabilities to access the same grade-level content standards and goals set for all other students, as defined by states for purposes of federal accountability. This requirement does not, however, eliminate the need to provide instruction in functional living skills for students with identified needs in this area.

Federal statute 34 CFR 300.39 (b)(3)(ii) lends further support to the importance of providing access to the general education curriculum by defining special education as “specially designed instruction to meet the unique needs of a child with a disability... to ensure access of the child to the general education curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.”

## **May parents decide not to have their child take an accountability test or not to have their child provided an Alternate Assessment?**

Parents have the right to make this request regardless of their child’s disability status.

## **If an alternate assessment is determined once, are they automatically for all future accountability tests?**

No. An IEP team decision must be made each time.

## **How will student information be sent to the state?**

The data is submitted via the Internet. Your district assessment coordinator should have all the current directions policies and procedures for entering data into the system.

## I. GRADING AND DIPLOMAS FOR STUDENTS WITH IEPs

The challenge is to balance an individual's right to FAPE with the district's general education standards, including, grading, assessment, diplomas.

### Alternative Grading:

1. Appropriate as long as the district ensures policies and procedures are not discriminatory.
2. Any indication, whether pass/fail, asterisk or comment, used with students with disabilities must be available for use with non-disabled students (OCR).

### Modified Grading:

1. If used, must be available for use with all students.
2. Must be addressed on the IEP.
3. If instructional methods or materials are accommodated to allow the student to meet the same core content that all students are learning, grade earned must be equivalent to grade earned by general education students.

### Transcripts:

1. A district may not identify special education classes on the transcript (LD Resource Room, Special Education Reading).
2. The district may use course titles with more general connotations (Basic Math, Basic English) if similar titles are used for general education classes.

### Awarding Diplomas:

1. Has met graduation requirements and desires to graduate—award diploma
2. Has met graduation requirements, but has not met IEP goals—IEP team determines continue education until goals met or “ages out”, --then diploma
3. Has not met graduation requirements delineated by the IEP team nor the IEP goals—no diploma

## **J. Exiting Special Education**

Once a diploma is awarded or a learner “ages out,” special education services end. Graduation with a diploma constitutes a change of placement requiring prior written notice. A GED is not the same as a diploma.

1. Complete a Summary of Performance (see Section 4)
2. Complete a Prior Written Notice describing the graduation requirement/IEP goals met before the end of the school year.
3. Provide the Prior Written Notice along with a Parental Consent or Objection form to learner if s/he is 18 ( to parent if under 18) requesting signature,
4. File a copy of the Notice in the learner’s special education file.

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The purpose of the **IEP** document is to provide a written record of the decisions made at an **IEP** meeting. If an **IFSP** is used for a child with a disability age 3 to 7, refer to Special Considerations sub-section for additional information.

Note: When the IEP Team is placing a child in an alternative placement, they must do an Interim IEP prior to the child's moving to the new placement.

When developing an **IEP**, IDEA requires the team to consider special factors if they are pertinent to the individual learner. Some of these factors will impact what the team writes for the present levels of education performance, annual goals and objectives, as well as the listing of special education and related services. In other cases, the factor(s) will be reflected in the adaptations in general and special education section of the **IEP**. In order to address these needs on the **IEP**, the team may also need to gather relevant information as part of the evaluation process.

The special factors identified by IDEA are:

1. behavior
2. limited English proficiency
3. blindness or vision impairment
4. communication needs
5. assistive technology

For definitions and additional information regarding these special factors, including IDEA and Minnesota requirements, see "Evaluation Report Directions" in Section 4 and "Special Considerations" in Section 5.

The **date the IEP meeting took place** is considered the "annual **IEP** date."

*Recommendation:* An **IEP** must be implemented as soon as possible following the meeting at which the **IEP** was written; therefore the **IEP** must be written as soon as possible following the IEP meeting. While there are circumstances that could delay the implementation of an **IEP**, districts must make services available within a reasonable period of time (e.g., within a week or two following the IEP meeting).

The effective date of the **IEP** is:

1. the date consent is received in writing, or
2. 14-day waiting period on continuing IEP.

Services start date cannot be prior to parental consent or to the end of the 14-day waiting period.

*Recommendation:* Always use the 14 calendar day waiting period. Never change an IEP or dates after receiving parent permission.

## **Federal Setting:**

Refer to the following lists to determine the appropriate federal setting for a learner. Write the number of the setting in the box.

<i>Federal Setting for students' kindergarten to graduation or through age 21:</i>
--

### **I. Regular Class**

The learner receives the majority of special education and related services in a general education classroom and is outside the general education classroom (or in a resource room) for no more than 21% of the school day. Home schooling is considered a general education setting.

### **II. Resource Room**

The learner receives special education and related services in a resource room outside the general education classroom for at least 21% but no more than 60% of the school day.

### **III. Separate Class**

The learner receives special education and related services in a separate class outside of the general education classroom for more than 60% of the school day.

### **IV. Public Separate Day School**

The learner receives special education and related services in a separate day school facility for greater than 50% of the school day.

### **V. Private Separate Day School**

The learner receives special education and related services in a private separate day school facility for greater than 50% of the school day.

### **VI. Public Residential**

The learner receives special education and related services in a public residential facility for greater than 50% of the school day.

### **VII. Private Residential**

The learner receives special education and related services in a private facility at public expense for greater than 50% of the school day.

### **VIII. Homebased / Homebound / Hospital**

Special education services are provided in a hospital or home.

## **Progress Reporting:**

Progress reporting must inform parents of their child's progress toward the annual goals and the extent to which annual goals can be achieved by the end of the IEP year. Frequency and methods of reporting progress must be addressed in this section of the **IEP**.

State how often the parent(s) will be informed of the child's progress. Progress must be reported to parents at least as often as progress of the child's peers without disabilities is reported. Frequency of reporting is based on the district progress reporting schedule and could vary from district to district, building to building, and/or level to level (e.g., high school, middle

school, elementary) within a district. At a minimum, IDEA 04 requires quarterly reporting to parents of students on **IEPs**.

Describe the method(s) to be used to report progress to parents. IDEA regulations indicate that written reports are sufficient; however, in some instances, a meeting with parents (which does not have to be an IEP meeting) might be more effective. In addition to written reports, face-to-face conferences and phone calls might also be used. **Document such conferences and phone calls on the learner's Communication Log.**

For children age three to kindergarten entrance, a minimum of one progress report per year is required in addition to the annual **IEP** review.

### **Rights at Age of Majority:**

Prior to a learner's 17<sup>th</sup> birthday, the learner should be informed that rights will transfer to her/him upon reaching age 18, unless a legal guardian or conservator has been appointed. The **IEP** must include a statement that the learner has been informed of what procedural safeguards and rights will transfer from his/her parents to him/her upon reaching age 18. Enter the date the learner was informed of this transfer of his/her rights.

Note: Once the learner turns 18, parents retain notice rights only. The District or the Learner may still invite them to meetings.

### **Program Planning and Goals:**

There should be a direct relationship between the present levels of performance, educational needs, and goals. In developing the **IEP**, the team shall discuss special considerations as described in Section 5, the strengths of the learner, and the concerns of the parents for enhancing the education of their child.

As noted previously, some of the "special considerations" may impact the description of present levels of educational performance and the development of educational goals and objectives.

### **REMEMBER THE IEP FLOW:**

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**



**LEARNER'S SPECIAL EDUCATIONAL NEEDS**



**ANNUAL GOALS**

and

**OBJECTIVES/BENCHMARKS**



**ADAPTATIONS**



**SERVICES**



**PLACEMENT/LRE**

***Placement for special education can only be determined at the end of IEP development process.***

**Present Levels of Academic Achievement and Functional Performance:** For areas of presenting problems, write summary statements that address both current functioning and unique special education instruction needs of the learner. Each statement must be written in objective measurable terms with enough information to describe the learner's skill status. **Then describe how the learner's disability affects his/her involvement and progress in the general curriculum.**

For children age three to kindergarten entrance, describe how the child's disability affects participation in developmentally appropriate activities.

The learner's current educational performance and needs in all five secondary transition areas must also be described in this section of the **IEP** by the time the learner turns age 14 or enters grade 9 and thereafter. Evaluation data will have identified the learner's goals for the future and the explanation and skill needs should reflect current status in relation to these goals.

When developing an **IEP** for a learner who is legally blind, include:

1. Braille inventory results, including a statement of strengths and deficits, or
2. documentation stating why a Braille skills inventory was not considered appropriate.
3. If Braille is not recommended, describe specific evidence used to determine that the learner could read and write effectively without Braille, or include a statement that the team members concur that the learner's visual impairment does not affect the learner's reading and writing performance and the learner's performance is commensurate with the learner's ability.
4. Include a statement that the decision about a learner's needs was reached at the IEP meeting after a review of pertinent literature regarding the benefits of Braille.

See Special Considerations, Section 5, for additional information.

**Secondary Transition Services Needed:** List the transition service needs, if any, in each of the five transition areas, related to instruction, related services, community experiences, development of employment and other post school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation. Identify the learner's course of study (such as participation in advanced placement courses or a vocational education program). A learner may write his/her own statements of transition service needs.

**Secondary Transition Activities:** List any activities that will assist a learner in meeting future outcomes in each of the five transition areas. These activities are different from goals and objectives in that they generally do not require instruction. Identify the person(s) responsible for ensuring the activities are implemented and accomplished.

**Goals and Objectives:** While IDEA emphasizes involvement and progress in the general curriculum, goals and objectives are not written for the general curriculum. The goals and objectives in the learner's **IEP** focus on the skills and behaviors the learner needs to learn in order to be involved and progress in the general curriculum. The IEP team may choose to write objectives, benchmarks, or a combination of the two to assist the team in reporting progress throughout the school year. According to IDEA, functional goals must be included for all students, regardless of disability area.

Measurable Annual Instructional Goal: Each goal includes three components:

1. skill / behavior to be changed

2. direction of change
3. expected annual ending level of performance

Short Term Objectives or Benchmarks: Each goal has a minimum of two objectives (best practice). Objectives leading to the attachment of the goal. Benchmarks are defined as developmental milestones. IDEA 04 requires short-term objectives only for the most severely disabled learners, but they are not required for all learners with IEPs. However, teachers should continue to follow Minnesota regulations until they are updated. Each objective includes the following components:

1. skill to be performed
2. conditions for evaluation
3. criteria for evaluation
4. evaluation procedures

**Instructional Goals and Objectives for Secondary Transition:** Instructional goals and objectives are required when a learner does not have the necessary skills to attain his/her identified outcome. These goals and objectives address skills that need to be learned in order for the learner to attain his/her future goal(s) and have the same format requirements as other educational goals and objectives.

### **Minnesota Academic Standards:**

This section of the **IEP** documents a learner's participation in the Minnesota Academic Standards. The Minnesota Academic Standards chart for **IEP** Planning (primary, intermediate, middle or high school) is used as part of the **IEP** planning process and must be attached to the **IEP**. See Section 5, "Graduation Standards," regarding further direction.

### **Adaptations in General and Special Education:**

Describe specific adaptations that will be made available to the learner in any or all educational settings. Include supplemental aids and services to be provided to the learner, or on behalf of the learner, to school personnel to enable the learner to advance toward attaining his/her annual goals and be involved and progress in the general curriculum. Refer to **Adaptations** in section 5 for a partial list of potential adaptations that may be selected for a learner. This list could be used at an IEP team meeting as a guide in making decisions about adaptations.

A paraprofessional may be assigned to a learner, to a teacher, or to a special education program. **When a paraprofessional is assigned to an individual learner, describe the specific duties and responsibilities in this section.** When documenting the need for paraprofessional support, explain how the paraprofessional will support the learner's program in relation to the learner's needs and/or identified goals and objectives that will need support (see Paraprofessional checklist).

Special factors may also be addressed in this part of the **IEP**:

1. For learners who are not English proficient (ELL) and for whom English is a Second Language (ESL) and/or bilingual services (interpreters, etc.) are provided, identify those services and how they are coordinated with special education services.
2. If a learner is in need of any assistive technology to help with written work or to allow the learner to communicate, etc., state that information and how the device(s) will be used in the school and/or home.

3. Consider the communication needs of a learner who is deaf or hard of hearing and indicate if an interpreter is required or if there are any other methods being used to supplement the learner's communication efforts.
4. If the learner's behavior is so different or problematic that alteration of the school discipline policy is necessary, state the changes needed here. Include strategies, supports, and positive behavioral interventions designed to address the learner's behavior. Documentation of conditional behavioral intervention plans may be attached or included in this section.

There are unique circumstances when a learner with a disability is unable, because of the disability, to ride with non-disabled peers on the regular school bus. Any deviation from the regular bus ride requires an IEP team decision and a description, with rationale, written into the adaptation section of the IEP. Special transportation arrangements must be based on a special education need of the student and not a convenience for parent or school.

Typically, special transportation is provided due to a disability (e.g., where a wheelchair lift is required, when a learner is placed in a setting outside his/her home, or when the learner's disability creates a situation where safety is the focus). The change to a specialized setting may be an IEP team decision, or the placement may be made by another agency such as County Human Services. In both situations the district has the responsibility to provide transportation, as long as the learner resides within the district.

## **MINNESOTA COMPREHENSIVE ASSESSMENT (MCA), BASIC SKILLS TESTING (BST) AND DISTRICT-WIDE ASSESSMENT:**

These types of testing are required for district and statewide accountability. Different tests are administered throughout a student's academic career. Consult district graduation standards coordinator for schedule of testing.

IDEA requires that all learners with disabilities are entitled to be included in state and district-wide assessments. Each learner's IEP must define how the student will participate in these assessments. If the learner will not participate in these assessments, the IEP must include a statement of why the learner will not participate and how the learner will be assessed (e.g., alternate assessment procedure).

### **General Guidelines for IEP planning:**

1. IEP team assesses whether a learner will be tested with state or district-wide measures, and if so, *how* the learner will be assessed (i.e., accommodations or modifications). This decision must be made on an individual basis consistent with state guidelines (See Director or download allowable accommodations from the Minnesota Department of Education website).
2. IEP team decisions should be made cautiously when determining whether a student with an IEP will participate in testing and what accommodations will be allowed for the student.
3. Every test has its own validity standard established by the test producer. Therefore, the IEP team should decide issues regarding accommodations or modifications separately for each assessment procedure.
4. IEP team decisions regarding testing adaptations should be consistent with adaptations provided for classroom instruction and testing. If a learner's IEP has not traditionally provided for accommodations/modifications for classroom instruction and testing, the learner should not be allowed such accommodations/modifications on state or district-wide assessments. Regular use of accommodations establishes proof of the learner's testing needs.
5. If the learner is exempted from any of the assessments, provide an explanation for the exemption decision and indicate what specific alternative assessment will be administered instead.

Generally, most students with IEPs should be tested under standardized test conditions. If the IEP team determines this is not appropriate for some students, consult the ***Statewide Testing for Students with IEP*** in Section 5 of this handbook.

### **Minnesota Comprehensive Assessment:**

Complete this section only in **IEPs** planned for implementation in grades 3, 5, 8 and 10, 11+. Learners must take this test without modifications but may have accommodations. Describe any accommodations that may be needed on the IEP in specific detail as outlined below. If exempt, describe specific reason and when alternate assessment will be done. You will be required to complete an Alternative Assessment Report each time the team determines that a student should be exempt from the MCA's. The appropriate person at your school will provide those forms with directions on a yearly basis.



assessment to measure the learner's achievement. Possible alternate assessments for reporting achievement and annual academic progress could be one of the following:

1. IEP progress reports,
2. A standardized evaluation instrument which is individually administered and scored.

Document the IEP team's decision on the learner's IEP plan.

### **Special Education and Related Services to Meet Goals and Objectives:**

The primary purpose of this section of the **IEP** is to record information about types of services to be delivered to the learner.

**Instruction or Service Provided/Provider Name:** Enter the type of special education or related service to be provided, and the name of the provider one service only per line.

**Location:** Identify the location of service. If a service is provided in both general education and special education locations, indicate the amount of time the child will spend in each location.

**Anticipated Frequency:** Enter the number of times per week or per month the learner will receive the service. Denote the calendar unit being used (e.g., weekly, 2 times/month, once per year).

**Minutes Per Session:** Enter the number of minutes per session of direct and/or indirect service is to be provided.

Direct Service means special education or related service is provided to the learner by a licensed special education teacher or a related service provider.

Indirect Service means special education or related services, including: ongoing progress reviews, cooperative planning, consultation, demonstration teaching, modification and adaptation of the environment, curriculum, materials or equipment, and direct contact with the learner to monitor and observe. Indirect service may be provided by a special education teacher or a related service provider, support staff, parent(s) and public and nonpublic agencies to the extent that the service is described in the learner's **IEP**.

**Start Date of Service:** Enter the date when the service is to begin. This date corresponds to the date the parent(s) give written consent or the date after 14 calendar days lapse after sending parent(s) the **Notice of Proposed Special Education Services** (for an annual **IEP**).

**Anticipated Duration:** Enter the length of time the service is anticipated to last or the ending date of the **IEP** (e.g., 12 months, 1 year). There must be a direct relationship between the anticipated duration of services and other parts of the **IEP** (e.g., goals and objectives). The maximum duration of an **IEP** is 12 months or one year.

**Interagency Services:** Interagency Services means a coordinated set of activities that promotes movement from school to community, or home.

## Least Restrictive Environment (LRE) Explanation:

**The extent of nonparticipation:** *Explain the affect the learner's disability has on the involvement and progress in the general education setting.* The nature and severity of the disability must be such that education in a general education setting with supplementary aids and services cannot be achieved satisfactorily. Statements such as: the learner's disability, a lack of appropriate curriculum or other materials, school organizational structure, or administrative policy **does not justify removal from general education.**

Additional factors to consider in LRE analysis:

1. the learner's individual presenting needs
2. analyze "from scratch" every year
3. discuss continuum of placements available, beginning with mainstream
4. begin with the presumption that mainstream placement is the placement – can the learner benefit? What supplemental aids and services may allow the learner to be educated in the regular educational environment?
5. if a mainstream placement is not appropriate, discuss why not – are **marginal benefits of mainstream placement outweighed by benefits gained in more intensive settings?**
6. is the learner's behavior too disruptive to other learners in the regular environment, even with supplemental aids and services?
7. the learner is not required to fail in a regular environment before a team can implement a more restrictive environment
8. the communication needs of the learner
9. ways for the learner to be involved in the mainstream curriculum
10. the distance from potential placements to the learner's home
11. access to non-curricular and extracurricular activities

## Significant Changes to the IEP:

### Definition (M.R. 3525.0200, subp. 19b):

A significant change in special education means:

1. The team determines there is a need for a conditional behavioral intervention procedure.
2. There is a need to delete a service based on a progress report or an evaluation.
3. There is a need to add a service based on an evaluation.
4. An **IEP** goal has been completed or requires modification based on a review or progress report.
5. The amount of time a student spends with peers without disabilities is changed.
6. The amount of special education time to accomplish **IEP** goals or objectives needs to be increased or decreased.
7. There is a change in the type of site or setting in which the student receives special education.

### Steps to Follow:

For any of these changes, the IEP manager will:

1. Use the *Notice of Team Meeting* or Telephone Log to schedule an IEP meeting to discuss the need for changing the IEP.
2. Hold an IEP meeting or phone conference and come to agreement on the proposed changes. (Note: IDEA 04 allows for the IEP to be amended in writing without

reconvening the team and without redrafting the entire IEP, as long as the parent agrees).

3. Make the agreed upon changes to the IEP to generate the amended IEP pages.
4. Make necessary copies of the entire IEP (amended pages and pages with no changes); complete the **Notice of Proposed Special Education Services** (check the box "Your child's IEP is changed as noted."), mail to parents and file in the learner's Due Process folder.
5. After the **Notice of Proposed Special Education Services** is returned signed or the 14 calendar days have passed, the federal setting is now changed. **When changing a student's IEP you must send an amended copy to the appropriate person at your school for the school's due process files.**

*Reminder: The amended IEP does not change the date of the annual or initial IEP.*

Note #1: The following changes can be made without following the guidelines and procedures outlined above: changes in materials, level of mastery, teaching strategies, evaluation criteria or a change in teacher(s).

**Note #2: The IEP Team could choose to write a full annual IEP plan with a new annual date. At that time the team must review and update the entire program plan.**

Refer to SpEd Forms for Complete set of IEP forms

<b>Paraprofessional Support Assessment</b>
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Student's Name\_\_\_\_\_ Grade\_\_\_\_\_

School\_\_\_\_\_

Case Manager\_\_\_\_\_ Disability Area\_\_\_\_\_

Date\_\_\_\_\_

Check all that apply:

1) Is there a significant safety concern for student or others?

\_\_\_\_\_ Health      \_\_\_\_\_ Nursing/PCA services      \_\_\_\_\_ Emergency Health  
Plan

\_\_\_\_\_ Emergency Evacuation

Plan

\_\_\_\_\_ Safety      \_\_\_\_\_ Behavior Support Plan      \_\_\_\_\_ Other

\_\_\_\_\_

2) Does the student require continual teacher prompts?

\_\_\_\_\_ During instruction      \_\_\_\_\_ After instruction (independent work)

\_\_\_\_\_ To remain on task      \_\_\_\_\_ For disruptive behavior

- 3) Does the student require significant assistance for basic functional skills?  
 \_\_\_\_\_ Toileting                      \_\_\_\_\_ Mobility                      \_\_\_\_\_ Feeding                      \_\_\_\_\_  
 Dressing  
 \_\_\_\_\_ Following basic safety rules
- 4) Does the student need adult support for peer interaction?  
 \_\_\_\_\_ General ed class                      \_\_\_\_\_ Special ed class                      \_\_\_\_\_ Bus  
 \_\_\_\_\_ Lunch/Recess                      \_\_\_\_\_ Passing time
- 5) Are there times when the student can work independently?  
 \_\_\_\_\_ General ed class                      \_\_\_\_\_ Sped class                      \_\_\_\_\_ Electives                      \_\_\_\_\_ Locker Rm  
 \_\_\_\_\_ Lunch/Recess                      \_\_\_\_\_ Passing time \_\_\_\_\_ PE  
 \_\_\_\_\_ ADAPE
- 6) When and where is paraprofessional assistance needed?  
 \_\_\_\_\_ General ed class                      \_\_\_\_\_ Sped class                      \_\_\_\_\_ Electives                      \_\_\_\_\_ Locker  
 Room  
 \_\_\_\_\_ Lunch/Recess                      \_\_\_\_\_ Passing time \_\_\_\_\_ PE                      \_\_\_\_\_  
 ADAPE
- 7) Is this student clustered with other students requiring support? \_\_\_\_\_ Yes  
 \_\_\_\_\_ No
- 8) Is the student currently receiving specialized small or individualized group instruction?\_\_ Yes\_\_ No  
    \_\_\_\_\_ Setting I                      \_\_\_\_\_ Setting II                      \_\_\_\_\_ Setting III
- 9) Periods support is requested (check and list class and/or teacher)  
 \_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_  
 \_\_\_ 5<sup>th</sup> \_\_\_\_\_ 6<sup>th</sup> \_\_\_\_\_ 7<sup>th</sup> \_\_\_\_\_ 8<sup>th</sup> \_\_\_\_\_  
 \_\_\_ Passing/escort\_\_\_ Lunchroom/Recess                      \_\_\_ Feeding in Sped Rm \_\_\_  
 ADAPE
- 10) Paraprofessional Needs as listed on the student's current IEP:
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11) Recommendations for accommodations and modifications for inclusion:

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12) Suggested goals needed for student learning and independence.

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## Extended School Year

### A GUIDE TO EXTENDED TO SCHOOL YEAR

**What it is extended:** Extended School Year is a *mandatory* extension of special education services to students with disabilities over the summer months or during other periods of extended breaks in instruction. Although the specific reason(s) for providing ESY varies from student to student, the need arises when it is determined the student requires a significant amount of time to recoup a previously acquired skill or knowledge following an extended break from instruction and/or services; or the pupil is at a critical learning period and that interrupting instruction and/or services will severely jeopardize the student's ability to benefit from special education instruction.

**Regression** – All students, disabled and non-disabled alike, experience regression during breaks in instruction. For purposes of ESY determination, regression is a decline in the performance of a skill or acquired knowledge as specified in the annual goals in the student's IEP, which occurs during a break in instruction. That is, ESY applies only to annual goals in the student's current IEP.

**Recoupment** – A student's ability to regain the skill performance or relearn the acquired knowledge to approximately the same level that existed just prior to the break in instruction.

**Significant** – Regression/recoupment is significant when the recoupment period is longer than the length of the break in instruction, unless the IEP team determines a shorter time for recoupment is more appropriate. For example, to be considered significant, the time needed to recoup/relearn a skill in the fall would need to be greater than three months - the length of the summer break.

**What it is not:** ESY is not summer school, summer camp or other such programs districts choose to offer or participate in. Such programs are permissive and are offered at the option of district boards. Furthermore, summer school is not a substitute for ESY. Students who participate in summer programs may also qualify for ESY during the gaps between the regular school term and summer school.

**Who determines eligibility for ESY:** The eligibility and need for Extended School Year services is determined annually by the IEP Team.

**Eligibility Determination:** Eligibility for ESY services is a data-based decision.

The need for ESY is determined by:

- 1) Past History – There is documentation that the student has regressed during prior summer vacations and/or other breaks in instruction, *and* that the recoupment period was significant. However, just because a student required ESY previously does not mean they are automatically eligible for ESY services in the future.
- 2) Critical Developmental Period – There is documentation that the student is at a critical developmental stage and that an interruption of service(s) will severely jeopardize the educational development of the student.
- 3) Best Professional Judgment – There is documentation that other students, who have similar disabling conditions and instructional needs, required ESY services.

**Who will likely qualify for ESY:** Although all students with disabilities must be considered, only a small number of students will qualify for ESY. Those who most frequently qualify for ESY might be characterized as:

- 1) younger, and therefore more likely to be in a critical developmental stage,
- 2) more severely and/or multiply disabled,
- 3) those receiving medically-related services (i.e., OT, PT, speech, etc.), and
- 4) older students whose transition/work experience needs can not be met during the regular school term.

**What questions to ask:** The following are examples of questions which might be posed during an IEP meeting to help facilitate discussion as to whether a student qualifies for ESY:

- 1) Which IEP goal(s) do you believe requires ESY services?
- 2) Why do you believe the student's skill level or knowledge, as identified in the student's IEP goal(s), will regress significantly? What evidence exists to support that belief?
- 3) Why do you believe the amount of time needed to recoup that skill or knowledge will be significant? What evidence exists to support that belief?
- 4) Why do you believe the pupil is at a critical developmental point requiring ESY? What evidence exists to support that belief?
- 5) Could this "critical, developmental" skill be taught just as effectively after the school break? (If the answer is yes, the student is not eligible for ESY services.)
- 6) What is the minimum amount of service(s) required to maintain the student's current level of performance for the goal(s) identified for ESY services?
- 7) Are there other services or programs within the community which can assist the student in maintaining his/her level of performance during the break from instruction? If so, is there still a need for the school to provide ESY services?

## EXTENDED SCHOOL YEAR (ESY) PLANNING

### DEFINITION:

ESY is a *mandatory* extension of special education services to students with disabilities over the summer months or during other periods of extended breaks in instruction. The reason for providing ESY may vary, but the need is determined when the student requires a significant amount of time to recoup a previously learned skill/knowledge, following a break from instruction and/or services; or the student is at a critical learning period, and interrupting instruction and/or services will severely jeopardize the student's ability to benefit from special education services.

Learner: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Area(s) of Disability: \_\_\_\_\_ IEP Manager \_\_\_\_\_

Recommended ESY placement:

- ESY classroom
- ESY in-home services
- ESY individual packet work
- ESY participation in community activities/with community agencies

Educationally relevant medical/health information: \_\_\_\_\_

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Physical limitations that require classroom adaptations / modifications:

\_\_\_\_ Vision: \_\_\_\_\_

\_\_\_\_ Hearing: \_\_\_\_\_

\_\_\_\_ Motor: \_\_\_\_\_

\_\_\_\_ Health: \_\_\_\_\_

\_\_\_\_ Other: \_\_\_\_\_

### ***IEP AREA(S) IN NEED OF ESY SERVICES:***

**Reading** (desire to read / listen, decoding, expression):

Goal(s) Requiring ESY:

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Rationale (Regression and Recoupment Documentation):

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**Math** (money, time, math facts, problem solving):

Goal(s) Requiring ESY:

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Rationale (Regression and Recoupment Documentation):

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**Written Language** (handwriting, writes notes, creativity):

Goal(s) Requiring ESY:

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Rationale (Regression and Recoupment Documentation):

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**Communication** (vocabulary, states needs, asks questions, seeks help, fluency):

Goal(s) Requiring ESY:

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Rationale (Regression and Recoupment Documentation):

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**Behavior/Social Skills** (cooperation, temperament, attitude, work completion):

Goal(s) Requiring ESY:

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Rationale (Regression and Recoupment Documentation):

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**Motor/Physical** (Large and small muscle movements, ambulation)

Goal(s) Requiring ESY:

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Rationale (Regression and Recoupment Documentation):

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List any **behavior management techniques** / interventions which have been successful:

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**Circle the activities in which the student will need assistance:**

- |                         |                     |
|-------------------------|---------------------|
| ◇ academic activities   | ◇ classroom routine |
| ◇ mobility              | ◇ eating            |
| ◇ transitions           | ◇ toileting         |
| ◇ organizational skills | ◇ other: _____      |

**Suggested classroom modifications** (circle all that apply)

- |   |   |
|---|---|
| ◇ extended time                               | ◇ highlighted texts or reading material |
| ◇ content vocabulary preview or reinforcement | ◇ partial assignments                   |
| ◇ alternative assignments / projects          | ◇ taped texts or reading materials      |
| ◇ use of computer                             | ◇ use of calculator                     |
| ◇ assignment / homework reminders             | ◇ assessment modifications              |
| ◇ material modifications                      | ◇ visual aids                           |
|   | ◇ small group instruction               |

What is the *minimum* amount of service required to maintain the student's current level of performance for the goal(s) identified for ESY services?

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# The Development of the IEP

The IDEA requires, at a minimum, eight components are present in the IEP for each student with a disability. (34 CFR §§300.347, 300.364). Each component must include statements of:

## **1) Student's present levels of academic achievement and functional performance (PLAAFP).**

Formerly, the PLEP, this statement must include how the student's disability affects progress in the general education curriculum in clear, objective and descriptive language without the use of labels:

- Academic performance
- Test scores and explanation of those scores – clear to all parties
- Physical, health and sensory status
- Emotional development
- Prevocational and vocational skills
- Nonacademic or functional areas;
  - Behavior problems
  - Communication
  - Difficulties
  - Daily life activities
  - mobility

## **2) Student's measurable annual goals, including academic and functional goals; short-term instructional objectives (STO) for students who take alternate assessments.**

Determined by the IEP team, the individualized goals reflect what the student needs to become involved in and to make progress in the general educational curriculum (academic) and in the functional areas related to his/her disability. At least one goal must be written for each identified need. Requirements of the goal statement:

- Measurable
- How measured
- Monitored frequently, at least quarterly
- Reflect considerations;
  - Past achievement
    - PLAAFP
    - Practicality of goals
    - Priority needs
    - Amount of instructional time devoted to reach goal

## **3) How student progress will be measured for meeting annual goals and when periodic reports on student academic progress will be presented to parents.**

The goals must be monitored throughout the year and the IEP altered as necessary to ensure educational benefit. Statements must include:

- How progress will be measured
- When
- How progress will be reported to parents

**4) Special education, related services and supplementary aids and services, based on peer review research, to be provided to the student, with a statement of program modifications or supports for school personnel.**

These are specific educational services, based on individual needs, provided by the school so student can advance toward goals; participate in extracurricular and nonacademic activities at no charge to the parents.

- Special education services
- Related services
- Supplementary aids
- Services required to assist student in attaining IEP goals
  - Include amount, frequency and duration of services
  - Do not include non-mandatory services or methodologies

**5) Explanation of the extent, if any, to which the student will not participate with students without disabilities in general education, the LRE justification.**

Students must be provided a free appropriate public education (FAPE) in the least restrictive environment (LRE). Modifications, supplementary aids and services must be provided in the general education setting to ensure student participation. If a student is unable to participate with nondisabled peers in the general ed setting with modifications and services in academic and/or nonacademic activities the team must justify why.

**6) Any accommodation necessary to measure the academic and functional performance of the student on state or district-wide assessment of student achievement or a statement of why a student cannot participate in the regular assessment and how the alternate assessment was selected.**

- IDEA requires all student with disabilities participate in state and district-wide assessments
- IEP must detail accommodation for testing
- If team determines the student cannot be accurately assessed, even with modifications, using the regular assessment, the IEP must state:
  - WHY it is not appropriate
  - List alternatives used for assessment
- The determination is not IF the student will be assessed, but HOW.

**7. Projected date for beginning services and modifications and anticipated frequency, location and duration of those services must be included in the IEP.**

- Services must be provided as soon as possible after IEP is written
- Must not be placed in services prior to initiation date and with parental consent
- Only exceptions:
  - Vacation period
  - Summer, all students must begin the school year with an active IEP
  - Circumstances require short delay, i.e., working out transportation.

**8. Appropriate measurable post-secondary goals based on age-appropriate transition assessments services and the transition services needed to assist the student in reaching those goals during Grade 9.** The goals must:

- Help students prepare for life after school
- Take into account the students needs and interests
- Assist student to reach post-high school goal, achieving potential as adults
- Include measurable goals based on transition assessments, including:
  - Post-secondary schooling
  - Vocational training
  - Integrated employment (supported)
  - Adult services
  - Independent living
  - Community participation

## **PROGRESS REPORT**

Reporting of progress toward annual goals is required at least as often as progress is reported for all learners in the school (Note: IDEA 04 requires that, at a minimum, quarterly progress is provided to parents of students on IEPs). Summarize the extent of the learner's progress toward attaining the annual **IEP** goal(s) and whether the progress is sufficient to achieve the goal(s) by the end of the **IEP** year.

The IEP meeting, documented parent teacher conferences, telephone logs kept on file, daily or weekly home communication sheets or notebooks kept on file, and ESY progress report are all acceptable means of reporting progress.

# EMERGENCY EVACUATION PLAN

Complete this form for learners who require special assistance during school emergencies or evacuations. Describe the accommodations needed for the learner's safety and responsible personnel.

## *Emergency Evacuation Plan*

For Learners whose disabilities require special assistance during emergency school or evacuations, describe the accommodations needed for the learner's safety. **Complete this form and attach to IEP.**

Learner \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ IEP

Manager \_\_\_\_\_

When developing an evacuation plan for a learner whose disabilities require special safety accommodations, consider the following: (1) each location throughout the day, (2) personnel, (3) training, (4) equipment and (5) backup plans. The plan must be reviewed when schedules/teachers are changed.

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Physical/Safety Concern(s)

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Describe Plan  
List Personnel

(attach highlighted schedules, maps, etc.)

Comments

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Copy: Learner Special Education Record

Teacher(s)

Substitute(s)

## Secondary Transitions

### **Minn. Stat. § 125A.08(b)(1):**

During grade 9 the [individual education] plan must address the student's needs for transition from secondary services to postsecondary education and training, employment, community participation, recreation, and leisure and home living.

- A. *For each pupil, the district shall conduct an evaluation of secondary transition needs and plan appropriate services to meet the pupil's transition needs. The areas of evaluation and planning must be relevant to the pupil's needs and may include work, recreation and leisure, home living, community participation, and postsecondary training and learning opportunities. To appropriately evaluate and plan for a pupil's secondary transition, additional IEP team members may be necessary and may include vocational education staff members and other community agency representatives as appropriate.*
- B. *Secondary transition evaluation results must be documented as part of an evaluation report. Current and secondary transition needs, goals, and instructional and related services to meet the pupil's secondary transition needs must be considered by the team with annual needs, goals, objectives, and services documented on the pupil's IEP.*

**What this means is that transition evaluations now need to be completed in time to allow a transition IEP to be drafted and in place during a student's 9<sup>th</sup> grade year.**

**Transition-aged students' IEPs must include appropriate measurable postsecondary goals ... related to training or education, employment, and where appropriate, independent living skills.**

34 C.F.R. § 300.320(b)(1)

**Transition-aged students' IEPs must include transition services (including courses of study) needed to assist the child in reaching those goals.**

34 C.F.R. § 300.320(b)(2)

**Transition-aged students' IEPs must include a statement of measurable annual goals ... designed to meet the child's postsecondary needs.**

34 C.F.R. § 300.320(a)(2)

**There will be at least one annual goal for each post-secondary goal and all transition goals must be updated annually.**

**Transition services in the IEP are focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities.**

34 C.F.R. § 300.43(a)(1)

**If a participating agency, other than public agency, fails to provide the transition services described in the IEP, ... the public agency must reconvene the IEP Team to identify alternative strategies to meet the transition objective for the child set out in the IEP.**

34 C.F.R. § 300.43(c)(1)



Planning Guide for Minnesota Students Entering Post-Secondary Education Programs on the MDE website below:

### **Freshman Year**

1. Develop an understanding of your disability and learning styles and how to explain it so others will understand your needs.
2. Identify transition needs and career planning goals through the IEP process.
3. Learn how to participate actively in your IEP.
4. Prepare academically by planning your course of study.
5. Start saving money.
6. Explore career options (interest inventories, career fairs, discussion with school personnel and parents).
7. Develop skills for academic independence (time management, study skills, note-taking and so forth).
8. LEARN HOW TO LEARN!

### **Sophomore Year**

1. Actively participate in your IEP transition planning with your case manager and IEP team.
2. Continue academic preparation and/compensation strategies, and identify any assistive technology needs.
3. Continue taking courses that prepare you for college.
4. Add to your understanding and use of learning strategies to help you access needed course work.
5. Participate in extracurricular activities and hobbies.
6. Identify your interests and preferences.
7. Meet with your career counselor to discuss colleges and their requirements.
8. Continue to save for college and investigate funding sources.
9. Investigate eligibility requirements and services available through the Department of Employment and Economic Development Rehabilitation Services and other adult service providers such as Human Services Center for Independent Living (CIL) and Workforce providers such as Human Services Center for Independent Living (CIL) and Workforce Investment Act (WIA) partners.

10. Participate in volunteer and paid work experiences.
11. Visit college and university campuses.

### **Junior Year**

1. Focus on matching interests/abilities and career goals to appropriate post-secondary education choice.
2. Take classes that prepare you to continue your education after high school. At least three years each of mathematics, English, science and social studies are recommended.
3. Plan ahead and visit your school career center to explore resources including career guides and brochures from colleges and universities. Look for college campuses that have majors in which you might be interested and the kind of campus community in which you would like to live.
4. Continue to participate in your IEP transition planning with your case manager and IEP team.
5. Identify and keep a list of the appropriate academic adjustments and services that you will need in the post-secondary setting and learn how to use them efficiently. (Be sure to include assistive technologies such as electronic devices and specialized computer software).
6. Earn college credits during high school. Thousands of high school juniors and seniors earn college credit at Minnesota State Colleges and Universities by participating in the state's Post Secondary Enrollment Option Program:  
[http://education.state.mn.us/mde/Academic\\_Excellence/School\\_Choice/Post\\_Secondary\\_Enrollment\\_Options\\_PSEO/index.html](http://education.state.mn.us/mde/Academic_Excellence/School_Choice/Post_Secondary_Enrollment_Options_PSEO/index.html)
7. Consider taking a course to prepare for the Scholastic Aptitude Test (SAT) Test or for the ACT Assessment (ACT). Visit the website at:  
<http://www.act.org/aap/disab/index.html>
8. Learn time management, study skills, assertiveness training, stress management and exam preparation strategies.
9. Become skilled at how to advocate for yourself - not everyone will understand your disability or be sensitive to your needs.
10. Identify people to write recommendations for you.
11. Investigate services offered by post-secondary settings and determine which settings match your individual needs and goals.
12. Investigate the availability of scholarships provided by organizations, such as corporations, labor unions, professional associations, religious organizations and credit unions.

13. Contact a Rehabilitative Services (RS) counselor who serves your school to determine your eligibility for RS services. Invite the RS counselor to attend your IEP meeting.
14. Make sure that the documentation of your disability is current. Colleges usually want current testing, usually less than three years old when you begin college.
15. Visit college and university campuses.

### Senior Year

1. Prepare a transition packet for disability documentation that includes evaluation reports, transcripts, test scores, current IEP, medical records, writing samples and letters of recommendation.
2. Fill out applications. To apply to a Minnesota state college or university, fill out an application to the colleges or universities that offer programs, an environment and a location that fits you best. You can apply online at [www.mnscu.edu](http://www.mnscu.edu) or call toll-free at 1-888-667-2848 to have an application mailed to you. A one-time \$20 non-refundable application fee must be sent with the application form to each place to which you apply. Institutions may waive this fee in case of financial need. Ask the admissions office about its policy. Apply as early as possible.
  - Apply to a four-year university in the Fall of 12th grade.
  - You can apply to a two-year college any time before the semester begins, but applying early gives you a better chance of getting into the programs and courses you want.
3. Apply for financial aid in the 12th grade, whether or not you have decided which college to attend. The free federal financial aid application is available from high school counselors, college admissions offices or on the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). You will be notified about your financial aid eligibility. Look for scholarships, too. College admissions and financial aid offices can help you.
4. Continue to develop your advocacy skills and to refine your study skills.
5. Learn about your legal responsibilities after the age of 18.
6. Plan to visit campuses early in the year.
7. Learn to be interviewed.
8. Role-play college interviews with counselors, family members and teachers.
9. Finalize your transition portfolio so that it contains at least the following:
  - Copies of your psychological and educational evaluation
  - Transcripts
  - ACT or SAT scores • Your current or latest IEP

- Your medical records (if appropriate)
- A writing sample or other work samples related to your choice of a major
- Your letters of recommendation from teachers and employers
- The current list of academic accommodation services you may need in college (be sure to include assistive technologies)

#### 10. Formal College Visits

- Write letters to college admissions officers and service providers requesting a visit.
- Be prepared when you visit colleges to write or talk about your experiences and to take placement tests.
- Admissions officers will provide information about admissions procedures and financial aid opportunities.
- Take your transition portfolio with you to share with disability service providers, if appropriate.
- Evaluate the disability services, service provider and staff.
- Talk with college students receiving disability support services about their experiences.

#### 11. Schedule an interview/tour with institutions of interest.

#### 12. Compare the various colleges and think about living in the campus community (e.g., housing, social activities, classrooms, leisure activities, athletic activities, comfort level with support service).

#### 13. Prepare your applications carefully, paying close attention to the instructions and deadlines. Be neat. Be accurate.

#### 14. If not done in your junior year, contact the Division of Rehabilitative Services (DRS) counselor to determine your eligibility for DRS services while in college. Jointly develop the Individual's Plan for Employment with Rehabilitative Services Counselor which identifies goals, services and responsibilities.

#### 15. Develop service plans with other adult service agency providers as appropriate

<http://education.state.mn.us/MDE/StuSuc/SpecEdProg/SecTrans/index.html>

(Revised 12/15/2011)

# SUMMARY OF PERFORMANCE (SOP)

## Instructions

**Purpose:** The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The language as stated in IDEA 2004 regarding the SOP is as follows:  
For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals” §Sec. 300.305(e) (3).

The Summary of Performance, with the accompanying documentation, is important to assist the student in the transition from high school to higher education, training and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish a student’s eligibility for reasonable accommodations and supports in *postsecondary* settings. It is also useful for the Vocational Rehabilitation Comprehensive Assessment process. The information about students’ current level of functioning is intended to help postsecondary institutions consider accommodations for access. *These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.*

The SOP is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

The SOP **must** be completed during the final year of a student’s high school education. The timing of completion of the SOP may vary depending on the student’s postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation. In some instances, it may be most appropriate to wait until the spring of a student’s final year to provide an agency or employer the most updated information on the performance of the student.

**Part 1:** **Background Information** – Complete this section as specified. Please note this section also requests that you attach copies of the **most recent** formal and informal assessment reports that document the student’s disability or functional limitations and provide information to assist in post-high school planning.

**Part 2:** **Student’s Postsecondary Goals** – These goals should indicate the post-school environment(s) the student intends to transition to upon completion of high school.

**Part 3:** **Summary of Performance** – This section includes three critical areas: Academic, Cognitive and Functional levels of performance. Next to each specified area, please complete the student’s present level of performance and the accommodations, modifications and assistive technology that were **essential** in high school to assist the student in achieving progress. Please leave blank any section that is not applicable.

An **Accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. Students with impaired spelling or handwriting skills, for example, may be accommodated by a note-taker or permission to take class notes on a laptop computer. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students. A **Modification** is defined as a change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed. Modifications are not allowed in most postsecondary education environments. **Assistive Technology** is defined as any device that helps a student with a disability function in a given environment, but does not limit the device to expensive or “high-tech” options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other “low-tech” devices.

The completion of this section may require the input from a number of school personnel including the special education teacher, regular education teacher, school psychologist or related services personnel. It is recommended, however, that one individual from the IEP Team be responsible for gathering and organizing the information required on the SOP.

**Part 4: Recommendations to assist the student in meeting postsecondary goals –**  
This section should describe any essential accommodations, assistive technology, supportive services, or general areas of need that students will require to enhance access in a **post-high school** environment, including higher education, training, employment, independent living and/or community participation.

**Part 5: Student Input (Highly Recommended).** It is highly recommended that this section be completed and that the student provide information related to this Summary of Performance. The student’s contribution can help (a) secondary professionals complete the summary, (b) the student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, (c) postsecondary personnel to more clearly understand the student’s strengths and the impact of the disability on this student. This section may be filled out independently by the student or completed with the student through an interview.

## **NATIONALLY ENDORSED\* SUMMARY OF PERFORMANCE TEMPLATE**

This template was developed by the National Transition Documentation Summit © 2005 including representation from the Association on Higher Education and Disability (AHEAD), the Council for Exceptional Children’s Division on Career Development and Transition (DCDT), and Division on Learning Disabilities (DLD), the National Joint Committee on Learning Disabilities (NJCLD), the Learning Disability Association (LDA) and the National Center on Learning Disabilities (NCLD). It was based on the initial work of Stan Shaw, Carol Kochhar-Bryant, Margo Izzo, Ken Benedict, and David Parker. It reflects the contributions and suggestions of numerous stakeholders in professional organizations, school districts and universities particularly the Connecticut Interagency Transition Task Force. It is available to be freely copied or adapted for educational purposes.

## Part 1: Background Information

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Year of Graduation/Exit: \_\_\_\_\_

Address: \_\_\_\_\_

(Street) (City, State) (Zip  
code)

Telephone Number: \_\_\_\_\_ Primary Language: \_\_\_\_\_

Current School: \_\_\_\_\_ City: \_\_\_\_\_

Student's primary disability (Diagnosis): \_\_\_\_\_

Student's secondary disability (Diagnosis), if applicable: \_\_\_\_\_

When was the student's disability (or disabilities) formally diagnosed? \_\_\_\_\_  
If English is not the student's primary language, what services were provided for this student as an English language learner?

Date of most recent IEP or most recent 504 plan: \_\_\_\_\_

Date this Summary was completed: \_\_\_\_\_

This form was completed by: Name: \_\_\_\_\_ Title: \_\_\_\_\_

School: \_\_\_\_\_ E-mail: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Please check and include the most recent copy of assessment reports that you are attaching that diagnose and clearly identify the student's disability or functional limitations and/or that will assist in postsecondary planning:

- |  |  |
|--|--|
| <input type="checkbox"/> Psychological/cognitive     | <input type="checkbox"/> Response to Intervention (RTI)                |
| <input type="checkbox"/> Neuropsychological          | <input type="checkbox"/> Language proficiency assessments              |
| <input type="checkbox"/> Medical/physical            | <input type="checkbox"/> Reading assessments                           |
| <input type="checkbox"/> Achievement/academics       | <input type="checkbox"/> Communication                                 |
| <input type="checkbox"/> Adaptive behavior           | <input type="checkbox"/> Behavioral analysis                           |
| <input type="checkbox"/> Social/interpersonal skills | <input type="checkbox"/> Classroom observations (or in other settings) |
| <input type="checkbox"/> Community-based assessment  | <input type="checkbox"/> Career/vocational or transition assessment    |
| <input type="checkbox"/> Self-determination          | <input type="checkbox"/> Assistive technology                          |
| <input type="checkbox"/> Informal assessment: _____  |  |
| <input type="checkbox"/> Informal assessment: _____  |  |
| <input type="checkbox"/> Other: _____                |  |

## Part 2 – Student’s Postsecondary Goal(s)

1.

2.

3.

If employment is the primary goal, the top three job interests:

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## Part 3 – Summary of Performance (Complete all that are relevant to the student).

**READING:** (Basic reading/decoding; reading comprehension; reading speed)

- Excels**
- Adequate**
- Continuing Needs**

**If Continuing Needs checked:**

**Present Level of Academic Achievement and Functional Performance:**

**MATH:** (Calculation skills, algebraic problem solving; quantitative reasoning)

- Excels**
- Adequate**
- Continuing Needs**

**If Continuing Needs checked:**

**Present Level of Academic Achievement and Functional Performance:**

**WRITTEN LANGUAGE:** (written expression, spelling)

- Excels**
- Adequate**
- Continuing Needs**

**If Continuing Needs checked:**

**Present Level of Academic Achievement and Functional Performance:**

**LEARNING SKILLS:** (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills)

- Excels**
- Adequate**
- Continuing Needs**

**If Continuing Needs checked:**

**Present Level of Academic Achievement and Functional Performance:**

**GENERAL ABILITY COGNITIVE:** (reasoning/processing)

- Excels**
- Adequate**
- Continuing Needs**

**If Continuing Needs checked:**

**Present Level of Academic Achievement and Functional Performance:**

**ATTENTION/EXECUTIVE FUNCTIONING:** (energy level, sustained attention, memory functions, processing speed, impulse control, activity level)

- Excels**
- Adequate**
- Continuing Needs**

**If Continuing Needs checked:**

**Present Level of Academic Achievement and Functional Performance:**

**COMMUNICATION:** (speech/language, assisted communication)

- Excels**
- Adequate**
- Continuing Needs**

**If Continuing Needs checked:**

**Present Level of Academic Achievement and Functional Performance:**

**SOCIAL/BEHAVIORAL SKILLS:** (Interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations, degree of involvement in extracurricular activities, confidence and persistence as a learner, emotional or behavioral issues related to learning and/or attention)

- Excels**
- Adequate**
- Continuing Needs**

**If Continuing Needs checked:**

**Present Level of Academic Achievement and Functional Performance:**

**INDEPENDENT LIVING SKILLS:** (Self-care, leisure skills, personal safety, transportation, banking, budgeting)

- Excels**
- Adequate**
- Continuing Needs**

**If Continuing Needs checked:**

**Present Level of Academic Achievement and Functional Performance:**

**ENVIRONMENTAL ACCESS/MOBILITY:** (assistive technology, mobility, transportation)

- Excels**
- Adequate**
- Continuing Needs**

**If Continuing Needs checked:**

**Present Level of Academic Achievement and Functional Performance:**

**SELF ADVOCACY:** (Ability to identify and articulate postsecondary goals, learning strengths and needs; independence and ability to ask for assistance with learning)

- Excels**
- Adequate**
- Continuing Needs**

**If Continuing Needs checked:**

**Present Level of Academic Achievement and Functional Performance:**

**CAREER/VOCATIONAL/EMPLOYMENT:** (Career interests, career exploration, job training, employment experiences and supports)

- Excels**
- Adequate**
- Continuing Needs**

**If Continuing Needs checked:**

**Present Level of Academic Achievement and Functional Performance:**

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#### **Part 4 – Recommendations to assist the student in meeting postsecondary goals**

Suggestions for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services to enhance access in the following **post-high school** environments (only complete those relevant to the student's postsecondary goals).

<b>Higher Education or Career-Technical Education:</b>	
<b>Employment:</b>	

<b>Independent living:</b>	
<b>Community participation:</b>	

## **Part 5 – Student Input (Highly Recommended)**

## SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE

**A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?**

**B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?**

**C. Which of these accommodations and supports has worked best for you?**

**D. Which of these accommodations and supports have not worked?**

**E. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?**

I have reviewed and agree with the content of this Summary of Performance.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_