

IEP GUIDANCE DOC CHANGES 2018

cover	July 2017	July 2018 Footer added
Page 3	For students with moderate and severe disabilities, the Kentucky Practical Living and Career Studies , the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) and the Kentucky Employability and Foundational Academic Standards documents continue to serve as curriculum guidance for developing IEPs based on functional skills.	
p. 7	Non-academic areas (functional performance) may include essential skills , employability skills and daily living activities, behavior, mobility, social/emotional status and mental health.	
p. 7	During an initial IEP meeting, the ARC reviews available data about the student, including classroom data, the results of evidence-based interventions and formal and informal assessment data. <u>If test scores are used, an explanation or interpretation of the scoring should be provided.</u>	
p. 7	<ul style="list-style-type: none"> • IEP progress monitoring data • progress monitoring data from evidence-based interventions • Integrated Assessment Report • diagnostic assessments • classroom-based assessments and work samples • criterion-referenced tests • data collected from multiple observations in the areas of concern within the student’s natural environment (including community and work sites) • monitoring data from Behavior Intervention Plans (BIPs) • Functional Behavior Assessments (FBAs) 	
p.8	<u>Do not recycle or reuse previous IEP student performance data. The data must be obtained within the annual IEP cycle.</u>	
p.9	<u>The Present Levels provide the Admissions and Release Committee with a baseline of the student’s strengths and needs. The Present Levels provide the foundation on which the IEP is built.</u> The Present Levels provide the basis for generating measurable annual goals, specially designed instruction, supports and services to meet individual student needs. <u>There should be a direct relationship between the information in this section and the measurable annual goals, any short term objectives or benchmarks, and the accommodations in the rest of the IEP.</u>	
p. 9	The ARC uses information from resources described in the student performance data and determines if the student is performing commensurate with similar age peers. For needs or concerns related to the student’s	

	<p>disability, the ARC describes how the disability affects the student’s involvement and progress in the general curriculum as provided in the KAS. <u>The ARC may use information from the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) and EFAS-AA for students participating in the alternate assessment.</u> For preschool students, progress in the general curriculum may be described as developmentally appropriate activities as provided in the KYECS.</p>	
p. 9	<p>The Present Levels should be written in brief, clear, specific statements to describe a student’s current skill levels in objective, measurable terms.</p>	<p><u>The Presents Levels provide the baseline for which a student’s progress will be measured and therefore should be written in brief, clear, specific statements to describe a student’s current skill levels in objective, measurable terms. There should be enough detail to allow an objective measure of student progress.</u></p>
p.10	<p>In order to fully plan and consider all aspects of the student’s disability, review the following prior to developing the IEP:</p> <ul style="list-style-type: none"> • the definition of the category of disability • eligibility criteria <u>of the disability</u> • characteristics of the student’s disability • <u>how</u> the disability adversely affects the student’s educational performance • <u>current progress data</u> 	
p. 10	<p>Using the KAS, <u>KYECS, or the Kentucky Academic Achievement Standards and EFAS-AA</u>, identify the grade or age-level standards all students are expected to know and be able to do (example: if the student is in the 5th grade, use the fifth grade KAS; if the student is preschool, use the KYECS).</p>	
p. 10	<p>1. For each Present Level area where the student is not commensurate, describe:</p> <ul style="list-style-type: none"> • relative strengths <u>(areas in which the student performs well as compared to the student’s own performance)</u> • needs or concerns <u>(areas in which there is an adverse effect as a result of the disability. This directly corresponds to the needs of the student based on eligibility criteria and regulatory definition of a disability category)</u> • baseline performance for each need or concern <u>(This includes intervention or IEP progress monitoring data and analysis.)</u> 	

p.10	<p>Adverse Effect: Describe <u>how</u> the student’s disability affects the student’s involvement and progress in the general curriculum. Questions to consider:</p>
p. 11	<p>What are the student’s barriers to achieving college/career <u>and transition</u> readiness?</p>
Pg. 11	<p>The adverse effect statement can be noted in each Present Level area that is not checked commensurate with similar aged peers OR one summary statement that incorporates ALL areas impacted by the disability in one Present Level section. The adverse effect statement is not a restatement of the adverse effect definition. Using the words “significantly and consistently” does not answer the question of “how” the disability affects the student’s progress in the general curriculum.</p>
p.13	<p><u>Other</u></p> <ul style="list-style-type: none"> • Are there concerns related to feeding and swallowing? • Does the student currently use assistive technology or special equipment to communicate? • What behavior(s) does the student exhibit that is different from peers? • When is the student most likely to exhibit the behaviors? • What might the student be communicating through the behavior? • What function(s) does the behavior serve for the student and what are the consequences of the behavior? • What supports promote successful behavior for the student? • Is the student identified as Performance Dimension A or Performance Dimension B, if the student qualifies for alternate assessment, is a communication plan in place? (For a student identified as Performance Dimension B, identify the means of communication.)
p. 19, 25, 28, 31,33	<p><u>_____</u> <i>The following questions guide the development of the Present Levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance <u>in multiple settings</u>. Select questions that are relevant to the student’s needs related to the disability based on current intervention or IEP progress monitoring data.</i></p>
p.29	<p><u>Adjusting to social, school community and work environments</u></p>
p.30	<ul style="list-style-type: none"> • <u>How well does the student apply organizational skills across multiple settings (home, school, community, workplace)?</u>
p. 30	<p><u>How well does the student make transitions within the community and worksites?</u></p>
p.33	<p><u>Instruction</u></p> <ul style="list-style-type: none"> • <u>How is the student currently performing in daily living and career work experience courses?</u>

	<ul style="list-style-type: none"> • What instruction (courses and skills) might the student need to prepare for post-school living? • Is the student punctual to classes? • <u>Does the student attend school on a regular basis?</u> • <u>Do the student's IEP goals help the student to achieve their postsecondary goal?</u> <u>What transition services can be added to help the student reach their postsecondary goal? (i.e, self- advocacy skill, personal banking, work related social skills, computer skills.)</u> <ul style="list-style-type: none"> • <u>What employment skills does the student need to meet the postsecondary goals?</u>
p.33	<p><u>Related Services</u></p> <ul style="list-style-type: none"> • <u>What transition services are being targeted by related service providers to prepare the student to meet the postsecondary goal(s)?</u> • What transition services need to be targeted by a related service provider to prepare the student to meet the postsecondary goal(s)? • <u>Is assistive technology required to allow the student to meet the postsecondary goal(s)?</u> •
p.33	<p><u>Community Experience</u></p> <ul style="list-style-type: none"> • <u>How is the student currently performing during instructional experiences within the community or at a work-site?</u> • <u>Does the student currently participate in work-based learning when offered?</u> • <u>Are community-based experiences necessary to assist the student in achieving postsecondary outcomes?</u> • Does the student know how to access transportation? • Does the student participate in community or extra-curricular activities? • Has the student participated in any volunteer work?
p.34	<p><u>Preparation for Employment</u> Development of Employment</p> <ul style="list-style-type: none"> • <u>How is the student currently performing the skills are needed for the student to live independently and be employed? <u>Some</u> e<u>Examples:</u> <ul style="list-style-type: none"> ○ opening a bank account ○ interviewing for a job ○ writing a resume ○ budgeting </u> • Does the student need to participate in job-shadowing activities? <u>Does the student currently participate in job-shadowing activities?</u> • Does the student have any work experience? <u>If so, what is the student's current type of work experience and performance level?</u> • Does the student complete assigned tasks independently? • Does the student accept corrective feedback? • Does the student follow routine and procedures? • Does the student manage transitions independently? If not, what supports are

	needed?
p.34	<p><u>Post School Adult Living Objectives</u></p> <ul style="list-style-type: none"> • Is the student self-directed? • Does the student have self-advocacy skills? • What transition agencies does the student currently access to <u>help the student need to meet the</u> postsecondary goal(s)? • Does the student know the difference between rights and privileges?
p.34	<p><u>Specific to DJJ Facilities</u></p> <ul style="list-style-type: none"> • <u>What community experiences should be provided for the student?</u> • <u>If students have been in a facility for an extended period of time, consider the gaps in knowledge that may exist related to employment opportunities, independent living and participating in the community.</u>
p.34	<p><u>Functional Vocational Assessment (if applicable)</u></p> <ul style="list-style-type: none"> • <u>Is a functional vocational assessment needed to determine the student’s strengths, abilities and needs in a work setting?</u> • <u>What are the student’s strengths, abilities and needs in a work setting, based on functional vocational assessment results?</u>
p.39	<p><u>The ARC documents the supports in the IEP and indicates the type of service in the “Statement of Devices/Services” section.</u></p>
p.39	<p><u>Specific to DJJ Facilities</u></p> <p>Behavior plans are often in place for students within State Agency Education Programs. The ARC should consider if this plan must be revised for the student to be successful in the new setting. When the student changes settings (i.e. transitions to a comprehensive school setting) does this plan need to continue to be in place in order for the student to be successful in the new setting? This information should be included under the special factors section of the IEP in the area of behavior.</p>
p.42	<ul style="list-style-type: none"> • Will Braille be the student’s primary mode of communication <u>(learning media)</u>?
p.44	<p>General Guiding Questions</p> <p>The following questions may guide the ARC when making special considerations to determine the need for assistive technology:</p> <ul style="list-style-type: none"> • What can the student do now with and without assistive technology? • Does the student require assistive technology to access the general curriculum or to participate in nonacademic and extracurricular activities?

	<ul style="list-style-type: none"> • Does the student require assistive technology to benefit from educational/printed materials? • Does the student require assistive technology to access auditory information? • Does the student require assistive technology for written communication/computer access? • Does the student require assistive technology for augmentative communication? • Does the student require assistive technology to participate in state and districtwide testing? • Will the student, staff or both need training to facilitate the student’s use of the assistive technology? • <u>Does the student require assistive technology to participate in work-based learning experiences?</u> • How can assistive technology be integrated into the student’s program across settings such as work placements and homework school, home, community and worksites?
p.45	<p>Measurable annual goals are statements of anticipated results to be achieved in a calendar year or less as determined by the ARC.</p> <p><i>Measurable annual goals are NOT written to restate the content standards, but should specify skills or strategies that will promote accessing the general curriculum and aid the student in meeting achievement standards during the next twelve months.</i></p> <p><u><i>These goals should be designed to meet the needs resulting from the student’s disability to enable the student to be involved in and make progress in the general curriculum. The goals must be appropriately ambitious in light of the student’s circumstances and consider the student’s potential for growth. Endrew F. v Douglas County School District RE-1, 69 IDELR 174 (2017)</i></u></p>
p.45	<p>Measurable annual goals are directly related to the student’s needs based on the disability and pertain to needs described in the Present Levels. Measurable annual goals are focused on bridging the gap from where the student is (baseline) to where the student needs to be (goal) and address both academic and functional skills. <u>Each measurable annual goal must have enough detail to allow for objective measurement. Avoid combining multiple skill deficits into one measurable annual goal.</u></p> <p><u>Measurable annual goals need to pass the “stranger test.” If the student transitions from one teacher to another, the receiving teacher should be able to immediately implement the measurable annual goal.</u></p> <p>Copying and pasting a standard from the KAS, or the KYECS or the</p>

	<p><u>EFAS-AA aligned to the KOSSA</u> into a student’s IEP without including the components of the goal will <i>not</i> suffice as a measurable annual goal.</p>
p. 47	<p>Circumstance –a description of the <i>instructional materials</i> or <i>instructional circumstances</i> used to teach and eventually assess/measure the stated behavior. Circumstance is what is used to stimulate the taught behavior (cue, prompt, direction, situation). Examples:</p> <ul style="list-style-type: none"> • when engaged in peer interaction in a non-structured setting during a 15-minute period • when engaged in a non-preferred activity for 5 minutes • when presented with 10 two-digit division problems • given 20 content-related vocabulary words • given 10 sight words • when presented with 2 objects • when given a picture prompt • when given a physical prompt • during hallway transitions • during free choice center time • <u>when engaged in work-based learning at a work-site</u>
p.47	<p>Degree/Criterion – a description of the expected minimum level of success within 12 months and how consistently the student must perform this skill. Examples:</p> <ul style="list-style-type: none"> • 92% accuracy for 3 consecutive opportunities • 18/20 correct for 4 consecutive probes • 4/5 opportunities for a 2-week period • score of a 3 on a 5 point rubric for 4 written assignments
p.50	<p>Indirect Measures involve using scoring criteria to review student performance without observing the student during the performance. Examples of Indirect Measures:</p> <ul style="list-style-type: none"> • rubric – a scoring guide that describes performance on a scale from desired performance to undesired performance. It uses both qualitative and quantitative descriptions, either analytically by assessing components of a finished product or holistically by assessing student’s work as a whole • goal attainment scaling – a scoring guide to rate student performance on a point scale from least to most favorable • teacher interview - summary of teacher input toward student performance on a given behavior in a structured format to be included with additional methods of measurement • <u>checklist</u> - list of specific behaviors used to measure consistency

	<p>and completeness in carrying out a task (can be applied to permanent product such as work samples, therefore, it is an Indirect Measure)</p> <ul style="list-style-type: none"> • employer/employment specialist interview – summary of employer/specialist input toward student performance on essential skills or employability skills checklist in worksite setting 						
p. 51	<p>IDEA regulations only address the student’s progress toward measurable annual goals. Federal Federal and Kentucky regulations require benchmarks or short-term objectives for students with disabilities participating in the Alternate Assessment program, which is aligned to alternate achievement standards. 34 CFR 300.320(a)(2)(ii). <u>District policies and procedures provide guidance regarding the selection of benchmarks or short-term objectives.</u></p>						
p. 53	<p><i>By the student’s 16th birthday</i>, or younger if appropriate, a statement of needed transition services that includes strategies/activities to assist the student to obtain the postsecondary goal, is documented in the present levels of the IEP. Transition needs include the following areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> instruction (including work-based learning experiences) <input type="checkbox"/> related services <input type="checkbox"/> community experience <input type="checkbox"/> development preparation for employment (including work-based learning experiences) <input type="checkbox"/> post-school adult living objectives <input type="checkbox"/> acquisition of daily living skills, if appropriate <input type="checkbox"/> provision of a functional vocational evaluation, if appropriate 						
p. 54	<p>Transition Services and Agency Responsible</p> <p><i>By the student’s 16th birthday</i>, or younger, if appropriate, the ARC documents the transition services needed by the student to reasonably enable the student to reach postsecondary goals. The ARC discusses and documents, whether the student needs transition services and activities (instruction, related services, community experiences and work-based learning) as part of the IEP, to prepare the student for adulthood.</p>						
p.54	<p>Transition Service Examples:</p> <table border="1" data-bbox="365 1671 1417 1843"> <tr> <td colspan="2" data-bbox="365 1671 1417 1738">Transition Services and Agency Responsible (By age 16, or younger, if appropriate and thereafter)</td> </tr> <tr> <td data-bbox="365 1738 987 1806" style="text-align: center;">Transition Service</td> <td data-bbox="987 1738 1417 1806" style="text-align: center;">Agency Responsible</td> </tr> <tr> <td data-bbox="365 1806 987 1843">multi-year course of study as outlined in ILP</td> <td data-bbox="987 1806 1417 1843">high school/district</td> </tr> </table>	Transition Services and Agency Responsible (By age 16, or younger, if appropriate and thereafter)		Transition Service	Agency Responsible	multi-year course of study as outlined in ILP	high school/district
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Transition Service	Agency Responsible						
multi-year course of study as outlined in ILP	high school/district						

	<p>opportunity to attend transition fair or career fair at school or in the community</p> <p>high school/district</p>
	<p>information about supported employment agencies and services</p> <p>high school/district</p>
	<p>opportunities to practice completing job applications and interviewing skills</p> <p>high school/district</p>
	<p>Vocational Rehabilitation will determine eligibility for Office of Vocational Rehabilitation services.</p> <p>Vocational Rehabilitation</p>
	<p><u>Opportunities for work-based learning experiences at school or in the community</u></p> <p><u>high school/district</u></p>
p.56	<p>Paraprofessionals are not the initial implementer of SDI, as they are not certified or licensed.</p>
p. 57	<p>Supplementary Aids and Services are needed:</p> <ul style="list-style-type: none"> • for the student to advance appropriately toward attaining measurable annual goal(s) • for the student to be involved and make progress in the general curriculum • for the student to participate in extracurricular and other nonacademic activities • <u>for the student to be educated and participate with other students with and without disabilities</u> • <u>For the student to participate in work-based learning</u>
p. 58	<p><u>ARC decisions for assessment accommodations are supported by student performance data documented in the IEP:</u></p> <ul style="list-style-type: none"> • Present Levels <ul style="list-style-type: none"> ○ a comparison of the student’s performance using an accommodation and without using an accommodation (Student answers 10 out of 15 questions correctly on grade-level text with a reader. Student then answers 2 out of 15 questions correctly without a reader on a grade-level text.) • Measurable Annual Goals <ul style="list-style-type: none"> ○ a measurable annual goal to support the accommodation (a goal in the area of reading if the student has a reader) • Specially Designed Instruction <ul style="list-style-type: none"> ○ SDI to support the accommodation (instruction in how to use a reader, instruction in reading decoding, <u>instruction in how to use a tactile display calculator</u>) • Supplementary Aids and Services
p.59	<p>Accommodations are a part of the student’s regular instructional routine and are not used or introduced only for the purpose of the state-required assessment.</p>

p. 59	<ul style="list-style-type: none"> • <u>calculator (any calculator other than a standard calculator should be specified on “Other, specify:”)</u> <u>See the Unapproved Calculator Guidance document for more information</u>
p. 60	<p>Alternate Assessment</p> <p><u>For more detailed information, please see the Alternate K-PREP Training and Instructional Resources page on the KDE website.</u></p> <p>The ARC determines annually if the student meets all criteria for eligibility for the Alternate Assessment, using the Kentucky Alternate Assessment Participation Guidelines. The discussion is documented in the Conference Summary and the decision is documented in the IEP.</p> <p><u>ARCs must consider a student’s individual characteristics when determining whether a student with a disability should participate in the general assessment with or without accommodations, or in the alternate assessment.</u></p>
p.60	<p><u>As reflected in the <i>Kentucky Alternate Assessment Participation Guidelines</i>, to participate a student must meet all of the following criteria:</u></p> <ol style="list-style-type: none"> 1. <u>†The student has an individualized education program and receives special education services. Review of the eligibility determination forms and current individualized education program indicates that the student is eligible.</u> 2. <u>The student has a significant cognitive disability. Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for someone to live independently and to function safely in daily life. -Review of exclusions were considered. The ARC decision for the student to participate in the Kentucky Alternate Assessment is not primarily the result of: excessive or extended absences; disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment; native language, social, cultural, and economic differences; those identified as English Language Learners (ELL); pre-determined poor performance on the grade-level assessment; the student displays disruptive behaviors or experiences emotional duress during testing; administrator decision or educational environment or instructional setting.</u> 3. <u>The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum. The student:</u>

	<ul style="list-style-type: none"> ○ <u>requires extensive, repeated, individualized direct instruction and support that is not of a temporary or transient nature across multiple settings, and</u> ○ <u>requires intensive accommodations, modifications and assistive technology to access and make progress in the KAS and to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings. The student will receive instruction based upon Kentucky alternate achievement standards while participating in the alternate assessment. All data sources reviewed can be verified with supporting documentation.</u>
p.63	<p>The ARC must determine if the student meets requirements for Performance Dimension A or Dimension B. A communication plan is documented for students determined eligible for Performance Dimension B.</p> <p><u>Dimension A means:</u></p> <ul style="list-style-type: none"> ● The student uses verbal or written words, signs, Braille or language based augmentative systems to request, initiate and respond to questions, describe things or events and express refusal. OR ● The student uses intentional communication, but not at a symbolic language level. The student uses understandable communication through such modes as gestures, pictures, objects/textures, pointing, to clearly express a variety of intentions. <p><u>Dimension B means:</u></p> <ul style="list-style-type: none"> ● The student communicates primarily through cries, facial expressions and change in muscle tone, but does not clearly use objects/textures, regularized gestures, pictures or signs to communicate. ● The student alerts to sensory input from another person (auditory, visual, touch, movement) but requires actual physical assistance to follow simple directions; or the student's response to sensory stimuli (sound/voice, sight/gesture, touch, movement, smell) is unclear. <p>Dimension B students essentially make up 1% of the total 1% of students who meet requirements for the alternate assessment. The Communication Plan is embedded throughout the IEP (Present Levels, measurable annual goals and SDI/SAS).</p>

<p>P.61</p>	<div style="background-color: #f0f0f0; padding: 10px;"> <p>ARC Eligibility Determination:</p> <p>1. The student meets the participation guidelines for KY Alternate Assessment as a student with a significant cognitive disability and is eligible to receive instruction based upon alternate academic achievement standards and participate in the KY Alternate Assessment as indicated above.</p> <p>All data sources referenced can be verified with supporting documentation.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Response (Answer to Eligibility Determination)</p> <p><input type="checkbox"/> NO. Stop here. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.</p> <p><input checked="" type="checkbox"/> Yes. All participation Criterion #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment. Continue with documentation form below.</p> <p>Statement of Eligibility:</p> <p><input checked="" type="checkbox"/> Supporting Comments (required)</p> <div style="border: 1px solid #ccc; height: 40px; margin-top: 5px;"></div> </div> <p>Changed screenshot</p>
<p>p.63</p>	<p>Examples of Program Modifications <u>(across all settings)</u>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> private/supervised environment for addressing individual health needs (catheterization) <input type="checkbox"/> school staff will minimize classroom distractions, for example covering distractible items within sight during whole group instruction <input type="checkbox"/> adult support across all settings (toileting, feeding, dressing, transitions)
<p>p.63</p>	<p>Examples of Supports for School Personnel:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers and assistants will be trained on the use of the communication system. <input type="checkbox"/> School personnel will be oriented to a highly structured behavior support program. <input type="checkbox"/> Consultation between the Speech/Language pathologist and general education teacher <u>or special employment specialist</u> regarding use of the communication system once per quarter. <p><u>Consultation between the special education teacher and employment specialist</u></p>

	<p style="text-align: center;"><u>regarding supports needed for work-based learning.</u></p> <ul style="list-style-type: none"> • The special education teacher will consult on a monthly basis with the social studies and science teachers to promote John’s independent use of graphic organizers. □ School personnel (classroom teacher, instructional assistant, related services personnel) will be trained on visual supports. □ Staff training, including bus staff, on seizure protocol and emergency evacuation. □ <u>School personnel will be trained in the use of safe physical management techniques.</u> □ <u>Consultation between the classroom teachers and the DJJ staff regarding the student’s progression through the behavior system.</u> □ <u>School personnel oriented to the structured behavior support program.</u>
p. 65	<p><u>Specific to DJJ Facilities</u></p> <p><u>Although the setting documented on the IEP will be hospitals/institutions, the ARC must consider the continuum of placement options within that setting to meet the needs of students with disabilities. The ARC must make individualized placement decisions. The ARC may not routinely place all students with disabilities in correctional facilities in classes that include only students with disabilities. This may include having special education and general education teachers co-teach in the regular classroom or may include having a special education teacher teach within a resource setting.</u></p>
p.68	<p>special/ general education teacher</p>
p.77	<p>When completing the year-end analysis of progress toward measurable annual goals, the following information must be included. <u>(This is typically documented in the conference summary).</u></p> <ul style="list-style-type: none"> • baseline at the beginning of the IEP cycle • progress on measurable annual goal from baseline to end of the IEP cycle • SDI utilized and if the strategies were effective or changes were made • explanation of any significant decreases or increases in progress • whether the student regressed or failed to recoup skills previously taught after breaks in instruction (ESY determinations)
p.83	<p><u>Needs or concerns related to disability</u> are areas in which there is an adverse effect, meaning the student performs <i>significantly</i> and <i>consistently</i> below the performance of similar grade (academic achievement) and age (functional performance) peers as a result of the disability. This directly corresponds to the needs of the student based on eligibility criteria and regulatory definition of a disability category.</p>

p. 84	<ul style="list-style-type: none">• <u>Work-Based Learning (WBL) is an effective teaching approach used to engage students in real-life occupational experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's workforce.</u>
p. 85	KDE/OVR Transition IEP Guidance Addendum Document ADDED