

Instructions for Developing Quality Standards-Based IEPs
Revised March 26, 2009

Part I	Student Information
1	Number each page sequentially in relation to the total number of pages in the IEP. Don't number the pages until all are finished. Don't add letters in between numbers.
2	Enter the total number of pages in the IEP. Complete the IEP before filling in the blank.
3	Enter the full (not abbreviated) county name.
4	Enter the full (not abbreviated) school name.
5	Write the actual date of the IEP meeting. (Month, Day, Year) Do not fill in this date ahead of the day of the meeting. This date must correspond with the scheduled date on the meeting notice. If the date of the meeting is different from the notice, document this change on the parent/student notice or on attached documentation of conference form, noting the reason for the change (e.g., school cancellation, parent request).
6	Enter the student's full legal name , first, middle and last. Do not use a nickname.
7	Verify and enter the student's date of birth. Use numerals (e.g., 07/29/95).
8	Enter the name(s) of the parent(s)/guardian(s)/surrogate parent of the student (person with whom the child is living).
9	Enter the student's age (in years) as of the date of the IEP meeting.
10	Indicate the grade level placement for which the IEP will be implemented.
11	Verify and enter the mailing address of the parent(s)/guardian(s)/surrogate parent.
12	Verify and enter the complete WVEIS # of the student.
13	Enter all telephone numbers of the parent(s)/guardian(s)/surrogate parent.
14	Verify and enter the student's primary category of eligibility.
15	Verify and enter the date the student's reevaluation is due.
16	Click in the appropriate boxes to "X" the reason(s) for the IEP (Initial, Annual Review, Reevaluation Review, Other).

“**Initial**” – first IEP completed following eligibility determination.

“**Annual Review**” – yearly review of IEP.

“**Reevaluation Review**” – IEP meeting held for completion of Reevaluation Determination Plan.

“**Amendment**” – Changes to the IEP between meetings following procedures in Policy 2419.

“**Other**” – IEP Team meeting scheduled for a review of additional issues, e.g., behavior, medical/homebound or IEP Team meetings that have been scheduled during the year due to parent or teacher request to make a change(s) to the IEP.

17

Enter the school/county/state from which the student transferred, if applicable, or enter N/A (not applicable).

18

Enter the date the student transferred into your system, or enter N/A (not applicable).

PART II

Documentation of Attendance

19

Only those who **attended** the IEP meeting should sign the IEP. The IEP Team means a group of individuals consisting of:

- The parents of a student with an exceptionality;
- The student, beginning with the first IEP to be effective at age 16, or earlier, if appropriate;
- Not less than one general education teacher of the student (if the student is, or may be, participating in the general education environment); for preschool-aged students, the general education teacher may be the kindergarten teacher, care provider, Head Start teacher or an appropriately licensed community preschool teacher;
- Not less than one special education teacher of the student, or when appropriate, not less than one special education provider;
- For a child transitioning from WV Birth to Three (Part C), an invitation to the initial IEP meeting should, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services.
- A representative of the district who is: 1) qualified to provide or supervise the provision of special education; 2) knowledgeable about the general education curriculum and 3) knowledgeable about the available resources of the district;
- Other individuals, at the discretion of the parent or the district, with knowledge or special expertise regarding the student, including related service personnel as appropriate; and
- An individual who can interpret the instructional implications of evaluation results (may be the special education teacher, agency representative or other individual with expertise/knowledge).

NOTE: For students 16 and older, if other agencies are responsible for or will be providing transition services, the agency representatives must be invited, **if the parent consents**, and must be included in the parent notification.

20

If an IEP team member participates via an alternative means (e.g., video conferences, conference calls, etc.) enter the name and alternative means of participation.

INDIVIDUALIZED EDUCATION PROGRAM

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School 4 3 _____ County Schools

Date 5 _____

PART I: STUDENT INFORMATION

6 Student's Full Name _____

Parent(s)/Guardian(s)/ Surrogate Parent 8 _____

Address _____

11 (Address continued) _____

13 Telephone Home: _____ Work: _____ Cell: _____

12 9 DOB _____ 7

Age _____ 9

Grade _____ 10

14 Primary Eligibility: _____ 15 Reevaluation Due Date: _____

16 Initial Annual Review Reevaluation Review Amendment

Other _____ (Incorporated)

17 Transfer: (from) _____ 18 Date _____

PART II: Documentation of Attendance

19 Signature	Position
_____	Parent
_____	Parent
_____	Student
_____	General Education Teacher
_____	Special Education Teacher
_____	Birth to Three Representative
_____	Chairperson
_____	_____
_____	_____
_____	_____
_____	_____

20 The following people participated in the IEP Team meeting via an alternate method:

Name	Position	Alternate Method
_____	_____	_____
_____	_____	_____

PART III A

Consideration of Factors for IEP Development/Annual Reviews

- 1 Complete: Page of Pages, Student’s Full Name and Date.
- 2 The IEP team must consider and document, by marking the “yes” box on the IEP, that each of the following factors were considered:
- the strengths of the student
 - the concerns of the parent
 - the most current evaluation(s) of the student and **whether any additional evaluation is needed** to make further educational decisions. (The IEP Team must continue to develop and implement the sections of the IEP for which evaluation and performance data are sufficient.)
 - the academic, developmental and functional needs of the student
 - whether the student needs assistive technology devices or services, including provisions for home use. If the IEP Team determines, based on evaluation results, the student is in need of assistive technology, the IEP must include the nature or type of the service/device, the amount (extent/frequency) and the location, including the home, if appropriate, under PART VI, SECTION A (Supplementary Aids and Services.)
 - the communication needs of the student
 - for IEP reviews, any revisions needed to address a lack of progress of the student
- 3 The IEP Team must consider these additional factors and must document by marking the appropriate choice: “yes”, “no” or “N/A” (not applicable). All “yes” responses must be reflected in the Part IV Present Levels narrative.
- **Acceleration (Gifted):** Acceleration is moving through a prescribed course of study at a faster pace or in a shorter time span. For a student identified as gifted or exceptional gifted, document whether acceleration is the focus of services and document how and when the student will complete the credits necessary for high school graduation.
 - **Behavior:** Determine whether a student’s behavior impedes his/her learning or that of others, regardless of the student’s exceptionality. If yes, the IEP Team must consider and identify appropriate strategies, including positive behavior interventions and supports, to address that behavior. Behaviors of concern should be addressed through present levels and annual goals.

- **Limited English Proficiency:** For a student with limited English proficiency, the IEP Team must consider the student's language needs as they relate to the student's IEP.
- **Braille:** For the student who has blindness or low vision, provide for instruction in braille and the use of braille unless the IEP Team determines that braille is not appropriate for the student. This determination can only be made after an evaluation of the student's reading and writing skills, needs and appropriate reading and writing media (including an evaluation of the student'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 student.
- **Students Who Are Deaf:** For a student who is deaf or hard-of-hearing, the IEP Team must consider the language needs of the student, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, the student's academic level and his or her full range of needs, including opportunities for direct instruction in the student's language and communication mode.
- **Transition:** For a student age 16 or older (or younger, if appropriate), complete Part III B, Transition Planning page prior to completing the Present Levels section. Awareness of the student's post school goals and transition assessments will facilitate development of Present Levels in relationship to future goals and transition services and identification of IEP goals and services needed for working toward preferred post school outcomes.
- **Agency Representatives:** In advance of the IEP that will be in effect when the student turns age 16, obtain parent consent to invite other agency representatives to the next IEP meeting. When the student's rights transfer at age 18, obtain the student's consent.



Extended School Year (ESY): For each student with a disability, after examining the regression/recoupment data, the IEP Team determines whether the student needs ESY services and document as yes or no. If the team defers determination until additional data can be collected, (e.g. for a student new to the system), document when the IEP Team will meet to determine the eligibility of the student for ESY services. If the student is determined to need ESY services, the IEP Team documents the critical skills to be addressed and checks whether the parent accepts or rejects the ESY services for the student. **Any services to be provided to the student shall be documented on Part VI: Services of the student's IEP.**

All students, including children ages 3 through 5 who are in preschool and those transitioning into the school system from a WV Birth-to-Three Program (Part C), must be considered for ESY services

NOTE: The lack of data on regression and recoupment of critical skills may not be used to deny ESY services for any student with a disability, including preschool children. In instances where sufficient information is not available, the IEP Team must make projections based upon the available data to determine the need for ESY services, for example, information obtained from WV Birth-to-Three through the transition planning process for the student.

INDIVIDUALIZED EDUCATION PROGRAM

1 Student's Full Name _____

1 Page __ of __
1 Date _____

PART III A: CONSIDERATION OF FACTORS FOR IEP DEVELOPMENT/ANNUAL REVIEWS

2	The IEP Team must consider the following:	Yes	
	✓ Strengths of the student		
	✓ Concerns of the parent		
	✓ Most recent evaluation results <i>Additional evaluations needed, if any:</i>		
	✓ Academic, developmental and functional needs		
	✓ Need for assistive technology devices or services and provisions for home use if warranted.		
	✓ Communication needs of the student		
	✓ Revisions needed to address lack of progress		
3	Additional considerations: (considerations must be documented in Part IV Present Levels Narrative)	Yes	No N/A
	✓ For a student with giftedness consider whether acceleration is a focus of gifted services, and if so, its effect on the student's graduation.		
	✓ For a student whose behavior impedes his or her learning or that of others, consider the use of positive behavior interventions, supports and strategies to address the behavior.		
	✓ For a student with limited English proficiency, consider the language needs of the student.		
	✓ For a student with blindness or low vision determine the need for instruction in braille and the use of braille (see instructions).		
	✓ For a student who is deaf or hard-of-hearing, consider the language needs of the student, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, the student's academic level and his or her full range of needs, including opportunities for direct instruction in the student's language and communication mode.		
	✓ For a student age 16 or older (or younger if appropriate), complete Part III B, Transition Planning page, prior to Present Levels.		
	✓ For a student age 16 or older (or younger if appropriate), permission has been obtained to invite other agency representatives to the next IEP meeting. Specify Agency(ies): _____ _____ Parent/Adult Student Consent: Date: _____ Parent Initial _____ Student Initial _____		
4	Extended School Year:		
	Does the student need extended school year services? <input type="checkbox"/> Yes <input type="checkbox"/> No ESY determination deferred until _____ Complete if ESY needed: Critical skills to be addressed (must link to present levels of academic achievement and functional performance and annual goals) _____ The parent(s)/guardian(s)/adult student <input type="checkbox"/> accept(s) <input type="checkbox"/> reject(s) extended school year services. (Document services on Part VI: Services)		

PART III B	TRANSITION PLANNING
1	Complete: Page of Pages, Student's Full Name and Date.
2	<p>Age of Majority: Not later than the student's 17th birthday, check whether or not the student has been informed of his/her educational rights under IDEA, which will transfer to the student on reaching the age of 18. Document the date the student was informed and have the parent and student initial that they received notification of Transfer of Rights.</p> <p>NOTE: Provide the student and parent with procedural brochure <i>Age of Majority</i>, which may be accessed on the Office of Special Programs Web site at http://wvde.state.wv.us/ose/ageofmajority.pdf, and explain those components/rights, which will transfer to the student at the age of 18. If appropriate, provide the parent local contact information regarding guardianship (e.g., Parent Educator Resource Center, Circuit Court, Developmental Disabilities Council).</p>
	<p>Definition of Transition Services: The term "transition services" means a coordinated set of activities for a student with a disability beginning not later than the first IEP to be in effect when the student is 16 and updated annually thereafter. (The student must be provided a copy of the Meeting Notice.)</p> <p>Transition Services are:</p> <ul style="list-style-type: none"> A. designed to be within a results-oriented process; that is, focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, which may include post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation; B. are based on the individual student's needs, taking into account the student's strengths, preferences and interests; and C. include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.
3	Transition Planning Considerations: Check all methods used to determine the student's preferences and interests.
4	Transition Assessments Reviewed: Indicate all transition assessments considered and reviewed. List assessment tools used to determine post secondary goals and IEP annual goals. Assessments may include end-of-course technical skills tests, interviews, work experiences, ACT assessments (EXPLORE, PLAN, Work Keys), formal and/or informal interest and aptitude assessments, emotional/social and ability testing as appropriate, parent input, information from other agencies and other evaluation data.
5	Check the type of diploma to be obtained as a result of the student's educational program (standard or modified). Students meeting criteria for the WV Alternate Performance Task Assessment (APTA) must be working toward a modified diploma. Students taking WESTEST may be working toward either diploma option, as determined by the IEP Team.

6

Post Secondary Goals: These measurable goals describe the post school environments for education or training and employment that are identified as part of the ongoing transition activities and services. If appropriate, measurable post secondary goals for independent living are identified.

NOTE: Collaboration with the school counselor is necessary to assist the student in identifying Pathway/Cluster/Major and Program of Study according to Policy 2510. Graduation requirements for students entering grade 9 in the school year 2008-2009 no longer include the Entry Pathway (see Policy 2510, Chart V).

7

Transition Services: Select the types of transition services for which annual goals will be developed. An annual goal then must be written in Part V for each identified service.

8

Activities/Linkages: Select the activities and linkages needed to attain post-secondary outcomes. Check whether the parent/student, school or agency will be the lead party for the activity or linkage. Under Description of Service, name the agency if an agency is the lead party. Briefly describe the service or linkage (e.g., visit a job site, complete employment application, conduct McCarron Dial). Refer to the *Transition IEP Checklist* (attached to this document) for additional guidance.

Note: If a participating agency, other than the school, fails to provide the transition services described in the IEP, the IEP Team **must reconvene** to identify alternative strategies to meet the transition goals in the student's IEP. Please refer to the IEP Transition Checklist for further information.

INDIVIDUALIZED EDUCATION PROGRAM

1 → Student's Full Name _____

PART III B: TRANSITION PLANNING (for students beginning no later than the first IEP to be in effect when the student is 16, or younger if appropriate) (Refer to Policy 2510 and IEP instructions)

2 → **Age of Majority (for students reaching age 17 within the next 12 months)**
The student and parent have been informed of the transfer of educational rights that will occur on reaching age 18.
 Yes No Date _____ Student Initials _____ Parent Initials _____

3 → **Transition Planning Considerations:**
How were the student's preferences and interests considered? (Check all that apply):
 Student interview/survey Interest inventory (specify) _____
 Parent interview/survey Other (specify) _____
 Functional vocational evaluation _____

4 → **Transition Assessments Reviewed** (specify):

5 → **The student's educational program will lead to a:** standard diploma modified diploma

6 → **Post-Secondary Goals**
Anticipated post-secondary education goals: _____
Anticipated post-secondary employment goals: _____
Anticipated post-secondary adult living goals: _____

Career Pathway/Cluster/Concentration the student selected on the Individualized Student Transition Plan (ISTP) is:

- | | | |
|--|--|--|
| Pathway (8th grade) | Cluster (8th grade) | Concentration (10th grade) |
| <input type="checkbox"/> Entry (for 9 th graders 04-05 through 07-08 only) Delete | <input type="checkbox"/> Arts and Humanities | _____ |
| <input type="checkbox"/> Skilled | <input type="checkbox"/> Business/Marketing | _____ |
| <input type="checkbox"/> Professional | <input type="checkbox"/> Engineering/Technical | |
| | <input type="checkbox"/> Health Sciences | |
| | <input type="checkbox"/> Human Services | |
| | <input type="checkbox"/> Science/Natural Resources | |

7 → **Transition Services:** Indicate areas to be addressed in annual goals.
 Instruction Employment and other adult living objectives
 Related Services Daily living skills (if appropriate)
 Community experiences Functional vocational evaluation (if appropriate)

8 → **Activities/Linkages:** Identify activities needed for attaining post-secondary outcomes and the lead party/agency responsible for those services.

Activities/Linkages	Lead Party/Agency			Description of Service
	Parent / Student	School	Agency (Specify)	
Instruction/education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Vocational aptitude/interest assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Career awareness/work-based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Independent living/mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Agency referral/application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

* If the identified agency fails to deliver transition activities outlined in the IEP, the IEP Team must reconvene to identify alternative strategies to meet the transition needs of the student.

Part IV	Present Levels of Academic and Functional Performance
1	Complete: Page of Pages, Student's Full Name and Date.
2	<p>Summative Assessment: Document the summative assessment data for each applicable year by completing the student's scaled score (SS) and performance level (PL) for reading/language arts, math, science and other relevant areas. Summative assessments will include WESTEST or APTA for students who have taken a state assessment and may include ACT assessments or others. For "other" assessments, performance level may not apply.</p>
3	<p>Benchmark and Formative Assessment: Document (list) the benchmark and formative assessments that have been used with the student and briefly describe the student's outcomes and implications for specially designed instruction. These outcomes should inform the Present Levels. Benchmark assessments are assessments of learning given periodically during the year. Examples are AIMSweb and DIBELS. Formative assessment is assessment <u>for</u> learning, that is, assessment used to during instruction to provide feedback and adjust instruction for the student. Document in this section if no formative assessments have been administered to the student.</p>
4	<p>Narrative Description of Present Levels: The present levels are specific measurable statements that describe the effect of the student's exceptionality on his/her academic achievement and functional performance, addressing how the exceptionality affects the student's involvement and progress in the general education curriculum, or for preschool children, as appropriate, how the exceptionality affects the child's participation in age-relevant developmental activities. Add pages to the IEP if more space is needed to record the present levels (additional page provided). Present levels reflect the student's strengths, needs and progress in relation to grade-level content standards and objectives and age-appropriate functional skills in the affected areas so that the team can develop appropriate goals. Assessment information that is curriculum-based, not deficit-based, facilitates the selection of goals relevant to classroom instruction.</p> <p>Connecting to CSOs: Steps for Standards-Based Decision Making Beginning with this section, inserts reference the standards-based IEP development process described in further detail in the WVDE document <i>Connecting West Virginia Content Standards and Objectives to Individualized Education Program (IEP) Development, A Technical Brief, August 2004</i>, which may be accessed at http://wvde.state.wv.us/ose/CSOs.htm.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Connecting to CSOs - Step 1: Review the student's past performance on the CSOs and review the grade level CSOs and performance descriptors for the student's next grade level. Use the summative and formative assessment data as follows in developing the Present Levels: 1) Review progress or lack of progress over time for a particular area; 2) determine areas in which further examination of detailed assessment results is needed; 3) note areas for which Present Levels will be written. CSOs include the grade-level <i>West Virginia Content Standards and Objectives</i> for all students, or, for students with significant cognitive disabilities, the <i>Alternate Academic Achievement Standards for West Virginia Schools</i> (Policy 2420.16). The CSOs appropriate to the grade level for the student will be considered.</p> </div>

Connecting to CSOs - Step 2: What is the impact of the student's exceptionality on achievement of grade level content standards? Understanding and articulating the gaps between the student's grade level expectations (CSOs) and his/her actual performance is critical. If this is an annual review, begin with a review of the previous IEP, including the student's progress on the annual goals. Determine the expectations for learning and the setting demands, that is, the expectations in the classroom environment, at the next grade level (the grade level for which the IEP is being developed.)

Consider the student's needs and how they affect his or her learning of the CSOs. Which standards are affected? How does performance on one standard affect another? Consider the expectations within the general education environment (setting demands). Regarding setting demands, for example, will the student's organization and social skills affect his or her ability to meet teacher expectations? Consider skills and behaviors not directly addressed by the CSOs but necessary for the student to access learning and increase independence.

Transition: For students with disabilities beginning with the first IEP to be effective at age 16, present levels must include information from age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills in relation to their post-secondary goals. Present levels must address transition services (including courses of study) needed to assist the student in reaching those goals as well as transition needs in the areas of instruction, employment and other post-school adult living, community experiences, related services and, when appropriate, acquisition of daily living skills and functional vocational evaluation. Present levels must take into consideration the student's strengths, preferences and interests.

Connecting to CSOs - Step 3: What is the impact on achievement of the corresponding grade level objectives in the affected content standards? What are the student's current knowledge, skills and levels of understanding, and how does this compare to the objectives for the next grade level? Since objectives build across grade levels, identify objectives that remain barriers to learning the grade-level CSOs.

Connecting to CSOs - Step 4: What do the grade level performance descriptors identify as mastery level student performance in the particular content standards by the end of the year? What do the performance descriptors for mastery (or higher) indicate the student needs to know and be able to do by the end of the school year?

Developing Present Levels: Based on the above steps, in clear, understandable language, summarize the student's current achievement and performance in the areas of need as determined by evaluations of achievement, classroom performance and other cumulative information describing the student's progress in meeting the CSOs. The student's strengths, effective teaching approaches and instructional methods, learning rates and effect of interventions are included. Explain the needs of the student and state how the student's disability affects his/her involvement and progress in the general curriculum, including the requirements for attaining Mastery level or above on grade-level CSOs.

Present levels are the current, specific, measurable and objective baseline information for each area of need affected by the disability. The present levels link the evaluation results and the expectations of the general curriculum to the goals for the student. Every goal must relate to a need identified in the present levels. Additionally, the present levels guide accommodations and delivery of curriculum on an individual basis.

Gifted: For students who meet criteria for gifted eligibility, including exceptional gifted students, present levels describe the impact of the student's giftedness on the student's educational performance in the four core curricular areas of the West Virginia Content Standards and Objectives: 1) English/Language Arts; 2) Mathematics; 3) Social Studies; and 4) Science, as appropriate based on assessment.

KEY POINTS: Present Levels

- Determine starting points for the student's specially designed instruction and describe the supports and strategies that are required to enable the student to be involved in and make progress in the general education curriculum.
- Understand and articulate the gaps between the student's grade level expectations and actual performance in observable and measurable terms.
- Describe the impact of the student's disability/exceptionality on achievement of grade level content standards and involvement and progress in the general education curriculum.

Present levels explain the needs of the student and state how the student's exceptionality affects his/her involvement and progress in the general curriculum, including the requirements for attaining Mastery Level and/or above (see performance descriptors) for grade-level CSOs (or Alternate Academic Achievement Standards).

INDIVIDUALIZED EDUCATION PROGRAM

1 Page __ of __
1 Date _____

1 Student's Full Name _____

PART IV: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

2 **Student Summative Assessment Data**

TEST YEAR	Reading/Language Arts		Math		Science		Other		Other	
	SS	PL	SS	PL	SS	PL	SS	PL	SS	PL
2007										
2008										
2009										
2010										
2011										
2012										

(SS = scale score) (PL = performance level)

3 **Benchmark and Formative Assessment Data**

Using current, annual data, list the benchmark and formative assessments that have been used with the student and describe the results and implications for specially designed instruction.	
Assessment	Description

4 **Narrative Descriptions of Present Levels of Academic Achievement and Functional Performance (refer to IEP Instructions; add pages as needed)**

Complete: Page of Pages, Student's Full Name and Date.

Annual Goals: Must be **measurable** statements developed from the present levels that project what an exceptional student can reasonably be expected to accomplish within a 12-month period.

The annual goals are based upon a student's strengths and needs as well as the impact that the identified exceptionality has on mastery of grade-level CSOs.

Connecting to CSOs – Step 5: Identify the areas for specially designed instruction. In this step, determine the content and functional areas for which annual goals will be developed (beginning with Step 6), based on student performance information and the impact of the student's disability on attaining grade-level CSOs. Where are the achievement gaps? What skills has the student missed over time? Does the student need underlying access skills to attain CSOs, life outcomes or post school goals or does the student need higher level skills for deeper understanding?

The IEP Team must discuss any educational needs related to the student's specific exceptionality that might impact participation and progress in the general curriculum. This could involve developing goals to acquire learning and/or behavioral strategies to enable the student to meet grade-level expectations. It might mean identifying adaptations, accommodations or modifications for how the general curriculum is delivered. For a gifted student, it might mean: 1) developing goals for a higher grade level, 2) compacting the grade-level class work so that the student is continually making adequate progress, 3) identifying ways for the student to develop an in-depth understanding of a topic or 4) applying the knowledge and skills to more complex problems or situations (e.g., achieving the distinguished level on CSO performance descriptors).

Connecting to CSOs – Step 6: Describe the specially designed instruction that will lead to grade level mastery and beyond. What instruction will minimize the impact of the disability on performance? Rather than focusing on what the student cannot do, in a standards-based IEP, grade-level CSOs and performance descriptors for mastery and above are the targets for instruction. What goals and instruction will have the greatest impact on the student's achievement, independence and long-term outcomes? This description includes goals and may include objectives, assistive technology and transition services as appropriate.

The grade-level CSOs may not fit every student. Making adjustments to instruction for individual needs, therefore, is the role of special education. Although the starting point should always be grade-level objectives, and although the instruction should stay as close to grade-level objectives as possible, it is sometimes necessary to break annual goals into smaller "chunks" that will provide a pathway to success for the student. Another way to view this is to begin with the objectives and cluster or chunk those that can be taught together. These chunks can be goal areas, pointing to major concepts/big ideas and enduring understandings.

Goals should be written so that it is clear to the IEP Team and the implementers which standard is

addressed. It is not necessary to parrot the grade-level objectives in the IEP, although there are times when an objective or a combination of objectives from the CSOs might be an appropriate annual goal. Remember: Once the sequence of instruction is clear and focused, a student may actually work on and master more than one grade level per year.

Teach 21

For extensive resources on the CSOs, including a feature for searching the CSOs online for key concepts/skills, which produces a list of objectives teaching the concept across the grade levels, please visit the **Teach 21** Web site at <http://wvde.state.wv.us/teach21/> and click on Interactive CSOs.

Goals address the critical academic content and access skills, and they must be strategic, measurable and attainable. As a result, measurable goals contain four critical elements: *time frame, conditions, behavior and criteria*.

2 **Time Frame:** Usually specified in the expected number of weeks or a certain date required for completion. An IEP annual goal represents what the student can realistically be expected to attain during an academic school year.

3 **Condition:** Specifies the manner in which progress toward the goal is measured and describes scaffolding strategies or other accommodations. The condition identifies the circumstances under which the behavior will occur.

4 **Behavior:** Stated in positive terms and refers to observable, measurable actions that the student will perform.

Connecting to CSOs- Step 8 – How will the student’s progress toward grade level mastery be monitored and evaluated? (See also Mastery and Progress Codes).

5 **Evaluation Procedures:** Identify the specific evaluation method(s) required to determine whether the goal/objective has been attained. If “observation” is selected, indicate a specific data collection element/method (e.g., charting, daily data sheets, etc.). The goal **criteria** specify the expected amount of growth (how much, how often and to what standards) required to achieve the goal. The criteria identify when the goal is considered accomplished.

KEY POINTS: Annual Goals

- Are measurable and describe the knowledge, skill and/or specified standard to be achieved.
- Are based upon the present levels (show a direct relationship).
- Describe what a student is reasonably expected to accomplish within the time period covered by the IEP, generally one year.
- Enable the student to be involved in and make progress in the general education curriculum (CSOs) and to meet other educational needs that result from the disability or giftedness.
- Include the timeframe, condition, behavior and the evaluation procedure with performance criteria.

Examples:

Timeframe	Condition	Behavior	Evaluation Procedure with Criteria
By June 2006	given specific comprehension strategy instruction	Bill will read and understand literary passages and texts	with an 80% average on comprehension assessments per grading period.
By the end of the 2005-2006 school year	given a computer or portable word processor	Raymond will complete assignments in 9 th grade English class	95% of assignments per six-week grading period.

6 The **Mastery** and **Progress Codes** are the means of documenting two different requirements in the IEP decision-making process.

Mastery Codes are used to document the evaluation of critical skills as part of the decision-making process in determining whether the student with a **disability** needs ESY services. **Consequently, mastery codes only apply to the goals and/or objectives identified as critical skills for ESY and marked with an asterisk “*”.**

The **Mastery Codes** of 0 = Regression, 1 = Maintained and 2 = Recouped are used to document the regression, maintenance or recoupment of critical skills previously identified by the IEP Team that are necessary for the student to maintain his/her current levels of performance. These codes and the evaluation date(s) are applied to the critical skills according to the local education agency’s (LEA) criteria for determining whether the student needs special education and related services in excess of the regular school year to maintain identified critical skills as described on the IEP. After each identified critical skill, indicate the appropriate code under the Mastery column and the **actual** date this determination was made.

The **Progress Codes** are used to document and report an exceptional student’s progress in attaining the annual goals on the IEP. A description of how the student’s progress toward meeting the annual goals will be measured and periodic reports on the progress the child is making toward meeting the annual goals (such as the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

The **Progress Codes** P = Progress Sufficient, A = Achieved, IP = Insufficient Progress and N/A = Not Applicable will be used during the grading period to report to parents the student’s progress toward attaining the annual goals. After each annual goal indicate the appropriate code under the Progress column and the **actual** date this determination was made.

KEY POINTS: Codes

- Mastery Codes are used to document the evaluation of critical skills for possible ESY services for students with disabilities.
- Progress Codes are used to document IEP progress information to parents of students with exceptionalities.

Extended School Year

7

Critical Skills: The first step in determining the need for extended school year (ESY) services for **each** student with a **disability** is the identification of critical skill areas, which may require extended services to **maintain** the student’s level of performance. Critical skill areas may involve cognitive, physical, communication and/or social/emotional abilities needed for the student to maintain current levels of performance. The IEP Team must delineate the critical skill area(s) for each student with a disability needed for the student to maintain levels of performance. Determine which of the annual goals are critical skills and mark with an asterisk “*”. **At least one critical skill area must be identified per IEP document.** Measurement of these critical skill areas throughout the school year will determine the regression and recoupment of these specified skills and whether the student requires specially designed instruction beyond the standard school year to maintain the levels of performance in the critical skill area(s).

All students, including children ages 3 through 5 who are in preschool and those transitioning into the school system from a WV Birth-to-Three Program (Part C), must be considered for ESY services. For preschool children, critical skill areas should focus on the maintenance of skills needed for the child to function independently and participate in age-appropriate environments.

KEY POINTS: Critical Skills

- Are those that are needed to maintain a student’s current level of performance.
- Must be identified (at least one per IEP document) with an asterisk “*” for each student with a disability, including preschool children; and
- Must be evaluated throughout the school year to determine the student’s need for ESY services.

8

Progress: Specify **how and when** the student’s progress will be reported to parents. A teacher or district IEP progress report form is an acceptable option in documenting the extent to which progress is sufficient to enable the student to achieve IEP goals by the end of the year. These progress reports are in **addition** to the traditional report card. Traditional report cards by themselves are not acceptable. If all students without exceptionalities receive 6-week and mid-term progress reports, written reports that specify the exceptional student’s progress toward attaining the goals must be disseminated at the 6-week and mid-term intervals to parents of students with exceptionalities. Document on the lines provided the dates the Progress Reports are provided to the parents.

PART V	ANNUAL GOALS, PART B Alternate Academic Achievement Standards
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1 Complete: Page of Pages, Student’s Full Name and Date.

2 **ANNUAL GOALS:** Must be **measurable** statements developed from the present levels of academic achievement and functional performance that project what an exceptional student can reasonably be expected to accomplish within a 12-month period. For students for whom Alternate Academic Achievement Standards and the Alternate Performance Task Assessment in reading language arts, mathematics and science are appropriate (students with significant cognitive disabilities), the IEP will include both Annual Goals and Short Term Objectives in these areas. Additionally, goals may address appropriate access and life skills, as well as 21st century skills relevant to special needs (e.g., communication and problems solving).

The annual goals are based upon the student’s strengths and needs as well as the impact that the identified exceptionality has on mastery of the CSOs based on Alternate Academic Achievement Standards (Policy 2520.16: *Alternate Academic Achievement Standards*).

KEY POINTS: Annual Goals

- Are measurable and describe the knowledge, skill and/or specified standard to be achieved;
- Are based upon the present levels (show a direct relationship).
- Describe what a student is reasonably expected to accomplish within the time period covered by the IEP, generally one year.
- Enable the student to be involved in and make progress in the general education curriculum (CSOs) and to meet other educational needs that result from the disability.
- Include the timeframe, condition, behavior and the evaluation procedure with performance criteria.

The **short-term objectives** state the steps taken between the present levels and annual goal. They must be observable, measurable and realistic incremental steps toward the accomplishment of the annual goal.

Short-term objectives identify the areas for which specially designed instruction is needed to close identified achievement gaps. After first considering grade level standards and skills, the IEP Team may find it necessary to use extended standards to provide a pathway to closing the identified achievement gap as described in *Policy 2520.16, Alternate Academic Achievement Standards*. Policy 2520.16 addresses mathematics, reading language arts and science. Short-term objectives are written for all goals in the IEP, including those addressing access, life skills and 21st century skills.

Short-term objectives must include timeframe, conditions, behavior and criteria for evaluating progress. Each goal should have at least two objectives and at least one short-term objective per IEP document must denote a critical skill for ESY.

3 **Time Frame:** Usually specified in the number of weeks or a certain date required for completion.

4 **Condition:** Specifies the manner in which progress toward the short term objective is measured and describes scaffolding strategies or other accommodations. The condition identifies the circumstances under which the behavior will occur.

5 **Behavior:** Stated in positive terms and refers to observable, measurable actions that the student will perform.

6 **Evaluation Procedures:** Identify the specific evaluation method(s) required to determine whether the goal/objective has been attained. If “observation” is selected, indicate a specific data collection element/method (e.g., charting, daily data sheets, etc.). The goal **criteria** specify the amount of growth (how much, how often and to what standards) required to achieve the goal. The criteria identify when the objective is considered accomplished.

KEY POINTS: Short-Term Objectives/Benchmarks

- Are observable, measurable realistic indicators of student progress toward attaining the annual goal (must be at least two objectives for each annual goal).
- Describe the student’s skill development, not learning activities or teacher behaviors.
- Must include time frame, condition, behavior and criteria.
- Must denote at least one critical skill.

Examples: Annual Goals/Short Term Objectives

Timeframe	Condition	Behavior	Evaluation Procedure with Criteria
By January 2008	given a choice of two pictures	Jenny will select the requested picture	9 out of ten times on a daily performance chart.
By the end of the 2007-2008 school year	given a personal written schedule	Raymond will put away classroom materials and toys	75% of the time after completion of task.

7 The **Mastery and Progress See Annual Goals, Part A**

8 **Critical Skills: See Annual Goals, Part A.**

9 **Progress: See Annual Goals, Part A**

1

Complete: Page of Pages, Student's Full Name and Date.

Connecting to CSOs - Step 7 – Determine the special education services that will lead toward grade level mastery. Appropriately determined and implemented supplementary aids and services reduce the need for removal from the general education classroom. The student must not be removed from general education unless it is first determined appropriate education cannot be provided, even with supplementary aids/services. Next, the type and amount of direct services needed to ensure explicit, intense instruction to complement and supplement general education instruction is considered. Then, additional needs are considered. Direct special education services may be provided in the general education or special education environment.

2

Supplementary Aids and Services are aids, services and other supports that are **provided in the general education environment** to enable the student to be educated in that environment to the maximum extent appropriate. These supports are matched to the student's needs and the setting demands of the environment. Setting demands may include expectations for learning, knowledge and skills to be taught at the next grade level and special needs related to transitioning from grade-to-grade, especially when students transition to a new school. Supplementary aids and services include material, curricular or human resource or assistance beyond what is normally afforded students without exceptionalities, including alterations and adaptations in instructional methods, materials, techniques, media, physical setting or environment while focusing on grade level content standards and objectives. Examples: scaffolding, preteaching/reteaching, subject organizers, graphic organizers, assistive technology devices, instructional/physical assistance, behavior intervention support plan, direct instruction, interpreting or note taking.

Supplementary Aids and Services/Program Modifications may be needed for a variety of general education programs including core academics, physical education, art, music and technical education. Supplementary Aids and Services should be matched to how the student learns, implemented consistently and frequently for effectiveness and designed to foster independence in the classroom.

NOTE: Supplementary Aids and Services may be included as a condition of an annual goal or short-term objective.

KEY POINTS: Supplementary Aids and Services/Program Modifications

- Are supports provided to the student with exceptionalities so that he or she is educated in the general education environment to the maximum extent appropriate; and
- Must be considered prior to considering special education services, particularly those requiring removal from the general education classroom.

3	<p>The Location of each supplementary aid and service/program modification and/or special education and related service must be specified. For supplementary aids and service/program modifications, the location may be identified as the general education math class, the cafeteria, assemblies, physical education class or vocational/technical education class.</p>
4	<p>The amount of each service may be stated at Extent, or Frequency. Extent either describes the circumstances or a range of time (e.g., 30 – 45 minutes) when a service is required. The amount of service may also be described as frequency. A specific quantitative amount is required. (AS NEEDED is not appropriate.) Specifying the range of services is only acceptable if the IEP Team determines that it is necessary to meet the unique needs of the student. A range may not be used because of personnel shortages or uncertainty regarding the availability of staff/services.</p>
	<p>Examples:</p> <ul style="list-style-type: none"> • when the student continues to violate class rules after two warnings (extent/conditions or circumstances) • 30 – 45 minutes per day (extent/range) • 200 minutes per week (frequency) • during all testing • daily • before all tests • during note-taking activities
5	<p>The Initiation Date for supplementary aids and services/program modifications specifies the month, day and year each service begins. A date (month, day and year) must be listed for each service.</p>
6	<p>The Duration for each supplementary aid and service/program modifications specifies when each service ends (month/year). The duration for services never exceeds one year.</p>
7	<p>Special Education is specially designed instruction to meet the educational needs of an eligible student, that is, the unique instructional services needed by a student with an exceptionality to accomplish IEP goals and objectives. It should minimize the impact, both long and short-term, of the exceptionality on the student's educational performance, employing strategies known to work with the student. It does NOT weaken the curriculum or change the standards. It does not mean working at a lower level for most students with an exceptionality. Specially designed instruction may be delivered by the general educator, the special education educator or both.</p> <p>Special Education Services address the goal areas in which specially designed instruction will be provided.</p> <p>Examples: Language Arts, Fine Motor Skills, Behavior, Math Application, Self-Help Skills, Speech/Language (if it is the primary exceptionality), Reading Comprehension and Written Expression.</p> <p>Non-examples: Mentally Impaired, Separate Class, Vision Impaired and Hearing Impaired.</p> <p>If needed for clarity, list both skill area and subject area.</p>

Examples: Reading Comprehension – Science, Social Studies; Written Expression – English; Behavior – all subjects; and Mathematics Applications – Mathematics. (Indicates the skill is taught within the general education class listed.)

KEY POINT: Special Education Services must link to the annual goal areas as described in the IEP.

8 **Related Services** include transportation, school health services and such developmental, corrective and other supportive services as are required to assist an eligible exceptional student to benefit from special education to achieve goals and objectives. Qualified service providers (e.g., Occupational Therapist, Educational Interpreter, Physical Therapist, Speech Language Pathologist or Psychologist) make recommendations for related services based upon evaluation. The IEP Team uses this information in making its decisions.

If special transportation is required, the bus stop location, any special care equipment and the person responsible for meeting the student must be specified. (Address only if special care or special equipment is needed.) Extended transportation time cannot result in a shortened instructional day. (Attach Special Transportation form to IEP, if applicable.)

9 **ESY:** If the student has been determined to need ESY services, the IEP Team will have documented the critical skills to be addressed **and any services to be provided to the student shall be documented in this part.**

10 Special education/related/ESY services will either be **Direct/Instructional** or **Indirect/Consultative Services.**

- a. **Direct/Instructional Services** are instruction, therapies or interventions provided one-on-one or in groups to an eligible student in the general education classroom (GEE) or special education environment (SEE), the home or community settings. E.g., co-teaching is a direct instructional service provided in the general education classroom for a specified amount of time.
- b. **Indirect/Consultative Services** are services provided by a special education teacher to the student's teacher(s) to directly benefit the student. Indirect services include, but are not limited to, selecting or designing materials, monitoring behavior management plans and/or evaluating progress on annual goals and/or short-term objectives.

NOTE: Consultation requires the teacher to keep records of contacts with teachers.

11 The **Location** of each special education service must be specified. For a special education service the location may be designated as General Education Environment (GEE), Special Education Environment (SEE) or Other (home or community).

12 List the **Frequency** and time each special education service is to be provided (e.g., number of minutes per month). For example, if the service is co-teaching in general education English class, the minutes would be based on the length of the class period or block.

13 The **Initiation Date** for special education specifies the month, day and year each service began. A date must be listed for **each** service.

14 The **Duration** for special education specifies when each service ends (month, year).

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PART VI: SERVICES

A. Supplementary Aids, Services/Program Modifications	Location of Services		Extent/Frequency _____ per _____	Initiation Date m/d/y	Duration m/y
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
B. Special Education Services	Direct / Indirect (D or I)	Location of Services * General Education Environment = GEE * Special Education Environment = SEE * Other = _____	Extent/Frequency _____ per _____	Initiation Date m/d/y	Duration m/y
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
C. Related Services					
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
D. ESY Services					
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

1

Complete: Page of Pages, Student's Full Name and Date.

Connecting to CSOs - Step 9 – How will the student participate in West Virginia Measures of Academic Progress at the grade level at which he or she is enrolled?

2

All students participate in the West Virginia Measures of Academic Progress at the grade level at which they are enrolled. The IEP Team must specify how the student will participate, including WESTEST or APTA and the Writing Assessment. The IEP Team determines how the student will participate in WESTEST and the Writing Assessment as follows: a) will participate under standard conditions, b) will participate under standard conditions with accommodations or, for APTA: c) whether the student meets the criteria for participation in the West Virginia Alternate Performance Task Assessment (APTA), with or without accommodations. **Check all that apply. Provide Justification for APTA, if selected. Please note revised accommodations related to WESTEST 2 Online Writing.**

Under Standard Conditions – Standard conditions refer to the prescribed procedures followed during the administration of a specific assessment.

Standard Conditions With Accommodations – Testing accommodations are changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these changes, which do not change what is intended to be measured by the assessment or the meaning of the resulting scores. Accommodations may vary according to test formats. Not every accommodation used in instruction is appropriate or helpful in assessment. However, **no accommodations may be used in the assessments that are not used during instruction.**

West Virginia Alternate Performance Task Assessment Without or With Accommodations (APTA) – APTA is designed for a small number of students with significant cognitive disabilities who cannot participate in the general assessments, even with extensive accommodations. A student must meet specific criteria to be determined eligible for the APTA by the IEP Team and justification as to **why** must be stated. Standardized testing conditions and **allowable accommodations** in the administration of the APTA are provided in the *West Virginia Guidelines for Participation in State Assessments*.

West Virginia Assessments

WESTEST 2 and WESTEST 2 Online Writing Assessment - Grades 3-11

ACT EXPLORE - Grade 8

End-of-Course Technical Skills Test - Grades 9 – 12

WVAPTA - **Grades 3 – 8, 11-** Mathematics and Reading language Arts
Grades 4, 6, 11 - Science

NAEP - Grades 4, 8, 12

ACT PLAN - Grade 10

3

Check each accommodation to be provided the student and specify the test or test part for which the accommodation will be provided. If no specific test is indicated, the accommodation applies to all applicable WVMAP tests.

INDIVIDUALIZED EDUCATION PROGRAM

Student's Full Name _____



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Date _____

PART VII: Statewide Testing: (Please check all appropriate boxes)

1) Indicate the appropriate WV Measures of Academic Progress Assessment and 2) check standard conditions or standard conditions w/accommodations.

WESTEST 2 Grades 3-11 WESTEST 2 Online Writing Grades 3-11	Alternate Assessment (APTA) Grades 3-8 & 11(MA & RLA) Alternate Assessment (APTA) Grades 4, 6 & 11 (Science)
A) Standard Conditions <input type="checkbox"/> B) Standard Conditions w/Accommodations <input type="checkbox"/>	A) Standard Conditions <input type="checkbox"/> B) Standard Conditions w/Accommodations <input type="checkbox"/>
NOTE: For APTA eligibility, the student must exhibit significant cognitive disabilities, be instructed through Alternate Academic Achievement Standards and be pursuing a modified diploma (age 14+). APTA is large print formatted. Justification for APTA: _____	

WVEIS Code	Standard Conditions with Accommodations Check all that apply	Specify the test or the part of the test*
WVEIS Codes: P – Presentation R – Response T – Timing		
<input type="checkbox"/> P02	Have test read aloud verbatim (except WESTEST 2 R/LA)	_____
<input type="checkbox"/> P03	Use braille or other tactile form of print	_____
<input type="checkbox"/> P06	Have test presented through sign language (except WESTEST 2 R/LA)	_____
<input type="checkbox"/> P13	Have test presented through text-talk converter (WESTEST 2 Online Writing or VI if routine)	_____
<input type="checkbox"/> P15	Have directions only read aloud (acceptable for WESTEST 2 R/LA)	_____
<input type="checkbox"/> P16	Have directions presented through sign language (acceptable for WESTEST 2 R/LA)	_____
<input type="checkbox"/> P17	Use secure electronic braille note-taker (for directions & test stimulus materials)	_____
<input type="checkbox"/> P18	Have directions rephrased by trained examiner	_____
<input type="checkbox"/> P19	Use large print edition (when it is typical access)	_____
<input type="checkbox"/> P20	Use tactile graphics	_____
<input type="checkbox"/> P21	Use screen enlarging or screen reading software to access the computer (WESTEST 2 Online Writing)	_____
<input type="checkbox"/> P22	Adjust screen resolution to enlarge text (VI; acceptable for WESTEST 2 Online Writing)	_____
<input type="checkbox"/> P23	Use a magnifying screen cover (when it is the typical access; WESTEST 2 Online Writing)	_____
<input type="checkbox"/> P24	Use electronic translator or sign-dictionary to present test (except WESTEST 2 R/LA)	_____
<input type="checkbox"/> P25	Use electronic translator or sign-dictionary to present <u>directions only</u>	_____
<input type="checkbox"/> P26	Have directions, passage and prompt read aloud (WESTEST 2 Online Writing)	_____
<input type="checkbox"/> R02	Indicate responses to a scribe (for all selected-response items and WESTEST 2)	_____
<input type="checkbox"/> R03	Use braille or other tactile form of print (when it is typical response mode)	_____
<input type="checkbox"/> R04	Indicate responses to a scribe, specify all elements to be scored	_____
<input type="checkbox"/> R05	Use an abacus (acceptable for the blind on all parts of WESTEST 2 Math and Science)	_____
<input type="checkbox"/> R11	Use computer, typewriter or other assistive technology device to respond	_____
<input type="checkbox"/> R13	Provide physical support (if routine) by teacher/aide who is a trained examiner	_____
<input type="checkbox"/> R16	Mark responses on large-print test booklet	_____
<input type="checkbox"/> R17	Use an electronic translator or sign-dictionary to respond	_____
<input type="checkbox"/> T03	Take more breaks (no studying)	_____
<input type="checkbox"/> T04	Use extra time for any test	_____
<input type="checkbox"/> T07	Flexible scheduling, extra time within the same day (no studying)	_____

*Applies to all WV MAP assessments, except as noted in the accommodation, if specific tests are not listed.

PART VIII	PLACEMENT
1	Complete: Page of Pages, Student's Full Name and Date.
2	<p>Explain (list) the extent to which the student will not participate in the general education classroom and/or extracurricular and non-academic activities. Refer to the Special Education Services (Service page, Part VI). If a class is provided in SEE (Mathematics, Special Education Environment), indicating the student is pulled out of general education, list it here. This consideration is based upon justification in the student's present level of academic achievement and functional performance. Identify the areas where the student will not be participating in extracurricular and other non-academic activities, such as homeroom, assemblies or lunch in the cafeteria. If the IEP Team decides that the present levels do not adequately explain why full participation is not possible, the IEP Team must:</p> <ol style="list-style-type: none"> 1) review current student information and revise the present levels to provide an explanation for removal , or 2) review and revise, if appropriate, the supplementary aids and services, special education and/or related services, including the extent/frequency and location of these services to support participation.
3	<p>The IEP Team considers the student's total special education and related services and whether these services will be provided in the general education environment or in a special education environment. Document the percentage of time that the student participates in the general education environment with non-exceptional peers and document the percentage of time the student does not participate with non-exceptional peers in the general education environment. These percentages are used in determining placement in one of the following educational environments.</p> <p>NOTE: The length of the school day in different schools may vary. Each school has an assigned school day (bell to bell). Use this school day to determine percentages. All time not spent specifically in the Special Education Environment is considered to be general education.</p>
4	<p>The documented placement must be one of the following options, based on the student's age as of December 1 during the year the IEP is implemented.</p> <p>Ages 6 – 21</p> <ul style="list-style-type: none"> • General education: Full-Time (0) – the student's specially designed instruction and related services are delivered outside the general education classes or integrated community settings for less than 21% of the school day. • General education: Part-Time (1) – the student's specially designed instruction and related services are delivered outside the general education classes or integrated community settings for at least 21% but no more than 60% of the school day. • Special Education: Separate Class (2) – the student's specially designed instruction and related services are delivered outside general education classes or the integrated community settings for more than 60% of the student's school day.

- **Special Education: Special School - Public or Private (3)** – The student’s specially designed instruction and related services are delivered in a special school that serves only exceptional students **for more than 50%** of the student’s school day.
- **Special Education: Out-of-School Environment (5)** – the student’s specially designed instruction and related services are **temporarily** delivered in a non-school environment, such as a public library, group home, mental health center, a medical treatment facility/hospital, or the home.
- **Special Education: Residential Facility – Public or Private (6)** – The student’s specially designed instruction and related services are delivered in a facility that provides twenty-four (24) hour care and supervision.
- **Parentally Placed in Private School (8)** – The student is placed in private school by the parent and receives services through a Service Plan. **This applies only to students ages 6-21**
- **Correctional Facility (9)** – The student receives IEP services in a correctional facility (services provided by the Office of Institutional Education Programs).

Ages 3 – 5

- **Early Childhood Program:** The student attends an early childhood program and receives specially designed instruction either in the early childhood environment or in another community setting. The early childhood programs include at least 50% students without disabilities (e.g., Head Start, private preschools, Universal pre-k, group daycare.).
 - **In the early childhood program at least 80 percent of time (J).** Attends an early childhood program designed for typically-developing children and is in the early childhood program for at least 80 percent of time
 - **In the early childhood program 40 percent to 79 percent of time (K).** Attends an early childhood program designed for typically-developing children and is in the early childhood program for no more than 79 percent but no less than 49 percent of time.
 - **In the early childhood program less than 40 percent of time (L).** Attends an early childhood program designed for typically-developing children and is in the early childhood program for less than 40 percent of time.
- **Separate Special Education Class (M).** The student attends a program in a class that includes less than 50% students without disabilities and receives no services in an early childhood program.
- **Separate School (N).** The student receives education programs in public or private day schools designed specifically for children with disabilities and does not attend an early childhood program.
- **Residential Facility (P).** The student receives education programs in publicly and privately operated residential schools or residential medical facilities on an inpatient basis and does not attend an early childhood program.
- **Home (R).** The student receives some special education and related services in the principal residence of the student’s family or caregivers, and receives no services in an early childhood setting or in a special education setting. The student may receive some services in a service provider location. The term caregiver includes babysitters.

Service Provider Location (S). The student receives **all** special education and related services from a service provider, does not attend an early childhood program or a special education program and **does not** receive services at home. For example, speech instruction provided in:

- private clinicians' offices,
- **clinicians' offices located in school buildings, (e.g., speech only services provided in a school)**
- hospital facilities on an outpatient basis, and
- libraries and other public locations.

5

The **LRE Considerations** provide a basis for discussion regarding the final decision of determining placement. The IEP Team must verify by checking each box that each item has been considered.

KEY POINTS: Placement

- Placement is determined annually.
- The IEP Team first considers placement in the general education environment with students without disabilities, supported by supplementary aids and services.
- The student must be educated in classrooms and schools with similar age peers.
- Any removal from the general education environment must be based on the present levels, which must provide justification, that is, establish, through data, reasons why the student must be removed from the general education environment. Removal may occur only when the nature or severity of the disability is such that education in the general education environment, even with the use of supplementary aids and services, cannot be achieved satisfactorily.
- The potentially harmful effects on the student and the quality of the student's services, which might result from particular educational environments/placement, are considered.
- Placement is in the school the student normally would attend, unless the IEP requires other arrangements; and then it is provided as close to home as possible.
- Once the amount of time inside and outside the general education environment is determined, the placement option (LRE) is determined by a mathematical calculation that includes the amount of time the student spends in the general education environment (or early childhood program) divided by the minutes of the school day (bell to bell) for students ages 6-21, or by the total amount of time the student receives any services if age 3-5, including services obtained by the parent.
- Placement is documented as **one** of the placement options above and on the IEP, Part VIII.

INDIVIDUALIZED EDUCATION PROGRAM

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Date _____

Student's Full Name _____



2 PART VIII: PLACEMENT

Explain the extent, if any, to which the student WILL NOT participate in the general education classroom and/or extracurricular and other non-academic activities. Present levels of academic achievement and functional performance must explain why full participation is not possible.

3 **Percentage of time in:** _____ General Education Environment _____ Special Education Environment



	Ages 6 – 21	WVEIS LRE Code
<input type="checkbox"/>	General Education: Full-Time (FT) 80% or more	0
<input type="checkbox"/>	General Education: Part-Time (PT) 40% to 79%	1
<input type="checkbox"/>	Special Education: Separate Class (SC) (general education less than 40%)	2
<input type="checkbox"/>	Special Education: Special School (SS) Public or Private	3
<input type="checkbox"/>	Special Education: Out-of-School Environment (OSE)	5
<input type="checkbox"/>	Special Education: Residential Facility (RF) Public or Private	6
<input type="checkbox"/>	Parentally placed in private school (Service Plan only)	8
<input type="checkbox"/>	Correctional facility	9


	WVEIS LRE Code
Ages 3 – 5	
For students in early childhood programs - Minutes per week in:	
_____ a. Early childhood program with typical peers (including private community programs)	
_____ b. Special education or related services (individual or with students with disabilities only)	
_____ a divided by (a + b) x 100 = percentage	
<input type="checkbox"/> In the early childhood program at least 80% of time	J
<input type="checkbox"/> In the early childhood program 40% to 79% of time	K
<input type="checkbox"/> In the early childhood program less than 40% of time	L
For students not in regular early childhood programs:	WVEIS LRE Code
<input type="checkbox"/> Separate special education class	M
<input type="checkbox"/> Separate school	N
<input type="checkbox"/> Residential facility	P
<input type="checkbox"/> Home	R
<input type="checkbox"/> Service provider location	S

	Least Restrictive Environment Considerations
<input type="checkbox"/>	The school the student would normally attend, if not exceptional, was considered.
<input type="checkbox"/>	Only schools and classroom settings that are appropriate to the student's chronological age were considered.
<input type="checkbox"/>	Education in a general classroom with the use of supplementary aids and services was considered.
<input type="checkbox"/>	The potentially harmful effects on the exceptional student and the quality of the student's services which might result from particular educational environments/placement were considered.
<input type="checkbox"/>	Integration with age-appropriate non-exceptional peers was considered.

PART IX	CONSENT
1	Complete: Page of Pages, Student's Full Name and Date.
2	Obtain parent signature(s) and date of signature(s) for initial placements only .

INDIVIDUALIZED EDUCATION PROGRAM


 Page __ of __
 Date _____

Student's Full Name _____ 

PART IX: CONSENT

Complete only for initial placement.

I give my consent to my child's initial special education placement:

 Parent Signature _____ **Date** _____
Parent Signature _____ **Date** _____

MEDICAID RELEASE

Policy 2419 states districts must obtain consent to release information from the student's records for purposes of Medicaid billing at the initial IEP Team meeting and at each annual review, that is, at least once a year, to access Medicaid reimbursement. The district also obtains parent/adult student consent if billable services are revised at any time during the year. Therefore, the Medicaid release form is a consent form, but it is not a required part of the IEP. The form may be completed or revised without convening an IEP meeting. See Policy 2419, Chapter 1, Section 2.C., page 4 for additional information.

1

Complete: Page of Pages, Student's Full Name and Date.


2

Complete the frequency of each billable Medicaid service and supply the service provider if not district personnel.

3

Obtain the parent signature and document the student's Medicaid number. Obtaining the family physician's name is optional.



MEDICAID CONSENT TO RELEASE INFORMATION FROM EDUCATIONAL RECORDS

Student's Full Name 

 Date

The county school district wishes to periodically apply for reimbursement for certain services provided to eligible children during the year by accessing Medicaid or other publicly funded benefits. This access will not result in any decrease in available lifetime coverage or any other insured benefit; will not result in any cost to the child or the child's family; will not increase any premium or lead to the discontinuation of the child's benefits or insurance; and will not create any risk of loss of the child's eligibility for West Virginia's Title XIX MR/DD Waiver Program based on aggregate health-related expenditures.

The county school system is providing the following Medicaid covered services to your child:

TYPE OF SERVICE	FREQUENCY (per week/month/year)	The service is provided outside the school system by:
Audiology Services		
Occupational Therapy Services		
Physical Therapy Services		
Psychological Services		
Speech Therapy Services		
Nursing (RN) Specialized Procedures		
Personal Care Aide (direct 1:1)		
Specialized Transportation (vehicle)		
Specialized Transportation (aide)		
IEP-Development (Initial or Annual/Triennial Update)		
Care Coordination	One per month	

If your child is receiving audiological, occupational therapy, physical therapy, psychological and/or speech services from a provider(s) **outside** the school system, please list the name of the provider(s) in the box(es) provided so that the school system does not duplicate the outside provider's Medicaid billing.

Medicaid reimbursement to districts is authorized by West Virginia Code 18-2-5b, effective March 15, 1990. These funds provide additional financial resources for the county's educational services. Regardless of the status of the consent, the school district will continue to provide your child's IEP services with available federal, state and/or local school district dollars.

I give my consent to release information from my child's educational records for the purpose of Medicaid billing.

 Parent Signature: _____

Child's Medicaid Number: _____

Family Physician (optional) : _____

ATTACHMENT
Transition IEP Checklist

County _____

Student Name _____ School _____ WVEIS # _____

Prior to the completion of this checklist the attached instructions should be reviewed and referenced.

1. Are there measurable postsecondary goals that address education or training, employment, and (as needed) independent living?	Y N
Can the goals be measured? Will the goals occur after the student graduates from school? ▪ If yes to both, mark Y / If postsecondary goals are not stated, mark N	
2. Is/are there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goals?	Y N
Is/are an annual goal(s) included in the IEP that will help the student make progress toward the stated postsecondary goals? ▪ If yes, mark Y / If there are no annual goals to support postsecondary goals, mark N	
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate movement from school to post-school?	Y N
Is there a coordinated set of activities that includes at least one area of the following: instruction, related services, community experiences, development of employment and other postschool adult living objectives, and, if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goals? ▪ If yes, mark Y / If there is not a coordinated set of activities for postsecondary goals, mark N	
4. For transition services that are likely to be provided or paid for by other agencies with parent or adult student consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for post-secondary goals? Was consent obtained from the parent or adult student? ▪ If yes to both, mark Y ▪ If it is too early to determine if the student will need outside agency involvement or no agency is likely to provide or pay for transition services, mark NA ▪ If parent or adult student consent was not provided, mark NA ▪ If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, mark N	
5. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?	Y N
Is the use of a transition assessment(s) for the postsecondary goals documented in the IEP? ▪ If yes, mark Y / If no, mark N	
6. Do the transition services include a course of study with focus on improving the academic and functional achievement of the child to facilitate movement from school to post-school?	Y N
Do the transition services include a course of study that aligns with the student's postsecondary goals? ▪ If yes, mark Y / If no, mark N	
Does the IEP meet the transition services requirements?	Y N
▪ Yes (all Ys or NAs are marked) / No (one or more Ns are marked) If no, address this issue on your self-assessment with an improvement plan.	

Adapted from the National Secondary Transition Technical Assistance Center (NSTTAC)

Instructions for Completing Transition Checklist

1. Are there measurable postsecondary goals that address education or training, employment, and (as needed) independent living?

- Find the transition component of the IEP.
- Find the postsecondary goals for this student.
- If there is a measurable postsecondary goal that addresses:
 - Education or Training,
 - Employment, and
 - (If applicable) Independent Living after high school, mark Y.
- If there is not a postsecondary goal that addresses Education or Training after high school, mark N.
- If there is not a postsecondary goal that addresses Employment after high school, mark N.
- If there are postsecondary goals that address Education or Training, Employment, and (if applicable) Independent Living after high school, but it is not measurable, mark N.

2. Is/are there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goals?

- Find the annual goals in the IEP.
- For each postsecondary goal, if there is an annual goal or short-term objective included in the IEP that will help the student make progress toward the stated postsecondary goal, mark Y.
- For each postsecondary goal, if there is **no** annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, mark N.

3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate movement from school to post-school?

- Find where transition services/activities are listed on the IEP.
- Is there a coordinated set of activities that includes at least one area of the following:
 - instruction,
 - related services,
 - community experiences,
 - development of employment and other post-school adult living objectives, and,
 - if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation listed in association with meeting the post-secondary goals? If yes, mark Y.
- For each postsecondary goal, if there is **no**:
 - type of instruction,
 - related service,
 - community experience,
 - development of employment and other post-school adult living objective,
 - if appropriate, acquisition of a daily living skill, or
 - if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, mark N.

4. For transition services that are likely to be provided or paid for by other agencies with parent or adult student consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?

- Find where persons responsible and/or agencies are listed on the IEP.
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, answer these questions:
 - 1) Was parent consent or adult student consent to invite an outside agency(ies) obtained? If yes, continue with next guiding question. If no, mark N and proceed to number 5.
 - 2) If transition services are likely to be provided by an outside agency and if consent was obtained, is there evidence in the IEP or the student's file that any of the following were invited to the IEP meeting to discuss transition: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or

community participation for this postsecondary goal? If yes, mark Y. If no, mark N and proceed to number 5.

- If no transition services are listed on the IEP that are likely to be provided or paid for by an outside agency, continue with this question: Is it too early to determine if this student will need outside agency involvement? If yes, mark NA. If no, mark N.

5. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?

- Find where information relates to assessment and the transition components on the IEP.
- For each postsecondary goal, is there evidence that age-appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding the postsecondary goals, mark Y.
- For each postsecondary goal, if there is **no** evidence that age-appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding the postsecondary goals, mark N.

6. Do the transition services include a course of study with focus on improving the academic and functional achievement of the child to facilitate movement from school to post-school?

- Is the student's course of study addressed in the present levels of the IEP? (Refer to IEP instructions) If yes, continue with the following question. If no, mark N.
- Does the course of study documented in the IEP align with the student's identified postsecondary goals and is it designed to help achieve the student's desired post-school goals? If yes, mark Y. If no, mark N.

7. Does the IEP meet the transition services requirements?

- If all Ys or NAs for each item in numbers 1 – 6 on the Transition IEP Checklist, mark Y.
- If one or more Ns are marked for numbers 1 – 6, mark **N and address this issue on your self-assessment with an improvement plan.**

Adapted from the National Secondary Transition Technical Assistance Center (NSTTAC)