

Annotated IEP with Distance Learning Considerations: Grade 12 with Internet

Purpose

This document is intended to provide guidance to special educators in developing a potential remote learning plan for students on Individualized Education Program (IEPs). In accordance with 34 C.F.R. §300.324(a)(4), the Local Education Agency (LEA) and the parent may agree not to hold an IEP Team meeting for the purpose of making changes, and may instead develop a written document to amend or modify the child's current IEP. Further, 34 C.F.R. §300.324(a)(6) provides that changes to an IEP may be made by amending the IEP rather than by redrafting the entire IEP. The Agency of Education (AOE) interprets these two regulatory provisions to mean that the LEA, with parental agreement, may amend an IEP by creating a separate written document outlining the changes to the IEP, including but not limited to educational placement, mode of delivery of services, frequency, duration and service provider. The LEA is not required to redraft the entire IEP. However, upon the request of a parent, the LEA will be required to incorporate the amendments into a revised IEP.

The LEA is not required to redraft the IEP but if the LEA, with parental agreement, chooses to update an IEP by creating a separate written document outlining the changes to the IEP as listed above, the following document may be used as process support for those changes.

Structure and Design

This document is a fictional IEP annotated to include considerations and potential plans for remote learning. The blue boxes indicate questions that special educators may consider when designing for remote learning based on the information presented within the IEP document itself. The green boxes indicate potential plans that may be formed after making those considerations. The questions and considerations are meant to represent the process and are not necessarily an exhaustive list. Additional thoughts and questions may be posed by the IEP team. This document structure seeks to guide special educators through establishing remote learning for students with IEP's, but it is just one example of how that goal can be accomplished.

Contact Information:

If you have questions about this document or would like additional information please contact:
Katy Langevin, Student Support Services, at Katy.Langevin@vermont.gov or 802.828.0415

Individualized Education Plan

School District: Happy Valley School District

Annual Meeting Date: 11/18/2019

IEP Case Manager: Phyllis Johnson

Effective date of Revision: 12/18/2019

Next 3-year Re-evaluation Date: 12/17/2022

Next Annual Review Date: 12/17/2020

Student/Child's Name: Kevin Jones

Date of Birth: 02/22/2001

Disability Category: Multiple Disabilities

Child Count ID #: 8575309

School or Program: Happy Valley High School

Grade Assigned: 12th Grade

Parent/Guardian: Debbie & John Jones

Telephone #: 802-111-1111

Address: 42 Wallaby Way, Happy Valley VT, 05688

Initiation and Duration of the IEP:

12/17/2019 to 06/09/2020

09/18/2020 to 12/18/2020

Initiation and Duration of Extended Year:

– to –

IEP Team Members

Printed Name/ Position/ Agency (check box if in attendance)

Name: Debbie and John Jones

Parent(s)/Guardian/Surrogate/Adult Student (circle one)

Name: Kevin Jones

Student (when appropriate)

Name: Phyllis Johnson

Local Education Agency (LEA) Representative

Name: Haley Garcia

Special Education Teacher or Service Provider

Name: Donald Wilson

General Education Teacher

Name Phyllis Johnson

Individual who can interpret the instructional implications of evaluation results

Name: Tina Davis

Individual who can conduct diagnostic Examinations (SLD requirement)

Others with knowledge of the child*

Position/Agency

Name: Tina Davis

Speech Therapist

Name: Donna Miller

Occupational Therapist

Name: Tamera Khan

Vocational Rehabilitation Transition Counselor

***Including individuals for Part C Early Intervention or Post-Secondary Transition Planning**

Individualized Education Program

Present Levels of Educational and Functional Performance

Student Name: Kevin Jones

IEP Meeting Date: 1/09/2020

This section should provide a concise overview of student's current skills and serve as the basis of the student's program for the upcoming year. Describe **the student's present levels of educational performance including the student's functional performance, abilities, acquired skills and strengths relative to standards and/or grade level expectations**. Briefly highlight how the disability affects the student's involvement and progress in the general curriculum or, for preschool children, participation in age appropriate activities. As appropriate, address the following areas.

DISABILITY/IMPACT ON STUDENT LEARNING: *(Identify the disability and areas of impact, e.g academic, social-emotional, behavioral)*

Kevin qualifies for special education because he has physical and intellectual disabilities. These conditions carry implications for post-secondary life. Kevin has quadriplegic cerebral palsy with spasticity, utilizes ankle and foot orthoses (AFOs) during stander use, and a left-hand elbow immobilizer. Kevin can use his left hand to stabilize objects and his right can manipulate larger objects (at least 4-5 inches in diameter.) He currently uses a manual wheelchair with modified trunk support and subasis bar to maintain proper positioning despite his high muscle tone. Previously, funds for a motorized wheelchair were unavailable but Kevin has recently qualified for a Medicaid waiver, which will allow the purchase of a motorized wheelchair with a toggle control to give Kevin independence in his mobility. The family already has an accessible van so this will not reduce his ability to access the community.

Questions for IEP team to Consider for Remote Education:

- What assistive technology does Kevin utilize in the classroom? What can be duplicated in the home?
- What assistive technology needs to be provided to Kevin and his family that does not already exist in the home for distance learning to occur?
- How will the home learning environment be organized to best suit Kevin's needs? How can his space be organized to minimize the complications concerning Kevin's mobility?
- How can Kevin's independence be supported at home?
- What counseling or training will Kevin's parents need to support his independence at home?

Potential Plan for Remote Learning:

The assistive technology specifically purchased for Kevin will be sent to Kevin's home for remote learning. Kevin and his family will meet with an assistive technology specialist through the Vermont Assistive Technology Program to receive equipment demos, phone/ video call consultation, and equipment loans for the technology that cannot be sent home. Kevin's case manager will coordinate with the I-Team to facilitate this.

MEDICAL: (Health, vision, hearing, or other medical issues)

A functional vision assessment revealed that Kevin has 20/80 acuity at close distances and 20/100 at far distances with corrective lenses and his best visual field is slightly below eye level. Kevin will usually comply with requests to use his glasses even though he doesn't like them. He can stabilize his head and maintain gaze. Kevin's hearing is good. Kevin can verbally express yes/no and one-word utterances are intelligible to familiar audiences. He has used a GoTalk 2 successfully in the classroom and a picture communication system travels with him between school and home. Kevin has used a GoTalk20+ at school. After completing the SETT process, Kevin's team determined that his best choice for AAC would be a Tobii Indi with Snap and Core First from Dynavox. Kevin will be operating this using a head mouse because he has excellent head control, even when he is struggling with his limbs. This means that having a bad muscle day will not render him speechless. Additionally, Kevin successfully uses switches to operate adapted devices. Kevin receives speech therapy bi-weekly for 30 minutes per session.

Kevin experiences generalized tonic-clonic seizures, which are well, but not completely, controlled with a combination of medications (Tegretol and Myosiline.) Kevin is primarily fed via gastrostomy tube because of aspiration risk. However, he can feed himself pureed foods using a cerebral palsy feeder for special treats if he is closely monitored and reminded to go slowly.

Questions for IEP team to Consider for Remote Learning:

- Has Kevin's family received training on the use of his devices?
- Does Kevin's family have a contact for help with his devices?
- Does Kevin's family have everything they need to operate the devices such as power cords, computer programs etc.?
- What medical services that were previously provided in an educational environment should continue during remote learning?
- How can we ensure that Kevin's support team of family, educators and medical providers maintain communication and work collaboratively?
- What outside entities will need to be contacted to procure the medical services that Kevin needs? Who will be responsible for contacting those entities?
- What will be the safety needs of Kevin and those providing him care, to limit the exposure to viral infection?

- Will Kevin have enough medication and medical supplies of doctors' offices and pharmacies close temporarily? Does Kevin have an extra set of glasses if his break?

Potential Plan for Remote Learning:

School will provide Kevin's family with counseling and training to provide medical and educational support for remote learning. Kevin's family will receive two hours of training prior to the beginning of online continuation of learning from the special education teacher in conjunction with the I-Team and then will receive an hour bi-weekly check-in with the special education teacher. More time will be scheduled if needed. The I-Team may support if needed on consultation services. Kevin's team will meet as needed to discuss his needs in the remote environment. Kevin's doctor has agreed to provide Kevin with a two-month supply of his medications in case pharmacies close or run low. Kevin had an older set of glasses that still work to be used as a spare in case something happens to his current set.

STUDENT STRENGTHS: (*Academic, social-emotional, personal interests, perceptual-motor, communication, environment*)

Kevin is a friendly, outgoing, 18-year-old young man who loves to be around others. He is eager to please and enjoys learning new skills. By all accounts, he happily works hard to do whatever is asked of him and pleasing those around him motivates him highly. Kevin has been working to shred documents and has been helping his father with gardening tasks. Kevin is very interested in the outdoors and learning more about working outside. Kevin has a very supportive family who help him to explore his interests. Kevin is progressing through Vermont's Extended Content Standards, which are aligned with the standard course of study. He has also performed several school-based jobs in an occupational course of study that leads to a diploma.

Questions for IEP team to Consider for Remote Learning:

- Where will opportunities exist for Kevin to have social interaction with his peers?
- Kevin is usually a happy man, will there be opportunities to check in with Kevin to make sure this continues? Is there a way to tap into Kevin's resiliency to keep him mentally healthy?
- Kevin is an adult who is accustomed to doing jobs and will now be reverting to just being home with his parents; Is there a way to empower Kevin to continue to feel like an adult and not a child living at home?
- What home-based responsibilities can be given to Kevin to align with his occupational course of study? Are there transferable skills Kevin can acquire at home that can be used for college and career readiness?
- Will Kevin have new learning needs specific to his home learning environment? Will there be new equipment that Kevin needs at home that he did not need prior to home learning?

Potential Plan for Remote Learning:

Kevin will have scheduled opportunities to socialize with his friend who lives in the residential facility. He will also be encouraged to engage with other friends and mentors he is accustomed to speaking with to maintain social connections. He will also be assigned small group tasks with his classmates where he will have the opportunity to practice with his Dynavox. Kevin will be encouraged to continue practicing his gardening skills and learning about the outdoors. Kevin will be given the task of sorting the mail and shredding bills or other documents that need shredding. The special educator will continue to add additional tasks as Kevin masters them.

STUDENT NEEDS: *(Academic, social-emotional, perceptual-motor, communication, environment)*

Kevin requires a completely individualized program for learning. He needs adapted curriculum and materials in all academic subjects in order to access the classroom. He needs adaptive equipment for both fine and gross motor activities. He needs full-time assistance to take care of all his physical and educational needs.

OTHER CONSIDERATIONS: *(Areas to consider that could enhance the child's education: safety/health; future, opportunity for additional student or family input, mobility, transportation, disability awareness, self-advocacy needs)*

Due to his wheelchair, transportation needs to be adapted. The I-Team consultation will aid Kevin's programming to find appropriate tools so that he may achieve his goals.

Questions for IEP team to Consider for Remote Learning:

- Kevin will most likely need assistance from the I-Team (see link) Who will coordinate with the I-Team to make sure that consultation can still be provided? If the I-Team begins operating at a reduced capacity or becomes unavailable are there other providers who can fill the need?
- How will the team communicate efficiently and stay in touch once the I-team begins offering assistance?
- Will Kevin have new learning needs specific to his home learning environment? Will there be new equipment that Kevin needs at home that he did not need prior to home learning?

Potential Plan for Remote Learning:

Kevin's parents have a wheelchair accessible van which they will use for all of Kevin's transportation needs. Kevin's parents have been provided with a contact at the I-Team if they have questions or concerns to discuss.

Present Level of Educational/Functional Performance for the Area of:
Subject SE: Language – Communication

Standardized Test Results:

1. Comprehensive Receptive & Expressive Vocabulary Test: (Below the 15th percentile)
2. Clinical Evaluation of Language Fundamentals – Expressive Cluster: (Below the 5th percentile)

Current Classroom Level of Educational Performance:

Kevin's receptive language skills are marked by a moderate impairment. He has a meaningful smile/laugh. Due to motoric limitations, Kevin cannot consistently accept objects but is more consistent with an accompanying gesture. He needs total assistance when giving objects to a speaker due to his motoric limitations. Kevin can use eye gaze and pointing to demonstrate recognition when following verbal commands. Kevin's expressive language skills are severely impaired. He primarily uses facial expressions, head nod, pointing, yes/no answers, eye gaze, and his Dynavox AAC to communicate. Kevin is able to communicate choices through a picture system, eye gaze, pointing/gestures, communication devices, facial expressions, and reaching for an object of choice. He is able to express pleasure/discomfort through vocalizations and facial expressions. Kevin is also able to express some one-word phrases to those who are closest to him and can understand him.

Questions for IEP team to Consider for Remote Learning:

- How will Kevin's SLP coordinate facilitation of learning with Kevin on the use of his Dynavox?
- How will vocabulary be added to Kevin's Dynavox and who will be responsible for learning how to do so?
- Who will be responsible for the maintenance and updates of Kevin's Dynavox? Who will Kevin's family contact when issues occur?
- What opportunities will Kevin have to practice communication with a variety of partners? Where will opportunities for formal and informal communication occur?

Potential Plan for Remote Learning:

Kevin's mother will be instructed on vocabulary additions by Kevin's speech language pathologist. Kevin's family will reach out to their contact at the I-Team if they have issues with the Dynavox or if it needs to be updated.

Current Classroom Level of Functional Performance:

Kevin is able to follow most routine commands and can stay on task without redirection for about 20 minutes if the task is routine, more if the task is exciting or interesting. He is able to express his basic needs, interests and preferences, and can respond to humor. Kevin is funny and likes to joke around.

Grade Expectation for Educational/Functional Performance:

Kevin’s same age peers are able to get their needs met through verbal and non-verbal communication.

Measurable annual goals, short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible

Subject SE: Language - Communication

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Goal 1: Kevin will communicate with others in various situations as implemented by the Speech/Language Pathologist to 100% as measured by teacher charted data.

Observation/Demonstration by

3/17/2020 Progress: E 6/9/2020 Progress: 12/17/2020 Progress:

Objective 1.1: Kevin will use a variety of communication modalities (ex. Pictures, gestures, eye gaze, AAC) to express basic wants and needs daily as implemented by the Speech/Language Pathologist to 100% success by June 2020 as measured by Speech/Language Pathologist observation and teacher charted data.

Observation/Demonstration by

3/17/2020 Progress: E 6/9/2020 Progress: 12/17/2020 Progress:

Objective 1.2: Kevin will use a variety of communication modalities (ex. Pictures, gestures, eye gaze, AAC) to answer simple questions as implemented by the Speech/Language Pathologist to 100% success by June 2020 as measured by Speech/Language Pathologist observation and teacher charted data.

Observation/Demonstration by

3/17/2020 Progress: S

6/9/2020 Progress:

12/17/2020 Progress:

Progress Review Dates Code: **A** – Achieved the goal/objective as written; **S** – Sufficient progress on objective is being made; likely to achieve this goal; **E** – Emerging progress on the objective, continuing to work towards the goal; **N** – Objective/goal not yet introduced

Present Level of Educational/Functional Performance for the Area of:

Subject SE: Daily Living Skills - Self-Care

Standardized Test Results:

There are no standardized test results for Kevin's motor skills at this time.

Current Classroom Level of Educational Performance:

Kevin requires assistance from his paraprofessional to take him to the bathroom when needed.

Current Classroom Level of Functional Performance:

Kevin is able to make many of his own choices and can be involved in his own self-care on good muscle days. Kevin is able to feed himself with supervision and reminders to go slowly. Kevin needs assistance with many self-care tasks including getting dressed and getting into his chair. He requires aid to brush his teeth and hair. Kevin would like to live with his friend at the group home where he would be expected to participate in more of his self-care routines. Kevin needs a left-hand elbow stabilizer which allows his left hand to stabilize objects while his right hand manipulates them. This allows Kevin on good muscle days to perform some of his self-care tasks.

Grade Expectation for Educational/Functional Performance:

Kevin's same age peers are able to perform their own self-care tasks independently.

Measurable annual goals, short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible

Subject SE: Daily Living Skills - Self-Care

Goal 1: Kevin will feed himself using a cerebral palsy feeder one time per day with no more than two reminders to slow down with support from his occupational therapist or paraeducator with 75% success as measured by observation by a Speech/Language Pathologist.

Observation/Demonstration by

3/17/2020 Progress: S

6/9/2020 Progress:

12/17/2020 Progress:

Objective 1.1: Kevin will choose appropriate food for his feeder daily that he will be feeding himself as implemented by the occupational therapist /paraeducator with 80% success as measured by observation and data tracking of the speech language pathologist.

Observation/Demonstration by

3/17/2020 Progress: E 6/9/2020 Progress: 12/17/2020 Progress:

Objective 1.2: Kevin will attend cafeteria meals with peers 2 days a week and take in 50% of his meal while in cafeteria with support from his paraeducator as measured by observation and data tracking of the paraprofessional.

Observation/Demonstration by

3/17/2020 Progress: E 6/9/2020 Progress: 12/17/2020 Progress:

Objective 1.3: Kevin will attend cafeteria meals with peers 3 days a week and take in 50% of his meal while in cafeteria with support from his paraeducator as measured by observation and data tracking of the paraprofessional.

Observation/Demonstration by

3/17/2020 Progress: S 6/9/2020 Progress: 12/17/2020 Progress:

Progress Review Dates Code: **A** – Achieved the goal/objective as written; **S** – Sufficient progress on objective is being made; likely to achieve this goal; **E** – Emerging progress on the objective, continuing to work towards the goal; **N** – Objective/goal not yet introduced

Present Level of Educational/Functional Performance for the Area of:

Subject SE: Motor Skills

Standardized Test Results:

There are no standardized test results for Kevin's motor skills at this time.

Current Classroom Level of Educational Performance:

Kevin is currently functioning throughout the school day with a one-on-one paraeducator. Kevin uses eye-gaze tracking software to operate his AAC. Kevin requires the assistance of his 1-1 paraeducator to participate in tasks that require him to use eye-hand coordination, visual motor, fine motor and perceptual motor skills.

Current Classroom Level of Functional Performance:

Kevin requires assistance for all transfers to and from his equipment. Kevin enjoys making jokes and can often make funny poses or gestures with his right arm. Kevin requires assistance with all aspects of his mobility at this time. He is not able to move himself from one area to another because Kevin is currently in a non-motorized wheelchair which limits his mobility. Kevin requires someone else to push him around. When he transitions to his powered wheelchair he will be able to operate it with his hand.

Grade Expectation for Educational/Functional Performance:

With his new powered wheelchair he will learn to move his chair where he wants to go without assistance.

S1.H1 Lifetime activities Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities.

Measurable annual goals, short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible

Subject SE: Motor Skills

Goal 1: Kevin will demonstrate effective manipulative skills as an Individualized Educational Plan goal, enabling progress and addressing his needs, in a one-on-one setting, with progress with report card, as implemented by the Occupational Therapist with 90% success as measured by observation, assessment, and data tracking by the Occupational Therapist.

Observation/Demonstration by

3/17/2020 Progress: E 6/9/2020 Progress: 12/17/2020 Progress:

Objective 1.1: Kevin will grasp toothbrush in his right hand and put it in mouth for 10 seconds as implemented by the occupational Therapist with a 90% success rate as measured by observation, assessment, and data tracking by the Occupational Therapist.

Observation/Demonstration by

3/17/2020 Progress: N 6/9/2020 Progress: 12/17/2020 Progress:

Objective 1.2: Kevin will grasp toothbrush in his right hand and put it in mouth and brush back and forth for 20 seconds as implemented by the occupational Therapist with a 90% success rate as measured by observation, assessment, and data tracking by the Occupational Therapist.

Observation/Demonstration by

3/17/2020 Progress: N 6/9/2020 Progress: 12/17/2020 Progress:

Objective 1.3: Kevin will pick up a specific item with his right hand, without dropping it or knocking it off table, as implemented by the occupational Therapist with a 90% success rate as measured by observation, assessment, and data tracking by the Occupational Therapist.

Observation/Demonstration by

3/17/2020 Progress: E 6/9/2020 Progress: 12/17/2020 Progress:

Progress Review Dates Code: **A** – Achieved the goal/objective as written; **S** – Sufficient progress on objective is being made; likely to achieve this goal; **E** – Emerging progress on the objective, continuing to work towards the goal; **N** – Objective/goal not yet introduced

Present Level of Educational/Functional Performance for the Area of:

Subject SE: Basic Math

Standardized Test Results:

1. Woodcock-Johnson Achievement Test
2. Wechsler Individual Achievement Test
3. Kaufman Test of Educational Achievement
4. Comprehensive Mathematical Abilities Test

Current Classroom Level of Educational Performance:

Kevin is currently functioning throughout the school day with a one-on-one paraeducator. He requires adapted materials in all classes to access the curriculum. Specifically, in math class Kevin works on adapted curriculum materials to learn about mathematics.

Current Classroom Level of Functional Performance:

When there are small group, hands-on activities, Kevin participates and engages with his peers as they solve problems together. Kevin enjoys peer group work. To communicate with peers, Kevin uses his Dynavox which his teacher has loaded with common math functions to help him communicate in math class.

Grade Expectation for Educational/Functional Performance:

Kevin's disability impacts his ability to function within the classroom setting without significant supports. Kevin functions through the school day with the help of a one-on-one paraeducator. Kevin needs assistance in participating in adapted activities as he still continues to work on fine motor skill. Throughout his day, even in math class, his paraeducator support assists him in communicating his needs and working with him on adapted curriculum material.

Measurable annual goals, short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible

Subject SE: Basic Math

Goal 1: Kevin will compare quantities represented in real world examples enabling him to progress in the curriculum, in a one-on-one setting, with minimal assistance, using materials at his skill level, with progress with report card, as implemented by the Special Education teacher

with 75% accuracy as measured by standardized testing, classroom assessments and classwork review.

Observation/Demonstration by

3/17/2020 Progress: E 6/9/2020 Progress: 12/17/2020 Progress:

Objective 1.1: Kevin will compare quantities represented in real world examples and determine if quantities are bigger than the others as implemented by the Special Education teacher with correct answers 75% of the time as measured by standardized testing, classroom assessments and classwork review.

Observation/Demonstration by

3/17/2020 Progress: E 6/9/2020 Progress: 12/17/2020 Progress:

Objective 1.2: Kevin will compare quantities represented in real world examples and determine if quantities are smaller than the others as implemented by the Special Education teacher with correct answers 75% of the time as measured by standardized testing, classroom assessments and classwork review.

Observation/Demonstration by

3/17/2020 Progress: E 6/9/2020 Progress: 12/17/2020 Progress:

Objective 1.3: Kevin will compare quantities represented in real world examples and determine if quantities are the same as the others as implemented by the Special Education teacher with correct answers 75% of the time as measured by standardized testing, classroom assessments and classwork review.

Observation/Demonstration by

3/17/2020 Progress: E 6/9/2020 Progress: 12/17/2020 Progress:

Progress Review Dates Code: **A** – Achieved the goal/objective as written; **S** – Sufficient progress on objective is being made; likely to achieve this goal; **E** – Emerging progress on the objective, continuing to work towards the goal; **N** – Objective/goal not yet introduced

Present Level of Educational/Functional Performance for the Area of:

Subject SE: Basic Reading

Standardized Test Results:

1. Woodcock-Johnson Achievement Test
2. Wechsler Individual Achievement Test
3. Kaufman Test of Educational Achievement

Current Classroom Level of Educational Performance:

Kevin requires a completely individualized program for learning. He needs adapted curriculum and materials in all academic subjects in order to access the classroom. He needs adaptive equipment for both fine and gross motor activities. He needs full-time assistance to take care of all his physical and educational needs.

Current Classroom Level of Functional Performance:

Grade Expectation for Educational/Functional Performance:

CCSS Grade Level Standard: ELA. RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, include how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Measurable annual goals, short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible

Subject SE: Basic Reading

Goal 1: Kevin will determine the central idea of a text and recount the text, as implemented by the Special Education teacher with 75% of the time as measured by standardized testing, classroom assessments and classwork review.

3/17/2020 Progress: S

6/9/2020 Progress:

12/17/2020 Progress:

Objective 1.1: Kevin will identify details in informational text at his reading level, as implemented by the Special Education teacher with 75% accuracy as measured by work samples, standardized tests & teacher charted data.

Observation/Demonstration by

3/17/2020 Progress: S 6/9/2020 Progress: 12/17/2020 Progress:

Objective 1.2: Kevin will identify details that support the central idea, as implemented by the Special Education teacher with 75% accuracy as measured by work samples, standardized tests & teacher charted data.

Observation/Demonstration by

3/17/2020 Progress: E 6/9/2020 Progress: 12/17/2020 Progress:

Objective 1.3: Kevin will identify the central idea, as implemented by the Special Education teacher with 75% accuracy as measured by work samples, standardized tests & teacher charted data.

Observation/Demonstration by

3/17/2020 Progress: E 6/9/2020 Progress: 12/17/2020 Progress:

Progress Review Dates Code: **A** – Achieved the goal/objective as written; **S** – Sufficient progress on objective is being made; likely to achieve this goal; **E** – Emerging progress on the objective, continuing to work towards the goal; **N** – Objective/goal not yet introduced

Individualized Education Program: Post Secondary Transition Plan

Student Name: Kevin

IEP Meeting Date: 11/18/2019

Current Grade Level: 12th

Expected Date of Graduation: 5/30/2021

Evidence of involving student and related agencies:

Kevin was invited by his case manager to the meeting. He chose to invite his parents, his one-on-one support worker, his OT/PT therapists, in addition to school staff to his meeting. The Voc Rehab Transition Counselor was invited and attended.

Age Appropriate Transition Assessments Performed *(State the assessment and date, then identify the student's preferences, interests, strengths and needs, then link that information to post-secondary goals):*

Summary evaluations of service providers including vocational and daily living scales 3/18-6/18, MAPS person centered futures planning interview (9/18), parent and student personal transition surveys (9/18), and the Supports Intensity Scale (9/18).

The results of these assessments indicate that Kevin is capable of reaching his post-secondary goals with a clear and defined support network in place. The team has identified the technology and equipment that will make him most successful and the persons and agencies through which he will receive support. Additionally, the team has since secured an internship with the potential of becoming a fully paid part-time vocational position by the end of the school year at the theater.

Definitions:

Measurable Post-Secondary Goals - *A post-secondary goal is a statement of the desired outcome for the student after leaving high school.*

Measurable Annual Transition Goals - *Goals that address the skills that the student will be focusing on during the life of the annual IEP in order for the student to reach his/her post-secondary goals.*

Education and Training (Required)

Post-Secondary Goal(s) for Education and Training (Required):

After graduation, Kevin will attend and complete horticulture courses in general community college classes with the help of a community assistant.

Progress Review Dates

Annual Transition Goal(s) for Education and Training (Required):

1. Kevin will successfully perform skills learned in school-based vocational settings in an internship at the community movie theater with minimal assistance as reported in his task analysis by his supervisor or job coach.

2/15/2020

4/15/2020

8/15/2020

10/15/2020

2. In his internship placement, Kevin will use his communication device to greet co-workers and customers and initiate and perform tasks at work independently in at least 8 of 10 opportunities for two weeks.

2/15/2020

4/15/2020

8/15/2020

10/15/2020

Questions for IEP team to Consider for Remote Learning:

- What components of employment training can be implemented for Kevin virtually?
- What will his accessibility needs be?
- Who will assist Kevin in setting up at home to be able to participate online?

Potential Plan for Remote Learning:

Kevin's annual transition goal for Employment can be updated with one of the following options:

Kevin will successfully articulate 5 skills that are necessary to be successful working at a movie theater by end of the 19/20 school year. Additionally, Kevin will successfully articulate 5 key tasks that a typical movie theater employee performs by end of school year 19/20.

*Virtual Job Shadow or other career exploration software could work to implement this goal.

Kevin will use his communication device while video conferencing to greet peers or teachers and will respond to prompts and answer independently at least 80% of the time by the end of school year 19/20.

List Transition Services related to Employment:

Transportation, assistance with personal care, specially designed instruction for skill generalization and augmentative communication device use, job coaching, occupational/physical/speech therapy consults as needed to mitigate physical barriers to vocational success in this setting.

Potential Plan for Remote Learning:

Kevin's annual transition services for Employment can be updated to read:

Access to robust online career exploration tools, with necessary accommodations or modifications to assignments, virtual one-to-one support at designated times of day (see services page), accessibility support to access the online resources

Independent Living (as appropriate):

Post Secondary Goal(s) for Independent Living (as appropriate):

Beginning immediately after graduation, Kevin will live semi-independently in a community group home with his peers at least part of every week and will use his augmentative communication device to communicate and advocate for himself both in person and remotely across all settings of daily living independently.

Progress Review Dates

Annual Transition Goal(s) for Independent Living (Required):

1. At home and at school, Kevin will use his communication device to maintain his daily schedule and express choices about his day independently in at least 5 of 6 opportunities for three weeks.

2/15/2020 4/15/2020 8/15/2020 10/15/2020

2. At home, in digital media class, or in technology club, Kevin will use assistive technology to participate in games and social media independently for five attempts in a row.

2/15/2020 4/15/2020 8/15/2020 10/15/2020

3. Throughout school and community settings, Kevin will use his motorized wheelchair to safely move himself around without needing assistance no more than twice per day for 10 days in a row.

2/15/2020 4/15/2020 8/15/2020 10/15/2020

4. Throughout his day, Kevin will assist with all of his activities of daily living (feeding, transfers, self-care) to the degree he is physically able without prompting for 5 consecutive days.

2/15/2020

4/15/2020

8/15/2020

10/15/2020

Potential Plan for Remote Learning:

The IEP team decided that no updates were needed for independent living due to the fact that all of the above goals can be addressed in an online/remote learning environment

List Transition Services related to Independent Living:

Assistive technology assessment and equipment as dictated by assessment, specially designed instruction, occupational, speech, and physical therapy

Potential Plan for Remote Learning:

Kevin's annual transition services for Independent Living can be updated to read:

Home based assistive technology assessment and equipment as dictated by assessment, specially designed instruction given virtually, occupational, speech, and physical therapy - all delivered remotely.

Course(s) of Study: *A description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year, to include the IEP-PLP connection.*

1. Extended Core Content Mathematics
2. Extended Core Content Literacy
3. Extended Core Content Science
4. Digital Media
5. CAP Habilitative and Functional Skills (2 day/week afternoon block)
6. Vocational Internship (2 day/week afternoon block)

Community Based Instruction (1 day/week afternoon block)

Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):

Voc Rehab will develop an Individualized Plan for Employment (IPE) to look at independent employment and post-secondary education aptitudes, interests and preferences by April 2020.

Individualized Education Program Special Education Services, Related Services, Consent to Bill Medicaid

Student Name: Kevin Jones

IEP Meeting Date: 11/18/2019

Questions for IEP team to Consider for Remote Learning:

- How will the virtual learning environment change the time and frequency of the service?
- Is there access to OT/PT/SLP virtually?
- How can personal care be delivered remotely?

Special Education Services: Math Skill Development

Initial Date: 12/18/2017	Frequency: Weekly Time: 15 minutes	Location: In or Out of Class	Group Size: 1:1
End Date: 12/17/2018		Provider: Special Educator	

Special Education Services: Reading Skill Development

Initial Date: 12/18/2017	Frequency: Weekly Time: 15 minutes	Location: In or Out of Class	Group Size: 1:1
End Date: 12/17/2018		Provider: Special Educator	

Special Education Services: Case Management

Initial Date: 12/18/2017	Frequency: Weekly Time: 30 minutes	Location: Special Education Office	Group Size: 1:1
End Date: 12/17/2018		Provider: Case Manager	

Special Education Services: Consultation

Initial Date: 12/18/2017	Frequency: Weekly Time: 30 minutes	Location: Special Education Office	Group Size: 1:1
End Date: 12/17/2018		Provider: Special Educator	

Special Education Services: Personal Care

Initial Date: 12/18/2017	Frequency: Daily Time: 390 minutes	Location: General Education Classroom	Group Size: 1:1
End Date: 12/17/2018		Provider: Para	

Potential Plan for Special Education Services: Math Skill Development

Initial Date: 12/18/2017	Frequency: Weekly Time: 15 minutes	Provider: Special Educator	Group Size: 1:1
End Date: 12/17/2018	Location: Virtual		

Potential Plan for Special Education Services: Reading Skill Development

Initial Date: 12/18/2017	Frequency: Weekly Time: 15 minutes	Provider: Special Educator	Group Size: 1:1
End Date: 12/17/2018	Location: Virtual		

Potential Plan for Special Education Services: Case Management

Initial Date: 12/18/2017	Frequency: Weekly Time: 30 minutes	Provider: Case Manager	Group Size: 1:1
End Date: 12/17/2018	Location: Virtual		

Potential Plan for Special Education Services: Consultation

Initial Date: 12/18/2017	End Date: 12/17/2018	Time: 30 minutes Location: Virtual	Provider: Special Educator
	Frequency: Weekly		Group Size: 1:1

Potential Plan for Special Education Services: Personal Care

Initial Date: 12/18/2017	End Date: 12/17/2018	Time: 390 minutes Location: Virtual	Group Size: 1:1
	Frequency: Daily	Provider: Para	

Related Services: Consultation

Initial Date: 12/18/2017	Frequency: Weekly Time: 15 minutes	Provider: Occupational Therapist	Group Size: 1:1
End Date: 12/17/2018	Location: P. E Classroom (Gym)		

Related Services: Consultation

Initial Date: 12/18/2017	Frequency: Weekly Time: 15 minutes	Provider: Speech Language Pathologist	Group Size: 1:1
End Date: 12/17/2018	Location: Special Education Office		

Related Services: Integration Specialist Consultation

Initial Date: 12/18/2017	Frequency: Biweekly	Location: Special Education Office	Curriculum Support
End Date: 12/17/2018	Time: 30 minutes	Provider: Speech Intensive Adapted	Group Size: 1:1

Related Services: Speech/Language Skill Development

Initial Date: 12/18/2017	Frequency: Weekly Time: 30 minutes	Provider: Speech Language Pathologist	Group Size: 1:1
End Date: 12/17/2018	Location: Special Education Office		

Related Services: Occupational Therapy Intervention

Initial Date: 12/18/2017	Frequency: Weekly Time: 30 minutes	Provider: Occupational Therapist	Group Size: 2:1
End Date: 12/17/2018	Location: Out of Class		

Related Services: Physical Therapy Intervention

Initial Date: 12/18/2017	Frequency: Weekly Time: 30 minutes	Provider: Physical Therapist	Group Size: 2:1
End Date: 12/17/2018	Location: Special Education		

Potential Plan for Related Services: Consultation

Initial Date: 12/18/2017	Frequency: Weekly Time: 15 minutes	Provider: Occupational Therapist	Group Size: 1:1
End Date: 12/17/2018	Location: Virtual		

Potential Plan for Related Services: Consultation

Initial Date: 12/18/2017	Frequency: Weekly Time: 15 minutes	Provider: Speech Language Pathologist	Group Size: 1:1
End Date: 12/17/2018	Location: Virtual		

Potential Plan for Related Services: Integration Specialist Consultation

Initial Date: 12/18/2017	Frequency: Biweekly	Provider: Speech Intensive Adapted Curriculum	Group Size: 1:1
End Date: 12/17/2018	Time: 30 minutes Location: Virtual	Support	

Potential Plan for Related Services: Speech/Language Skill Development

Initial Date: 12/18/2017	Frequency: Weekly Time: 30 minutes	Provider: Speech Language Pathologist	Group Size: 1:1
End Date: 12/17/2018	Location: Virtual		

Potential Plan for Related Services: Occupational Therapy Intervention

Initial Date: 12/18/2017	Frequency: Weekly Time: 30 minutes	Provider: Occupational Therapist	Group Size: 2:1
End Date: 12/17/2018	Location: Virtual		

Potential Plan for Related Services: Occupational Therapy Intervention

Initial Date: 12/18/2017	End Date: 12/17/2018	Time: 20 minutes Location: Virtual	Provider: Physical Therapist
	Frequency: Weekly		Group Size: 1:1

Potential Plan for Related Services: Physical Therapy Intervention

Initial Date: 12/18/2017	Frequency: Weekly Time: 20 minutes	Provider: Physical Therapist	Group Size: 1:1
End Date: 12/17/2018	Location: Virtual		

Potential Plan for Related Services: Assistive Technology Parent Training

Initial Date: 4/14/2020	Frequency: Biweekly	Location: Virtual	Group Size: With Kevin and Family
End Date: 12/17/2018	Time: 60 minutes	Provider: Special Education Teacher	

Potential Plan for Related Services: Assistive Technology Parent Training

Initial Date: 4/14/2020	Frequency: Once	Provider: Special Education Teacher	Group Size: With Kevin and Family
End Date: 12/17/2018	Time: 2 Hours	Location: Virtual	& I-Team

Transition Services: Transition plan implementation

Initial Date: 12/18/2017	Frequency: 5x	Provider:	Group Size: 1:1
End Date: 12/17/2018	Time: 120 minutes	Employment Specialist or Case Manager	
	Location: Community		

Potential Plan for Transition Services: Transition plan implementation

Initial Date: 12/18/2017	Frequency: 5x	Provider:	Group Size: 1:1
End Date: 12/17/2018	Time: 120 minutes	Employment Specialist or Case Manager	
	Location: Virtual		

Parental Consent to Bill Medicaid

For parents and legal guardians who have signed a Release of Information form, the school district is authorized to bill Medicaid for the services listed in this Individualized Education Program and to release any necessary special education records to a physician/nurse practitioner in order for them to reach a determination that the services are medically necessary. Release of information is also granted to Agency of Education and Human Services personnel charged with processing Medicaid billing for those IEP services that are also considered medical services under Vermont Medicaid rules. This consent will remain in effect until consent is revoked or until the student reaches the age of 18 (at which time consent must be obtained from the student) or when the student graduates. Refusal to consent does not affect the school district's responsibility to provide these services to the student at no cost to the family. I understand that I may revoke consent at any time and when I revoke consent it will apply to billing for any services from that date forward.

Individualized Education Program

Educational Environment/Placement, Accommodations/Modifications for Assessments

Student Name: Kevin Jones

IEP Meeting Date: 11/18/2019

If the student cannot participate full-time with non-disabled children in the general education class, extracurricular or other non-academic activities explain why full participation is not possible:

Kevin is removed from the educational environment for feeding, OT and ST.

Description of the student/child's educational environment/placement:

Kevin is in a Work Based Learning (WBL) program. He attends math and reading with his peers but is pulled out for therapies often.

The general characteristics of the student/child's educational environment/placement (check one, ages 6-21):

- Inside regular class at least 80% of the time
- Inside regular class 40% to 79% of the time
- Inside regular class less than 40% of the time[Ⓢ]
- Separate day school – public or private
- Residential facility
- Homebound/Hospital

The general characteristics of the child's educational environment/ placement (ages 3-5):

- Child is attending a regular early childhood program 10 or more hours per week.
 - and receives at least 50% of their special education services in the regular early childhood program
 - and receives at least 50% of their special education services in some other location
- Child is attending a regular early childhood program less than 10 hours per week
 - and receives at least 50% of their special education services in the regular early childhood program
 - and receives at least 50% of their special education services in some other location
- Child is not attending a regular early childhood program and receives special education services in:
 - a separate special class

- a separate school
- a residential facility
- their home
- the service provider's location or another location

Accommodations, Modifications and Supplementary Aids

State-level assessment (please check appropriate box or boxes):

- The team has determined that the student will be taking the on-level State assessment with no accommodations, modifications or supplementary aids.
- The team has determined that the student will be taking the on-level State assessment with the approved accommodations, modifications or supplementary aids identified below.
- The student's educational team has completed the required eligibility form(s) and has determined that the student will participate in the alternate assessment based on alternate achievement standards (AA-AAS). Check all that apply.
 - English Language Arts (grades 3-8, 11)
 - Mathematics (grades 3-8, 11)
 - Science (grades 5, 8, 11)
 - Physical Education (grades 4,7, 9)

Identify the accommodations, modifications and supplementary aids and services needed to participate in national, state, district-wide, and school assessments:

Kevin is in 12th grade and will not be taking a standardized test this year.

Program Modifications/Supports for the Student, School Personnel and Parents as well as Other Options Considered by the IEP Team

Student Name: Kevin Jones

IEP Meeting Date: 11/18/2019

Identify other accommodations, modifications, or supplementary aids (such as extended time, assistive technology, peer tutors) and services needed for the student:

Assistive Technology:

Ankle and foot orthoses

Left-hand elbow immobilizer

Manual wheelchair with modified trunk support and subbasis bar

Tobii Indi with Snap and Core First from Dynavox

Head Mouse

Adapted Keyboard

Switches

Services:

Speech therapy

Occupational therapy

Physical Therapy

Accommodations:

1. Full time assistance to take care of all of his physical and educational needs.
2. Alternative/adaptive materials to access grade level curriculum and materials.
3. Alternative transportation that is wheelchair accessible to or from school or any other community outings or field trips.
4. Classroom needs to be wheelchair accessible.
5. Access to knowledgeable communication partners and materials, and oral motor supports so he can communicate effectively with peers and adults.
6. Use his wheelchair with a tray as needed to access the school environment.
7. Access to an adapted toileting program.
8. Extended time to complete classroom tasks.

The IEP Team has determined that the student is eligible for the supports of Accessible Instructional Materials which have met the National Instructional Materials Accessibility Standards for print disabilities.

Identify the program modifications or supports that will be provided for school personnel and parents to implement the IEP:

1. Training for Special Educator, SLP and/or Paraeducator for using various communication devices and adapted materials.
2. Training on AT for Kevin's parents
3. Training on Kevin's Dynavox

Other Options Considered (include reasons why they were not included):

Kevin used to use a GoTalk2 but it required finger isolation to hit the small squares and the pictures were very small. Kevin had a hard time communicating when he was having a bad muscle day.