



Special Services Dynamic Form Functionality: IEP 2 & 12

IEP 2 Special Instructional Factors

Is the child blind or visually impaired?

Yes

No

Yes

No

2 Special Instructional Factors

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2019-2020 IIEP > 10 Children With Visual Impairments

Due: 09/23/2019 Created By: SplLoad

+ New Attachment

This form shall be completed during the IEP meeting for each child who has a visual impairment, as defined by Ohio's Amended Substitute House Bill Number 164, which requires a statement specifying one or more reading and writing media in which instruction is appropriate to meet the child's educational needs. A copy of this completed form is part of, and must be attached to, the child's IEP form.

1. Annual assessment of reading and writing skills was conducted with each child in all media considered appropriate. The results of these assessments are included in "Present Levels of Academic Achievement and Functional Performance" on the IEP and indicate both strengths and weaknesses.

Yes

No

2. The IEP contains a requirement for instruction in Braille reading and writing when that medium is appropriate and is indicated by adding "Unified English Braille" as a special service in Section 7.

Yes

No

3. Instruction in Braille reading and writing was carefully considered for this child and pertinent literature describing the educational benefits of instruction in Braille reading and writing was reviewed by the persons developing this child's IEP.

Yes

No

4. The following visual condition(s) was taken into account and discussed in making the above decision

Condition is degenerative and progressive loss is expected.

Yes

No

Condition is currently unpredictable in nature and will be reviewed if change in visual condition is noted.

Yes

No

Condition is temporary and expected to improve.

Yes

No

Overview | Signatures | Prior Written Notice

Child with Visual Impairments form is not included in this IEP and does not display on the document overview version of the Student Documents screen

IEP 12 Statewide and District Testing

Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)?

Yes

No

Yes

No

12 Statewide And District Testing

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2019-2020 IIEP > AASCD Participation Criteria

Due: 09/23/2019 Created By: SplLoad

+ New Attachment

Participation in the Ohio AASCD reflects the pervasive nature of a significant cognitive disability and requires the answer to ALL of the following participation criteria be YES. A student who participates in the AASCD participates in this assessment for all content areas.

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability.	Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.	<input type="radio"/> Yes <input type="radio"/> No
2. The student is learning content linked to (derived from) Ohio's Learning Standards, i.e. Ohio's Learning Standards - Extended (OLS-E).	Goals and instruction documented in the IEP for this student are linked to the enrolled grade level standards and address knowledge and skills that are appropriate and challenging for this student.	<input type="radio"/> Yes <input type="radio"/> No
3. The student requires extensive direct, individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	<input type="radio"/> Yes <input type="radio"/> No

Evidence for the decision to participate in the AASCD is NOT BASED on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social, cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status

Overview | Signatures | Special Education Events

AASCD Participation Criteria form is not included in this IEP and does not display on the document overview version of the Student Documents screen