

Is the child younger than 14 years of age but has transition and postsecondary goal information?

Transition and Postsecondary Goal information is optional for students who are less than 14 years of age during the term of the IEP.

IEP Time Lines

Next IEP Review Date: This is the date of the next review of the IEP. This must be done prior to the IEP End Effective Date.

1. Future Planning

A statement that discusses the child's future. The IEP team shall ensure that the family and child's preferences and interests are an essential part of the planning process.

2. Special Instructional Factors

The IEP team must:

- (i) 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;
- (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- (iii) In the case of a child who is blind or visually impaired:
3301-51-07 Individualized education program Page | 127
 - (a) Provide for instruction in braille and the use of braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the child; and
 - (b) Ensure that the requirements for IEPs for children with visual impairments are implemented as provided in section 3323.011 of the Revised Code;
- (iv) 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; and
- (v) Consider whether the child needs assistive technology devices and services.

3. Profile

Summarize all relevant educational needs and performance of the child.

4. Extended School Year Services

The school district shall consider the following when determining if extended school year services should be provided:

- Whether extended school year services are necessary to prevent significant regression of skills or knowledge retained by the child so as to seriously impede the child's progress toward the child's educational goals; and
- Whether extended school year services are necessary to avoid something more than adequately recoupable regression. OAC 3301-51-02 (G)

5. Postsecondary Transition

Measurable Postsecondary Goal: A goal that takes place after the student graduates from high school and is based on the Age-Appropriate Transition Assessment information.

Age Appropriate Transition Assessment: Describe the student's needs, strengths, preferences, and interests in relation to the postsecondary goal. Include the source(s) from which the information was obtained.

Courses of Study: The types of courses in which the child receives instruction during the school day.

Numbers of Annual Goals Related to Transition Needs: The number of the measurable annual goal(s) that support the listed postsecondary goal.

Competitive Integrated Employment:

Competitive employment as defined by 34 CFR 361.5(b)(11), means work:

- 1) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and
- 2) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same of similar work performed by individuals who are not disabled.

3301-51-01 (65) (e) (i) (ii)

Integrated setting as defined by 34 CFR 361.5(33)(ii) and used in the context of employment outcomes, means a setting typically found in the community in which applicants or eligible individuals interact with non-disabled individuals, other than individuals who are providing services to those applicants or eligible individuals, to the same extent that non-disabled individuals in a comparable position interact with other persons.

3301-51-01 (65) (f)

Target Date for Child to Graduate: The student's graduation date is based upon the specific needs of the student; not, necessarily the date based on the age of the student.

6. **Present Level of Academic Achievement and Functional Performance:** The statement of present levels should be written in language understandable to all, including the parent, and contain sufficient information to establish a baseline from which each annual goal is developed. It must indicate the child's current academic and functional levels compared to expected grade level standards in order to provide a frame of reference. OAC Rule 3301-51-07(H)(1)(b)

Measurable Annual Goal: Measurable annual goals are statements that describe in measurable terms what can be taught to the child using specially designed instruction within a twelve-month period.

A measurable annual goal must contain the following:

- Clearly defined behavior: the specific action the child will be expected to perform.
- The condition (situation, setting or given material) under which the behavior is to be performed.
- Performance criteria desired: the level the child must demonstrate for mastery and the number of times the child must demonstrate the skill or behavior.

There must be a direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance that precede it.

The goal must be measurable on its own.

OAC Rule 3301-51-07(H)(1)(c)

Measurable Objectives/Benchmarks: Benchmarks or short-term objectives are designed to meet the child's needs that result from the child's disability to enable the child to be involved and make progress in the general education curriculum; and meet each of the child's other educational needs that result from the child's disability.

Frequency of Written Progress Reporting: How often the progress will be reported to the parents.

7. Description(s) of Specially Designed Instruction: A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:

- (i) To advance appropriately toward attaining the annual goals;
- (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (H)(1)(b) of this rule, and to participate in extracurricular and other nonacademic activities; and
- (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this rule.

Specially Designed Instruction: Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

- (i) To address the unique needs of the child that result from the child's disability; and
- (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

OAC 3301-51-01 (B)(60)(b)(iii)

Related Services: This definition of Related Services found in Federal Regulations, Sec. 300.34(a)

The term `related services' means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable a child with a disability to receive a free appropriate public education as described in the individualized education program of the child as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children.

Assistive Technology: IDEA defines assistive technology as follows: "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 a child with a disability.

Assistive technology

- (1) Each school district must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in OAC Rule 3301-51-02 Free appropriate public education

OAC Rule 3301-51-01, are made available to a child with a disability if required as a part of the child's:

- (a) Special education under OAC Rule 3301-51-01;
 - (b) Related services under OAC Rule 3301-51-01; or
 - (c) Supplementary aids and services under OAC Rule 3301-51-09.
- (2) On a case-by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.

Accommodations: The IEP describes accommodations provided to the child and explains the conditions for and the extent of the accommodation.

Accommodations provide access to course content but do not alter the scope or complexity of the information taught to the child.

OAC Rule 3301-51-07(H)(1)(g)

Modifications: Describe the type of modification and the extent of the modification provided to the child.

Modifications mean changes made to the content that students are expected to learn where amount or complexity of materials is altered from grade level curriculum expectations. When an instructional or curriculum modification is made, either the specific subject matter is altered or the performance expected of the student is changed. Sometimes the nature and severity of the student's disability require that both the materials and the performance expected of the student are changed.

Modifications of the curriculum result in the child being taught the same information as the same-age and grade-level peers, but with less complexity. Explain how the curriculum is being modified. See OAC Rule 3301-51-07 (H)(1)(e)

Support for School Personnel: This is Adult-to-Adult consultation. Describe support(s) to school personnel who may need assistance in implementing the child's IEP.

For each support, the team must list the school personnel to receive the support, the specific support that will be provided, who will provide the support and when the support will take place. If Preschool, provide the time and frequency in the description. For OT/OTA see ORC 4755.04 (B) and (C); for PT/PTA see ORC 4755.40 (B) and (C); and see OAC 4755-27-01 (C).

Service(s) to Support Medical Needs: These may include providing such health-related support as:

- special feedings;
- clean intermittent catheterization;
- suctioning;
- the management of a tracheostomy;
- administering and/or dispensing medications;
- planning for the safety of a child in school;
- ensuring that care is given while at school and at school functions to prevent injury (e.g., changing a child's position frequently to prevent pressure sores);
- chronic disease management; and
- conducting and/or promoting education and skills training for all (including the child) who serve as caregivers in the school setting.

8. Transportation as a Related Service: Transportation means travel to and from school, between schools, and in and around school buildings, and may include the following:

- (a) Travel to and from school, between schools, and in and around school buildings during normal school hours and outside of normal school hours if included on the individual education program.
- (b) Specialized equipment, such as special or adapted vehicles, lifts, and ramps, if required to provide special transportation for a child with disabilities.
- (c) Fitting and/or retrofitting vehicles with specialized equipment, such as car seats, securement systems, and harnesses.
- (d) Employment of aides for particular special education vehicles if deemed necessary by the school district.
- (e) Alternative pick-up and drop-off locations, such as the curb, driveway, or front door of the child's home, if determined to be appropriate based upon the individual needs of the child.
- (f) Other travel that may be arranged by the school district with no reimbursement from the state.

3301-51-10

Aide: Assignment of a Bus Aide should be done in collaboration with Transportation

9. Nonacademic and Extracurricular Activities

Nonacademic services

- (1) Each school district must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.
- (2) Nonacademic and extracurricular services and activities shall include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the school district and assistance in making outside employment available.

Nonacademic settings

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in OAC Rule 3301-51-02, each school district must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The school district must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP team to be appropriate and necessary for the child to participate in nonacademic settings.

OAC Rule 3301-51-09(E)

10. General Factors:

In developing each child's IEP, the IEP team must consider:

- (i) The strengths of the child;
- (ii) The concerns of the parents for enhancing the education of their child;
- (iii) The results of the initial or most recent evaluation of the child;
- (iv) The results of the child's performance on any state or district-wide assessment programs, as appropriate; and
- (v) The academic, developmental, and functional needs of the child. OAC Rule 3301-51-07 (L)(1)(a)

11. Least Restrictive Environment:

Each school district must ensure that:

- (a) To the maximum extent appropriate, children with disabilities, including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled; and
- (b) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such

that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. OAC Rule 3301-51-09

12. Statewide and District Wide Testing:

Testing accommodations are for all tests and daily activities or instruction, not just standardized tests.

If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or districtwide assessment of student achievement, a statement of why:

- (i) The child cannot participate in the regular assessment; and
- (ii) The particular alternate assessment selected is appropriate for the child; OAC Rule 3301-51-07 (H)(1)(h)(ii)

A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments consistent with Section 612(a)(16) of the IDEA.

District Testing

District tests are any test that the district administers to all students in a specified content area or grade level. Typically, these will be "off-the-shelf" vendor-produced tests. Examples include: TerraNova, NWEA MAP, AIMSweb and STAR.

Statewide Testing

OAC 3301-7-01 defines a state test as any test that is provided by the department for use in all participating schools in the state. These include the OST, OGT, AASCD, OELPA, KRA and the Ohio Diagnostic Assessment. Other tests that may be used to meet some state requirement, while not technically state tests, may be included here in the "Other" section. Examples include: ACT, SAT, WorkKeys and WebXams.

13. Exemptions

Justification: Explain why the child is excused from testing in this subject.