

Sample: Academic Transition IEP Conference Script

This conversation could take place during an IEP meeting when standards are referenced to the IEP. It is used as an example of how center-based programs can use a cycle of standards and relate that cycle to an individual student's IEP.

When involving parents and students in creating an IEP where the standards are referenced, always have a copy of the standard being referenced. If possible, also share copies of the district-approved performance assessment/s for standards under discussion.

Student Profile Background

The high school student has not passed the Minnesota Basic Standards tests in reading, writing, or math. The student has had inconsistent school attendance and has attended three different programs in the past two years. He/She has a transition goal that includes achieving a high school diploma and going on to a vocational program. He/She has been identified as a student with an emotional/behavioral disorder and has a current Individual Educational Plan.

Sample Teacher Script

Our district plan requires us to embed, teach, assess, and score the following High Standards as part of the district's cycle of standards. *(Student Name)*'s teachers will be using curriculum and activities related to the standards throughout the year. Through a variety of activities, *(Student Name)* will be given sufficient opportunities to complete all the specifications of the standards. District-approved performance assessments will be used to assess the standards. Because these standards are embedded in the curriculum with consistent attendance and completion of assigned tasks, *(Student Name)* will have sufficient learning opportunities to complete the standard.

The IEP remains the most important planning document for each student. Therefore, we want to decide how the cycle of district standards relates to *(Student Name)*'s needs as identified in his/her present level of performance.

We must consider a number of factors. First, *(Student Name)* has been placed in this program because the IEP team has decided that his/her needs are best addressed through placement in this four-period-per-day vocational program. In addition to this consideration, we believe *(Student Name)* has the ability to pass the Minnesota Basic Standards Test (MNBST) in math, reading, and writing. Therefore, we need to address the development of basic skills along with vocational skills.

The first standard, Interpersonal Communication, has been embedded in the work that a theater company will do with our students once a week for 15 weeks. This will not conflict with *(Student Name)*'s need to focus on vocabulary or basic skills.

continued...

Sample Academic Transition IEP Conference *continued...*

To document this, “state level” will be checked by “Interpersonal Communication” under the Write and Speak learning area on the high school chart for IEP planning.



Minnesota Content Standards, Appendix 1, and “Appendix F” and Profile of Learning IEP Planning Forms, Appendix 2.

The next standard on the cycle is the high school standard, Chance and Data Handling. We believe *(Student Name)* can pass the MNBST in math, although his/her present level of performance indicates that he/she is significantly below grade level in math. Therefore our planning needs to focus on transition and basic skills. While we feel with continued instruction and consistent attendance, *(Student Name)* will be able to learn the necessary skills that are assessed in the MNBST for math, his/her current educational evaluation indicates that we select another level and standard in the Mathematical Concepts and Applications learning area. Working toward the middle-level standard, Number Sense, *(Student Name)* will not only receive instruction and practice to increase his/her skills to pass the Basic Standards, he/she will gain the math skills necessary for future success with his/her transition goal. If the team determines (this includes parents and student) *(Student Name)* will attempt to complete the Mathematical Concepts and Applications standard at the middle level, this is a modification; therefore, “Pass Individual” will be checked for documentation of this decision on the middle level chart for IEP planning.

The third standard is Literature and Arts Analysis and Interpretation. Because *(Student Name)* will be working to pass the MNBST of reading and his/her present level of performance on a placement test for corrective reading, we suggest that *(Student Name)* be exempt from this standard. We will identify another goal that applies to this learning area. The goal would be: To progress from the level of testing for placement in decoding, level C in SRA direct instruction materials to the level of testing for placement in comprehension A, prior to our next IEP meeting. This will help *(Student Name)* to develop skills needed to pass the MNBST. This goal to increase reading comprehension is also aligned with *(Student Name)*’s transition goal of attending a vocational program after graduation from high school. If the team determines *(Student Name)* will not be assessed on this standard, we will check “Exempt” on the high school chart for IEP planning.

The additional standards would continue to be referenced in this manner. In center-based programs, all standards in the school year cycle must be addressed in the IEP.

It is important to remember that the team determines the level at which a student will attempt to complete the standards of the Profile.